

Pupil premium strategy statement

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 effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Bures CEVC Primary
Number of pupils in school	197
Proportion (%) of pupil premium eligible pupils	11%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021/2020 to 2024/2025
Date this statement was published	November 2021
Date on which it will be reviewed	July 2023
Statement authorised by	Full Governing Body
Pupil premium lead	Ms Ruth Slater
Governor lead	Mrs Sam Baker

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£31,495
Recovery premium funding allocation this academic year	£0
School-Led Tutoring	£3,078
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£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	£34,573

Part A: Pupil premium strategy plan

Statement of intent

Our intention is to ensure that all pupils within the Bures Primary School community are supported in the best ways possible to ensure that they can make good progress and achieve high attainment across all areas of the curriculum. The particular focus of our pupil premium strategy is to relentlessly pursue this goal for our pupils who face any kind of disadvantage; setting high expectations, raising lifelong expectations and removing barriers to learning and achieving excellence.

High quality teaching and learning alongside a personal knowledge and understanding of each individual child's strengths and needs is at the heart of our approach. We believe that building strong relationships with all children allows us to create the most effective environment for learning and development allowing children to thrive.

Following the advice within the EEF Guidance we have adopted a three-tiered approach to Pupil Premium spending to secure the greatest impact on achievement. We will focus on teaching; ensuring an effective teacher is in front of every class, and that every teacher is supported to keep improving. We will offer targeted academic support, based on rigorous tracking and diagnostic assessment, as one to one or group interventions which link closely to classroom teaching, and we will consider wider strategies offering strong support to remove the most significant non-academic barriers to learning, including attendance, behaviour, and social and emotional difficulties.

Our strategy also incorporates our wider school plans for education recovery, including making effective use of the National Tutoring Programme for any child, including the non-disadvantaged, whose education has suffered because of the pandemic.

Challenges

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

Challenge number	Detail of challenge
1	Underdeveloped speech, language and communications skills and vocabulary gaps present a barrier to learning across all areas of the curriculum for several of our disadvantaged pupils
2	Attendance data indicates that, whilst there have been improvements in securing good attendance for disadvantaged pupils, attendance for this group of pupils is still lower overall than for non-disadvantaged pupils within our school.

3	In line with findings from national studies, evidence from assessments and observations indicate that the education and wellbeing of many of our disadvantaged pupils have been impacted by partial school closures to a greater extent than for other pupils. This has resulted in significant knowledge gaps leading to pupils falling further behind age-related expectations, especially in maths and writing.
4	It has been identified through observations and discussions with children and families that social and emotional issues present a particular challenge to our disadvantaged learners. This has been exacerbated by school closures leading to dips in academic progress.
5	For a number of disadvantaged pupils' poor self-regulation and metacognition result in underdeveloped learning behaviours and attitudes which prevent them from accessing the curriculum to the best of their ability.

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
To improve speech, language and communication skills and vocabulary among disadvantaged pupils.	Ongoing formative assessment along with low-stakes test data particularly in Success for All (SFA) sessions demonstrate improved use of oral language for disadvantaged pupils.
To continue to ensure the attendance of pupils in receipt of pupil premium is in line with those of their peers, reducing the proportion classed as persistent absentees.	To close the gap between whole school attendance and pupils in receipt of pupil premium funding. Reduce Proportion of pupils in receipt of pupil premium classed as persistent absentees
To improve maths and writing attainment for disadvantaged pupils by the end of 2024/25	Both statutory and non-statutory maths and writing outcomes in 2024/25 show that more than 70% of disadvantaged pupils, (who are not on the SEND register) are working at expected levels.
To improve outcomes for disadvantaged pupils through the provision of support for social and emotional issues	Well-being measures including pupil surveys and feedback from interventions demonstrate improved social and emotional well-being for disadvantaged pupils by 2024/25 Improved attendance for identified disadvantaged pupils experiencing social and emotional issues Improved attainment for identified disadvantaged pupils in 2024/25

<p>To secure good self-regulation and metacognition skills for all pupils but especially disadvantaged pupils</p>	<p>Metacognition screening checks demonstrate improvements in metacognition for disadvantaged pupils. (Junior Metacognitive Awareness Inventory)</p> <p>Observations of learning demonstrate that pupils are more engaged and able to work with increasing independence due to improvements in self-regulation and metacognition skills</p> <p>Improved attainment for identified disadvantaged pupils in 2024/25</p>
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Activity in this academic year – 2022/2023

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: £14,936

Activity	Evidence that supports this approach	Challenge number(s) addressed
To improve maths and writing attainment alongside self-regulation and metacognition skills through increased ratio of adult to pupil support. (2022 -23 extra HLTA support will be provided for our Y2 class which has a significantly higher proportion of pupils eligible for pupil premium (30%) than in our other classes.)	Making highly effective use of teachers to support improved Maths and English skills in line with guidance from EEF reports into Literacy and Maths 'Self-regulated learners are aware of their strengths and weaknesses and can motivate themselves to engage in and improve their learning.' Metacognition and Self-Regulated Learning Guidance Report EEF	5, 3
Become a Voice 21 Oracy School in January 2023 as part of Suffolk Cohort – this will provide us with expert support to develop oracy across the school embedding good practice across the curriculum	The EEF Teaching and Learning Toolkit identifies that the average impact of oral language interventions is approximately six months over the course of a year. Developing pupils' speaking and listening skills and wider understanding of language is the first recommendation in Improving Literacy in KS1	1
CPD for all staff in developing Metacognition and Self-Regulation	'Self-regulated learners are aware of their strengths and weaknesses and can motivate themselves to engage in and improve their learning.' Metacognition and Self-Regulated Learning Guidance Report EEF	5, 3
Support in developing our whole school strategy from Essex Traded Service – "Addressing Educational Disadvantage in Schools and Colleges – The Essex Way'	Essex LA and Unity Research School have drawn on a wide range of research evidence, including work in Essex Schools, to provide direction and support in planning an effective strategy to support disadvantaged pupils through a whole school approach.	1 – 5

	‘Addressing Educational Disadvantage in Schools and Colleges – The Essex Way’	
Implementation of ‘The Write Stuff’ programme to support the development of literacy across the school. Full day CPD for all staff in delivering this programme from Jane Considine.	‘The Write Stuff’ programme is built around embedding the strategies highlighted in recommendations 5 and 6 in the EEF document Improving Literacy in KS1 and recommendations 4 and 5 in Improving Literacy in KS2 . This carefully scaffolded approach to improving writing skills is effective in supporting all pupils whatever their starting points.	3

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

Budgeted cost: £15,421

Activity	Evidence that supports this approach	Challenge number(s) addressed
Engaging with the National Tutoring Programme to implement a broad tuition programme of intervention for pupils whose education has been most impacted by the pandemic. A significant proportion of the pupils who receive tutoring will be disadvantaged. Five HLTAs and LSAs have undertaken the training to support the provision of school-led tutoring which we have found to be most effective for our pupils. We also use FFT - Teaching with the Lightning Squad and Third Space	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) And in small groups: Small group tuition Toolkit Strand Education Endowment Foundation EEF	3
Improve pupil attainment in English and Maths through effective deployment of Teaching Assistants to support targeted interventions. (interventions to include Nuffield Early Language Intervention (NELI) / Teaching with the Lightning Squad / Number Sense)	Research on TAs delivering targeted interventions in one-to-one or small group settings shows a consistent impact on attainment of approximately three to four additional months’ progress. Crucially, these positive effects are only observed when TAs work in structured settings with high quality support and training. When TAs are deployed in more informal,	1, 3

	<p>unsupported instructional roles, they can impact negatively on pupils' learning outcomes</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants</p> <p>https://educationendowmentfoundation.org.uk/public/files/Nuffield_Early_Language_Intervention.pdf</p>	
<p>To provide targeted intervention for pupils in need of social and emotional support</p> <ul style="list-style-type: none"> • ELSA-trained LSAs offer intervention support to children with social and emotional needs • SENDCo to work with teachers to implement suitable interventions within the classroom where appropriate 	<p>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): Improving Social and Emotional Learning in Primary School Guidance Report EEF</p> <p>Research shows that it is vital that pupils with SEND are supported effectively whatever their individual needs. Many of our disadvantaged pupils are also identified as having SEND. SEN in Mainstream School Guidance Report EEF</p>	4, 3

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

Budgeted cost: £4,219

Activity	Evidence that supports this approach	Challenge number(s) addressed
To continue to ensure the attendance of pupils in receipt of pupil premium is in line with those of their peers, reducing the proportion classed as persistent absentees through support for children and families from a part-time Family Support Practitioner (FSP) and a dedicated Attendance Officer	Good school attendance is clearly crucial to securing high achievement for all pupils. The DfE Guidance on School Attendance supports schools in achieving this aim.	2

<p>Encouraging and enabling pupils to engage in a range of curriculum enrichment activities to raise aspirations and support the the development of self-esteem and aspirational thinking alongside academic achievement</p>	<p>Research on the impact of engagement in Children’s University which encourages participation in a range of extra-curricular activities showed promising signs of impacting on pupils’ learning. https://www.childrensuniversity.co.uk/media/1093/eef-childrens-university.pdf</p>	<p>4, 5</p>
<p>To implement Peer Mediator Training for Y5 pupils to support pupils’ social and emotional well-being through developing effective approaches to conflict resolution. This also will have a wider impact on playground behaviour.</p>	<p>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): Improving Social and Emotional Learning in Primary School Guidance Report EEF Providing training for Peer Mediators aligns with recommendation 5 reinforcing SEL through whole school ethos and activities.</p>	<p>4, 5</p>

Total budgeted cost: £34,576

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 2021 to 2022 academic year.

It is important to recognise that the number of disadvantaged pupils in each cohort at Bures CEVC Primary School is very small so disadvantaged pupil data cannot be considered statistically significant. This does not mean that we do not look carefully at the comparison in results for disadvantaged and non-disadvantaged pupils and consider the ways in which we could improve our support to ensure that high expectations for all pupils are maintained and gaps in achievement are narrowed wherever possible.

In 2022 our Year Six cohort contained only two disadvantaged pupils one of whom achieved the expected level in reading and maths and was working at greater depth in writing. The other was working below the expected level across all three areas. This means that 50% of our disadvantaged pupils achieved expected standards in reading, writing and maths compared with 69% of our non-disadvantaged pupils. The largest gap between our disadvantaged and non-disadvantaged pupils came in reading where 81% of our non-disadvantaged pupils achieved Expected compared to 50% of our disadvantaged pupils – a gap of 31%. In both maths and writing the gap was 23%. Obviously as stated above with only two disadvantaged pupils in the cohort this data cannot be considered statistically significant.

From 2016 to 2018, our absence data, including the percentage of pupils identified as persistent absentees, was higher than the national average. In 2018/19 figures for both absence and persistent absence (PA) dropped significantly to 3.4% absence and 4.5% PA. However, the percentage of disadvantaged pupils identified as persistent absentees remained in the top 20% of all schools (31.3%). The appointment of a Family Support Practitioner and a dedicated Attendance Officer as part of our Admin Team has had a significant positive impact on supporting our disadvantaged pupils and their families with attendance issues and continues to form an important part of our Pupil Premium strategy. The pandemic presented us with increased challenges in our determination to reduce the percentage of disadvantaged pupils who are identified as persistent absentees. During periods of lockdown many of our disadvantaged pupils attended school and were well-supported by our staff team. However, despite our work with families to assure them that their children were safe to return to school, a significant proportion of those families eligible for Pupil Premium also have health concerns which made them understandably reluctant to send them into school. Where possible we supported the children at home providing IT equipment and home learning tasks. Our Inspection Data Summary Report (ISDR) shows that in autumn 2020 our absence rates (7.3%) for pupils in receipt of free school meals was in the highest 20% of all schools.

Activity / Priority	Outcome
To improve maths and writing attainment alongside self-	<ul style="list-style-type: none">91% of our Year One pupils reached the expected level in the Year One Phonics Assessment. The highest level we have seen in the last five years (for Y1 pupils). Out of seven

<p>regulation and metacognition skills through increased ratio of teacher to pupil support. (2021 -22 this support will be provided for our Y1 class each morning in which there is a high proportion of disadvantaged pupils and our Y5 class through the support of a Trainee Teacher)</p>	<p>disadvantaged pupils five achieved the expected level (71% of those eligible for Pupil Premium).</p> <ul style="list-style-type: none"> • Internal school data shows that 91% of Y1 pupils are working at the expected level in maths. Six out of seven (86%) pupils eligible for Pupil Premium achieved the expected standard. • Writing remains the area most impacted by the pandemic with only 59% of Year One pupils achieving the expected standard according to our internal data. Only one out of seven (14%) of our disadvantaged pupils achieved the expected level in writing. We are implementing a new approach to writing from September form EYFS to Year 6 (See above) • In Year 5, school data shows that 73% achieved the expected level in writing and 53% in Maths. For our three pupils eligible for Pupil Premium in this year group this equates to 67% for writing and 0% for maths. One of the three pupils in this cohort is on our SEN register but has made good progress from their starting point. The other two pupils have made good progress in maths and are expected to achieve the required standard by the end of Year 6. School-Led tuition support has been provided for both these pupils and internal test results show that this has had a significant impact on their achievement. • In both Year 1 and Year 5 the most significant impact seen from the provision of extra adult support has been in the development of effective learning behaviours through improved self-regulation and meta cognition. Lesson observations show that there has been a significant reduction in instances of disruption to learning and children are working with increased motivation and resilience.
<p>CPD for all staff in de-escalation to develop good learning behaviours within the classroom and improve the quality of social and emotional learning</p> <p>CPD for all staff in developing Metacognition and Self-Regulation</p>	<ul style="list-style-type: none"> • ‘Behaviour Safe’ training was implemented in the autumn term for all members of the staff team and has been instrumental in ensuring that staff have improved skills in managing behaviour – quickly de-escalating challenging situations and supporting children to self-regulate effectively and quickly. Lesson observations show that positive behaviour management strategies are implemented swiftly and effectively allowing learning to continue without disruption. • An implementation plan was established to work with staff to become more skilled in developing metacognition and self-regulation skills. The plan was put on hold following a Disadvantaged Pupil Review supported by Essex Local Authority Officers which found that the impact of the actions taken to implement strategies in the classroom were limited and it would be useful to look at more basic actions to secure high quality teaching before adding this more complex level.
<p>Support in developing our whole school strategy from Essex Traded Service – “Addressing Educational Disadvantage in Schools and Colleges – The Essex Way’</p>	<ul style="list-style-type: none"> • The team from Essex provided an outline of their work to staff and governors in a joint CPD session. Key points from this included discussion around the identification of disadvantaged pupils and the need to hold the families of disadvantaged pupils in high esteem. A greater shared understanding of the importance of providing the best support possible to our disadvantaged pupils was a positive outcome of this initial activity. • Skilled Officers from Essex LA joined us in school for a day to investigate our provision for disadvantaged pupils. Their main

	<p>finding was that for a number of reasons (chiefly linked to the pandemic) a culture of low expectation for all pupils in a range of areas needed to be addressed swiftly. The detailed report provided at the end of the review enabled the SLT to put in place a targetted action plan to address the areas in need of development. The impact of this action plan is being carefully monitored by the SLT and Subject Leaders and has already led to significant improvements in pupils' presentation of work, behaviour for learning and the classroom environment.</p> <ul style="list-style-type: none"> • Our work with Essex will continue into the next academic year as the Essex team return to evaluate the improvements made following the review.
<p>Engaging with the National Tutoring Programme to implement a broad tuition programme of intervention for pupils whose education has been most impacted by the pandemic.</p> <p>Improve pupil attainment in English and Maths through effective deployment of Teaching Assistants to support targeted interventions.</p>	<ul style="list-style-type: none"> • Each term the HT and SENCO have met with all teachers for Pupil Progress meetings following internal assessment weeks. These meetings focus on improving provision for any pupils who have fallen behind or are not working at the expected level allowing us to create a detailed provision map which has included both 15-hour after school tuition blocks for groups of three pupils or LSA led targeted interventions. • Data from tests and reviews at pupil progress meetings demonstrate that the majority of children who have been supported through interventions are now either achieving the expected level or have closed the gap between the expected level and their previous attainment. The improvements have been more significant with interventions and tuition provided by school staff (as opposed to outside providers e.g. Third Space) who know the children well and are able to closely align the extra support with daily classroom practice and experience.
<p>To provide targeted intervention for pupils in need of social and emotional support</p> <ul style="list-style-type: none"> • ELSA-trained LSAs offer intervention support to children with social and emotional needs • SENDCo to work with teachers to implement suitable interventions within the classroom where appropriate 	<ul style="list-style-type: none"> • The impact the support our ELSA-trained LSAs provide is difficult to quantify. Each block of support has a target and these targets are reviewed at the end of a determined period. Where a target has not been met further support may be sought from our Family Support Practitioner or external agencies. Decisions about this are made with the SENDCO who is also able to develop classroom provision for pupils in need.
<p>Encouraging and enabling pupils to engage in a range of curriculum enrichment activities to raise aspirations and support the development of self-esteem and aspirational thinking alongside academic achievement</p>	<ul style="list-style-type: none"> • We have continued to support our disadvantaged pupils in a variety of ways to allow them to be supported in areas outside the normal curriculum. One pupil expressed an interest in playing the piano and has been highly successful in learning to play the piano and read music. We provided financial support to allow our Y6 pupils to take part in the residential experience. Pupil Premium children are provided with a grant to access our gymnastic, karate, football and dance clubs where they choose to.

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
Teaching with the Lightning Squad	FFT

Further information (optional)

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

- Continuing to embed effective practice around feedback for all staff. [EEF evidence](#) shows this has significant benefits for all pupils but especially for those identified as disadvantaged.
- We have made use of the DfE grant to train a member of staff as a senior mental health lead who will be supported to ensure that we are able to meet the social and emotional and mental health needs of all our pupils as effectively as possible. As highlighted earlier observations and discussions with children and families tell us that social and emotional issues present a particular challenge to our disadvantaged learners.
- Implement the '[Success for All](#)' approach to reading and to phonics. This research-based approach which encourages cooperative learning allows pupils to learn together studying high level texts pitched at their own reading level. This approach has been shown to reduce gaps in reading and phonics attainment for disadvantaged pupils.
- Involvement in the 'Mastering Number' project supported by the NCETM and led by Angles Maths Hub will enable us to ensure that children's basic number fluency is supported from EYFS onwards.
- Strengthening of the 'No Outsiders' programme/approach which provides a vision of inclusive education, promoting community cohesion to prepare young people and adults for life as global citizen will help us to ensure that all pupils feel a sense of belonging and agency.