

Pupil premium strategy statement – Bure Valley School

This statement details our school's use of pupil premium (and recovery premium) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	259
Proportion (%) of pupil premium eligible pupils	66 (25.5%)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended – you must still publish an updated statement each academic year)	2023/2024 to 2025-2026
Date this statement was published	December 2023
Date on which it will be reviewed	July/Oct 2024
Statement authorised by	Mr D Spalding (Exec)
Pupil premium lead	Mr J Olney (Head)
Governor / Trustee lead	Mrs K Smith

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£74,495
Recovery premium funding allocation this academic year <i>Recovery premium received in academic year 2023/24 cannot be carried forward beyond August 31, 2024.</i>	£9,570
Pupil premium funding carried forward from previous years (<i>enter £0 if not applicable</i>)	£0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£84,065

Part A: Pupil premium strategy plan

Statement of intent

Pupil Premium is one of the most important tools we have to address the stubborn link between family income and education outcomes. Used purposefully, it can help tackle some of the barriers that stand in the way of eligible pupils' progress. But getting the most out of your Pupil Premium requires careful consideration and planning. To support this we utilise research such as [EEF using-pupil-premium guidance](#).

It remains our intention that all Bure Valley pupils, irrespective of their background or the challenges they face, will make good progress and attain well across our curriculum.

The focus of this pupil premium strategy is to support our disadvantaged pupils, especially those with high prior-attainment, to fulfil their potential. When creating our pupil premium strategy, we carefully consider the challenges faced by our vulnerable pupils, such as those who have a social worker or who are young carers.

We believe that a one size fit approach to pupil premium spending can be ineffective, because not all disadvantaged children have the same needs. Therefore, targeting this group with a blanket approach to intervention would be inappropriate. We will not run interventions for the sake of it, and will target research informed academic support and interventions on particular learners or groups where appropriate.

We believe that prioritising the development of high quality teaching will have subject the biggest impact on the outcomes of all pupils, including those who are not classified as disadvantaged. Therefore, developing great teaching, is at the heart of our approach, alongside focussing our efforts on areas which pupils do require support.

We believe that evidenced based, continuous professional development, combined with good curriculum development, effective mentoring and coaching, strong recruitment and retention and the development of high quality teaching resources will help to close the disadvantage attainment gap and benefit all. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will also be sustained and improved alongside the progress of disadvantaged peers.

Our pupil premium strategy is also integral to our wider school improvement plans and continued recovery from the disruption brought about by the pandemic.

Our approach, rooted in robust diagnostic assessment, will be responsive to common challenges and individual need. We will not make assumptions about the impact of disadvantage. The approaches we adopt will benefit: our curriculum, school attendance, our extra-curricular offer and will help individuals to make progress from their unique starting points.

To make our strategy effective, we will:

- ensure disadvantaged pupils are challenged in the work they are set
- act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of is possible
- communicate with and support parents and carers

We appreciate that closing the attainment gap between disadvantaged and non-disadvantaged pupils is a complex and long-term process rather than a quick fix. We accept that sometimes we might not always reap the benefits of the work we do by the end of key stage two. Nonetheless, pupils may go on to achieve well or make accelerated progress at a later stage in their education because of the intervention, support and teaching they received earlier in their schooling.

Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

Challenge number	Detail of challenge
1	<p>Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills, vocabulary and grapheme phoneme correspondence among many disadvantaged pupils on entry into Year 3. This gap can persist or widen without targeted teaching and additional support. This affects reading and greatly impacts on writing development. A not insignificant number of pupils join with a reading age below their chronological age this affects spelling and writing outcomes and hinders access to wider curriculum learning.</p>
2	<p>Data analysis indicates mathematical attainment and progress among disadvantaged pupils is below that of non-disadvantaged pupils. This gap can persist or widen without targeted teaching and additional support.</p> <p>Over the last several years, on entry Year 3 baseline data has revealed that between 30 - 60% of our disadvantaged pupils arrive with lower attainment and/or a maths age below their chronological age.</p>
3	<p>Our assessments and observations indicate that the education and wellbeing of many of our disadvantaged pupils has been impacted by partial school closures to a greater extent than for other non-disadvantaged pupils. These findings are supported by national studies. This has resulted in significant knowledge gaps that if not addressed will lead to pupils falling further behind age-related expectations.</p>
4	<p>Our assessments, observations and discussions with pupils and their families have identified social and emotional issues for many pupils, notably because of a lack of enrichment opportunities and academic support out of school. Whilst not exclusively an issue for disadvantaged families, these challenges can particularly affect disadvantaged pupils, including their attainment and cultural capital.</p>
5	<p>Despite attendance data generally being good across the school, long term data trends indicate that attendance percentages among disadvantaged pupils are lower overall than that of non-disadvantaged pupils (especially when term time holidays are not included). With a larger number of disadvantaged pupils, having been 'persistently absent' compared to their non-disadvantaged peers during that period.</p>

Absenteeism is proven negatively affect outcomes for all pupils, and will hinder the progress and attainment of disadvantaged pupils.

Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
Improved reading, oral language skills and vocabulary among disadvantaged pupils	<p>All pupils receive Wellcomm Screening on entry to school. Targeted intervention is provided as necessary.</p> <p>Assessments and observations indicate significantly improved oral language skills. Disadvantaged pupils are able to call upon a good vocabulary base to express their understanding, give explanations and share their learning in a variety of ways. They will read regularly, and this helps them to learn and apply more technical and ambitious vocabulary in their writing. Pupils can agree/disagree respectfully during conversations they have.</p> <p>This is also evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.</p> <p>The percentage of pupils requiring additional Read Write Inc. Fresh Start phonics intervention beyond LKS2 is reduced.</p> <p>Improvements in oral language, phonetical awareness and vocabulary impact positively on early writing and writing outcomes.</p>
Improved reading attainment among disadvantaged pupils	<p>Renaissance Star Reading adaptive assessments highlight the skills each pupil needs to focus to make progress towards meeting or exceeding the expected standards in reading. The data reports produced inform teaching and children's reading practice.</p> <p>Based on results, each child is given a Zone of Proximal Development - the range of difficulty level of books a child should read to allow for independent reading. Children read progress books from within their ZPD range alongside books for pleasure.</p> <p>Ongoing assessments show that ZPD ranges improve and reading ages of individual pupils improve over time.</p>

	<p>Staff receive appropriate training and support to improve adaptive teaching practice.</p> <p>2025/2026 KS2 reading attainment outcomes have improved from 2022 outcomes and the disadvantage gap to non-disadvantaged peers is closing.</p>
Improved maths attainment for disadvantaged pupils	<p>Renaissance Star Maths computer-adaptive assessments are used to screen, benchmark and provide accurate and assessment data to inform your teaching, targeted maths practice and intervention.</p> <p>Scaled and standardised test score for each child show improvement over time.</p> <p>Staff receive appropriate training and support to improve adaptive teaching practice.</p> <p>2025/2026 KS2 maths attainment outcomes have improved from 2022 outcomes and the disadvantaged gap to non-disadvantaged peers is closing.</p>
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils	<p>High levels of wellbeing demonstrated by positive qualitative data from pupil voice interviews, pupil and parent surveys and teacher observations.</p> <p>Pupils are able to self-regulate through an increased level of self-awareness. They are able to channel emotions productively and have developed empathy and social skills to support their ability to function independently.</p> <p>Pupils know that feelings, thoughts and behaviours are linked. They stop and think about their emotions before acting. Children talk about feelings effectively, they understand others' feelings or concerns. They make appropriate choices based on how they feel and can talk openly about why they feel that way.</p> <p>A reduction in the number of behavioural incident or incidents of bullying noted on SIMs/CPOMs involving focus pupils.</p> <p>An increase in the number of disadvantaged pupils broadening their horizons and learning by participating in enrichment activities, including an overnight stay and facing new learning challenges.</p> <p>Pupils apply their skills and learning from differing experiences in performance type outcomes.</p> <p>Improved attendance rates for focus pupils</p>
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils	<p>High attendance demonstrated by the overall absence rate for all pupils being no more than 5%. Attendance gap between disadvantaged pupils and their non-disadvantaged peers is reduced over time.</p>

	<p>The percentage of disadvantaged pupils who are persistently absent (below 90%) is comparable to non-disadvantaged and national rates.</p> <p>Severe absenteeism is addressed using government and local authority guidance/systems. Case studies show improved attendance rates as a result of school action.</p>
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Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium) funding **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £35,227.10

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Purchase of standardised and diagnostic assessments.</p> <p>Training for staff to ensure assessments are interpreted and administered correctly.</p>	<p>Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction:</p> <p>Standardised tests Assessing and Monitoring Pupil Progress Education Endowment Foundation EEF</p>	<p>1, 2, 3, 4</p>
<p>Embedding dialogic activities across the school curriculum. These can support pupils to articulate key ideas, consolidate understanding and extend vocabulary. We will purchase resources and fund ongoing</p>	<p>There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading:</p> <p>Oral language interventions Toolkit Strand Education Endowment Foundation EEF</p>	<p>1</p>

teacher training and release time.		
Purchases of: DfE validated systematic synthetic phonics programme/intervention, phonetically decodable books and Accelerated Reader programme and associated books for each ZPD range.	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils: Phonics Toolkit Strand Education Endowment Foundation EEF	2
Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance. Funding teacher release time to embed key elements of guidance and to access Maths Hub resources and CPD (including Teaching for Mastery training).	The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches: Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk) The EEF guidance is based on a range of the best available evidence: Improving Mathematics in Key Stages 2 and 3 Prioritising teacher development, with the aim of improving teaching in the classroom has proven to have the greatest impact on pupil attainment. EEF Attainment Gap Report 2017	3
Improve the quality of social and emotional (SEL) learning. SEL approaches will be embedded into our curriculum and routine practice. Supported by training for staff	There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers): EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)	5

and Friendly Faces.		
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Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £127,928.90

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase of a programme to improve listening, narrative and vocabulary skills for disadvantaged pupils who have relatively low spoken language skills.	Oral language interventions can have a positive impact on pupils' language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment: Oral language interventions EEF (educationendowmentfoundation.org.uk)	1, 4
Additional phonics sessions targeted at disadvantaged pupils who require further early reading and phonics support	Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks: Phonics Toolkit Strand Education Endowment Foundation EEF	2
Purchase of Accelerated Reader (AR) to help to ensure progress for all readers, to improve motivation & engagement and to better track and monitor reading. Promotion of school's Book Worm Reading Challenge.	Programme shown to support progression of reading skills. By allowing pupil to read suitable book, take an online quiz, and get immediate feedback. Children known to respond well to regular feedback and are motivated to make progress with their reading skills. Accelerated Reader Education Endowment Foundation EEF	1, 2
Engaging with the National Tutoring Programme to provide school-led tutoring for pupils whose education has been most impacted	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one: One to one tuition EEF (educationendowmentfoundation.org.uk)	4

by the pandemic. A significant proportion of the pupils who receive tutoring will be disadvantaged, including those who are high attainers.	And in small groups: Small group tuition Toolkit Strand Education Endowment Foundation EEF	
Homework support club.	Disadvantaged pupils typically receive additional benefits from homework, but are less likely to have a place to study, access to a device or parental support to complete tasks. Homework clubs offer pupils a supervised and supportive environment to complete homework activities during the school day. EEF Homework	1, 2, 3
Purchase of Edukey provision mapping software to reduce workload and manage SEND and pupil premium.	By using data and assessment information, teachers can identify areas where a pupil may need additional support or intervention. The provision map can then be used to plan and monitor the provision that is put in place to help the pupil achieve their targets. EEF SEND Guidance	1,
Purchase of online subscriptions to support learning at home.	Automatic pupil assessment data generated by online learning programmes enables teachers to quickly and easily identify problems for pupils early on. Subscriptions can support learning and targeted intervention. EEF Remote Learning	1, 2, 3
Creation of Learning Lab KS2 targeted provision to support specific pupils with SEN/SEMH needs	Provide children with specific learning difficulties specialist teaching targeted at the individual needs recorded in their statements. Provide a structured, supportive environment where children can feel relaxed, safe and secure EEF Learning Behaviours	1, 2, 3, 5

Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £24,634

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Whole staff training on behaviour management and anti-bullying approaches with the aim of developing our school ethos and improving behaviour across school.</p> <p>Retention of additional support staff and access to SEMH, pastoral, parent support advisor, nurture support and family learning coordinator.</p>	<p>Both targeted interventions and universal approaches can have positive overall effects:</p> <p>Behaviour interventions EEF (educationendowmentfoundation.org.uk)</p>	5
<p>Subsidised uniform, trips, extra-curricular clubs and breakfast & tea club provision. Including access to hardship funds.</p>	<p>Reducing socio-economic segregation has many benefits and is an impactful use of pupil premium money.</p> <p>EEF Using Funding Effectively</p>	3, 4
<p>Embedding principles of good practice set out in the DfE's Improving School Attendance advice.</p> <p>This will involve training and release time for staff to develop and implement new procedures and appointing attendance/support officers to improve attendance.</p>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p>	5
<p>Contingency fund for acute issues.</p>	<p>Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.</p>	All

Total budgeted cost: £187,790

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

2022/2023 KS2 statutory progress outcomes were positive for all pupil groups, including disadvantaged pupils with significantly above national progress scores. This demonstrates improvement and shows that the actions outlined in our strategy are beginning to have the desired impact.

Progress – BVS against national (0.0)

- Reading KS2 progress: +3.9 (disadvantaged +1.4)
- Writing KS2 progress: +2.8 (disadvantaged +0.5)
- Mathematics KS2 progress: +3.4 (disadvantaged +3.3)

Disadvantaged pupils made above national progress in all areas, but most significantly in maths and reading.

2022/2023 KS2 statutory attainment outcomes were not significantly different to national overall.

Attainment – BVS against national

Expected %

- Reading: 83 against national 73 (disadvantaged 67)
- Writing: 67 against national 71 (disadvantaged 44)
- Mathematics: 79 against national 73 (disadvantaged 67)

High standard/greater depth %

- Reading: 36 against national 29 (disadvantaged 11)
- Writing: 19 against national 13 (disadvantaged 11)
- Mathematics: 24 against national 24 (disadvantaged 11)

Combined %

- RWM combined: 60 against national 59 (disadvantaged 44)

IDSR indicates that the percentage of lower prior attaining pupils achieving the expected standard in KS2 Reading was significantly above national. This included some disadvantaged pupils who made excellent progress.

When compared to previous year's statutory KS2 outcomes this data shows that we are closing the disadvantage gap and pupils are performing closer to non-disadvantaged peers nationally.

1. Improved oral language skills and vocabulary among disadvantaged pupils:

Assessments and observations indicate improved oral language and vocabulary among disadvantaged pupils, especially in LKS2. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutinies and

ongoing formative assessment. The % of pupils requiring additional phonics support beyond LKS2 reduced due to the impact of interventions and precision teaching.

2. Improved reading attainment among disadvantaged pupils:

KS2 reading outcomes show that more disadvantaged pupils met the expected standard than previously. Internal data analysis demonstrates a reduction in the number of children with a reading age below their chronological age.

3. Improved maths attainment for disadvantaged pupils at the end of KS2:

KS2 maths outcomes show that more disadvantaged pupils meet the expected standard than previously. The number of children with a maths age below their chronological age has reduced based on internal data analysis. Maths 2023 progress scores (+3.4) was the same progress score for disadvantaged as non-disadvantaged pupils.

4. To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils:

Qualitative data from pupil voice, pupil and parent surveys demonstrates that pupil wellbeing is generally good. Disadvantaged pupils appreciate and participate in a range of enrichment activities as part of the school's curriculum and extended curriculum. Behaviour data shows a reduction in the number of recorded incidents from the previous academic year (this includes incidents of bullying).

5. To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils:

The overall absence rate for all pupils was close to or above national figures for the academic year 22-23 based on school data and FFT national attendance updates. Rates of absent between different pupil groups was not significantly different.

We believe that the school continues to be on track to achieve the intended outcomes listed in our strategy.

The aspects of our strategy that are working are:

- Improved reading attainment
- Improved maths attainment

The aspects of our strategy that continue to have room for development are:

- Improved writing outcomes as a result of effective early intervention and quality first teaching
- Sustained strong pupil wellbeing as a result of an improving enrichment offer through BVS Horizons and effective SEN/SEMH and pastoral support
- Attendance (persistent absence and severe absence)

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.

Programme	Provider
N/A	

Service pupil premium funding (optional)

<i>For schools that receive this funding, you may wish to provide the following information: How our service pupil premium allocation was spent last academic year</i>
N/A
The impact of that spending on service pupil premium eligible pupils
N/A

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, implementation and evaluation, or other activity that you are delivering to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.