

Burlington Infant and Nursery School Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2022/2023 and 2023/2024 academic years) 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 effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data 2023/24	Data 2024/2025
School name	Burlington Infant and Nursery School	
Number of pupils on roll	456	457
Proportion of pupil premium eligible pupils YR - Y2	16.9%	14.3%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2023 - 2026	
Date on which it will be reviewed	Oct 2026	
Statement authorised by	Su Yay-Walker, Headteacher	
Pupil premium lead	Lucy Chisholm	
Governor	Holly Smith, lead for PPG	

Funding overview

Detail	Amount 2023/24	Amount 2024/2025
Pupil premium funding allocation this academic year	£100,263 (approx. inc EYPP)	£98,850 (approx. inc EYPP)
Recovery premium funding allocation this academic year	£9208	£0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£109,471	£98,850

Part A: Pupil premium strategy plan

Statement of intent

Our aim is to use the pupil premium funding to ensure greater equity and support disadvantaged pupils, to make good progress across all subject areas.

We will also consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers.

High-quality, inclusive teaching is at the heart of our approach. We recognise that for many of our PPG children, additional individualised support is needed to address challenges such as SEND and EAL.

Our strategy is also integral to wider school plans for education recovery, through targeted support for pupils whose education has been worst affected throughout and beyond the Covid-19 pandemic. This includes non-disadvantaged pupils, although we are fully aware that the gaps between disadvantaged pupils and their peers have further widened following periods of school closure.

To ensure that our provision, including all support and interventions are effective we will:

- ensure a consistent and structured approach to Quality First Teaching
- ensure interventions and support are in line with whole class teaching objectives
- deliver 'same day interventions' to support those at risk of falling behind to keep up
- ensure that all interventions are aligned and structured, with regular monitoring and assessment built in
- ensure staff working with disadvantaged pupils are well trained in the subjects they are supporting
- ensure the plan of support focuses on the 'whole child', and addresses other wider areas of challenge such as well being, attendance and parenting.

Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils. We recognise that within this group of children, there are a number of children with SEND who are at a further disadvantage, and require additional support.

Challenge number	Detail of challenge
1	Underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. These are evident from Nursery through to KS1 and in general, are more prevalent among our disadvantaged pupils than their peers. Some with additional challenges including EAL and SEND. Targeted resources bought for disadvantaged children. Whole school Oracy project to be developed in 2024.
2	Low starting points: On entry to Reception, typically, disadvantaged pupils join the school with lower starting points in phonics, reading, communication and language compared with their non-disadvantaged peers.
3	Gaps in Reading, Writing and Maths: Periods of school closure have resulted in significant knowledge gaps leading to pupils falling further behind age-related expectations, across all areas. Attainment among disadvantaged pupils has fallen significantly below that of non-disadvantaged pupils over the past 3 years. Gaps in 2019: Reading = 2%, Writing = 7%, Maths = 4%

	<p>Gaps in 2022: Reading = 19%, Writing = 19%, Maths = 18%</p> <p>Gaps in 2023: Reading = 22%, Writing = 19%, Maths = 3%</p> <p>Gaps in 2024 : Reading = 18% Writing = 15% Maths = 17%</p> <p>32% of the children eligible for PPG in the Year 2 cohort in 2024, had SEND and some with complex needs. Reading and Writing for these children presented the greatest challenge. In spite of this, PPG children made significant progress.</p>
4	<p>Social and emotional needs: Teacher referrals for support for pupil wellbeing markedly increased during the pandemic. 24 pupils (15 of whom are disadvantaged) required additional support with social and emotional needs. This includes Drama Therapy, ELSA, Nurture Lunchtime Table, Emotional Wellbeing Support, Family Links Parenting Groups and drop-ins. There has also been a greater demand for additional wellbeing and mental health support for parents.</p>
5	<p>Access to extra-curricular activities: For many of our disadvantaged pupils, there is a lack of enrichment opportunities and limited life experiences outside of the school day. This concern increased during and following periods of school closure.</p>
6	<p>Attendance and Punctuality: Poor attendance and punctuality impact negatively on disadvantaged pupils' progress.</p>
7	<p>Basic needs - health, nutrition: The school monitors children who are vulnerable and whose basic needs are not met consistently. This group includes many children eligible for PPG. Their needs include not having access to breakfast on a daily basis, inadequate clothing, housing, dental hygiene, and other health related needs.</p>
8	<p>Parenting capacity and engagement: For many of our disadvantaged children, poor parenting engagement and capacity presents a further barrier to wellbeing and learning. There was an increase in need for parenting support during the pandemic, and this continues to be a challenge for many families. Additional support offered by the emotional well-being practitioner through one to one sessions and whole school workshops.</p>

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
<p><i>Exposure to a wide vocabulary</i></p> <p><i>Improved oral language skills and vocabulary among disadvantaged pupils.</i></p>	<p>Increase in vocabulary used in speaking and writing and improvement in reading ability</p> <p>Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.</p>
<p>Low starting points and gaps in learning</p> <p>Accelerated learning through QFT and appropriate targeted interventions and support.</p>	<p>Gaps narrowed in R, W, M by the end of KS1 between disadvantaged children and their peers.</p>
<p><i>Social and emotional needs</i></p>	<p>All social and emotional needs are met and supported</p>

<i>To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.</i>	Sustained high levels of wellbeing demonstrated by qualitative data from student voice, student and parent surveys and teacher observations
<i>Access to extracurricular activities and opportunities</i> Children in receipt of PPG have increased access to extracurricular activities. The school has created opportunities to enrich the experiences of children eligible for PPG.	Increase in participation in enrichment activities, particularly among disadvantaged pupils . Increase in access to clubs before and after school for pupils eligible for PPG
<i>Absence and persistent absence</i> <i>To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.</i>	Reduction in number of disadvantaged pupils who are persistent absentees Sustained high attendance from 2023/24 with reduced overall absence rate for all pupils and reduced or closed attendance gap between disadvantaged pupils and their non-disadvantaged peers.
<i>Improved reading attainment among disadvantaged pupils - all PPG children to access Beanstalk/1:1 readers.</i> <i>Access to reading books</i>	KS1 reading outcomes in 2023/24 show sustained positive progress for disadvantaged pupils in reading.
<i>Parental engagement and capacity</i> <i>Parents of children in receipt of PPG attend school events (parents' evening, fair, trips, open mornings and class assemblies)</i>	Register of events shows 100% attendance of parents for parents' evenings and increase in participation and communication for all other school events.

Intended 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 (CPD, recruitment, retention)

Budgeted cost for Teaching and Targeted Academic Support in 2023-2024: approx £71,030 (1,2 and 3)

Activity	Evidence that supports this approach	Challenge numbers addressed
<i>Continued Professional Development for all teachers to ensure Quality First Teaching.</i>	https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development	1, 2 and 3
<i>Inset time and support staff PPA time dedicated to the ongoing development, enhancement and implementation of the curriculum offer.</i> <i>Proportion of PPG leader time for research and planning</i>	https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development	1, 2 and 3

CPD on strategies to support retrieval practice to embed learning in children's long term memory. Inset time to provide training on Task Time. Senior leader time for research, school visits and planning	https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development https://educationendowmentfoundation.org.uk/news/guest-blog-retrieval-practice-a-common-good-or-just-a-commonplace	1, 2 and 3
Vocabulary focus training and reviews, reading and phonics training (Little Wandle) so that barriers are minimised and the most vulnerable leave with a rich vocabulary to maximise life chances.	BECK, I. L., MCKEOWN, M. G., & KUCAN, L. (2002). Bringing words to life: robust vocabulary instruction. New York, Guilford Press. Alex. Q. (2018). Closing the Vocabulary Gap (1st ed.). Routledge. https://doi.org/10.4324/9781315113272 https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/communication-and-language-approaches?utm_source=/education-evidence/early-years-toolkit/communication-and-language-approaches&utm_medium=search&utm_campaign=site_searchhh&search_term	1, 2 and 3
Whole school training on spelling and writing - on going monitoring	Help for Teachers and Support Staff with the Teaching of Handwriting https://writing4pleasure.com/the-research-on-spelling/ https://clpe.org.uk/system/files/Understanding%20Spelling%20summary%20for%20web%202018.pdf	2, 3
Parenting links training and delivery of 10 week programme to improve parenting capacity, support behaviour, wellbeing and emotional health.	https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/social-and-emotional-learning-strategies?utm_source=/education-evidence/early-years-toolkit/social-and-emotional-learning-strategies&utm_medium=search&utm_campaign=site_searchhh&search_term	4, 8
Mental health first aider training, Wellbeing Champion training, Attachment Aware whole school training and award, Zones of Regulation training, SEMH workshops.	https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/social-and-emotional-learning-strategies?utm_source=/education-evidence/early-years-toolkit/social-and-emotional-learning-strategies&utm_medium=search&utm_campaign=site_searchhh&search_term https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/primary-sel	4, 8
Engage families in school events and workshops linked to teaching and learning to help with supporting home learning.	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/parental-engagement?utm_source=/education-evidence/early-years-toolkit/parental-engagement&utm_medium=search&utm_campaign=site_searchhh&search_term	1, 2, 3,4 and 8

Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Support staff to deliver interventions in core subjects; pre teach in foundation and core subjects; provide additional 1:1 and group reading. Includes lunch time interventions</i>	https://educationendowmentfoundation.org.uk/courses/making-best-use-of-teaching-assistants-online-course?utm_source=/courses/making-best-use-of-teaching-assistants-online-course&utm_medium=search&utm_campaign=site_searchh&search_term https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition?utm_source=/education-evidence/teaching-learning-toolkit/small-group-tuition&utm_medium=search&utm_campaign=site_searchh&search_term	1,2, 3
<i>Beanstalk readers allocated to each class YR-Y2, to provide additional 1:1 reading support for disadvantaged pupils</i>	https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1?utm_source=/education-evidence/guidance-reports/literacy-ks-1&utm_medium=search&utm_campaign=site_searchh&search_term	1,2, 3
<i>Dedicated planning and assessment time for support staff, including CPD to assist in delivering quality first teaching in the classroom and supporting targeted academic support.</i>	https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants	1,2, 3
<i>Intervention Leader - to support the improvement in delivery and planning of interventions</i>	https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants	1, 2, 3
<i>Mathletics and Computing clubs</i>	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/homework	2, 3, 5
<i>Mathletics subscription for home use, ipads/devices,</i>	https://educationendowmentfoundation.org.uk/guidance-for-teachers/mathematics?utm_source=/guidance-for-teachers/mathematics&utm_medium=search&utm_campaign=site_searchh&search_term	2, 3, 5
<i>Small group teaching in English - Writing and Phonics by Literacy Support Teacher</i>	https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/1-high-quality-teaching	1,2, 3

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

Budgeted cost for wider strategies: approx £56,806

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Free breakfast club/after school club places offered for vulnerable pupils, with provision setup by ELSA arranged for individual children as needed.</i>	https://educationendowmentfoundation.org.uk/news/breakfast-clubs-found-to-boost-primary-pupils-reading-writing-and-maths-res https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning	5, 6
<i>Behaviour/ self regulation strategies employed by all staff as a result of training.</i>	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation	1, 2
<i>Ensure all disadvantaged children have the opportunity to participate in extra-curricular activities e.g. clubs, trips, musical instrument tuition</i>	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation	5
<i>Parent open mornings/ evenings to support with homework/ online learning/ behaviour and regulation.</i>	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/homework https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement	2, 6
<i>Emotional Literacy Support/ behaviour support/ lunchtime wellbeing provision including nurture table, ELSA support, drama therapy, social skills groups</i>	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/physical-activity	1, 2, 5
<i>Provide high quality reading resources to support the work of high quality teaching of reading (e.g. phonics and reading lessons)</i>	https://educationendowmentfoundation.org.uk/guidance-for-teachers/literacy	3, 4
<i>Whole school attendance strategies applied including FSW and Attendance Officer dedicated time to supporting attendance and punctuality;</i>	https://www.tes.com/magazine/teaching-learning/general/what-research-tells-us-about-fixing-attendance	6

Total budgeted cost: £127,836

Part B: Review of outcomes in the previous academic year


Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2022 to 2023 academic year.

Internal assessments during 2022/2023 show that gaps between children eligible for PPG and their peers had narrowed significantly in Mathematics by 12%. In Phonics (Y1) although the gap has widened from the previous Y1 cohort, the progress made for this particular cohort from YR, resulted in gaps narrowing by 15%. In Writing at the end of Y2, gaps had narrowed by 4%. However, in Reading at the end of Y2, the gap had widened by 9%. On closer analysis of this data, of the cohort of children eligible for PPG in Y2 50% were also on the SEND register, with 3 children on an EHCP, and 3 additional EHCPs pending. For this reason, we are very proud of the significant progress that our children with PPG have made at the end of KS1.

Attendance in the last year was also low, although much of this was attributed to Scarlet Fever and COVID-19 related absence. The school continued to support children and families with poor attendance and punctuality and good progress was made with individual families.

The school continued its extended offer for parenting support, running one to one parenting surgeries, Drama Therapy, wellbeing practitioner support and ELSA support. The school invested in whole school training to ensure all staff received attachment training and emotions coaching, and trained two mental health leads. We used pupil premium funding to provide wellbeing support for all pupils, and targeted interventions where required. We are building on that approach with the activities detailed in this plan.

 Impact of Pupil Premium Strategy 2023-2024

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
Drama Therapy	Drama Therapist - Rebecca Olney
Emotional Wellbeing Practitioner Counselling sessions	Emotional Wellbeing Support Service
Mathletics	3P Learning

Further information

Additional activity

Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium or recovery premium. That will include:

- Same day interventions for those at risk of falling behind.
- Zones of Regulation training
- 2 Mental Health Leads supporting children, staff and families
- Whole school focus on Growth Mindset, to build resilient learners and develop learning behaviours.
- OPAL - Outdoor play and learning programme, to support social skills, communication and language, resilience, problem solving, risk taking