

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	Bursley Academy
Number of pupils in school	362
Proportion (%) of pupil premium eligible pupils	14.1%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	2022-23, 2023 -24, 2024-25
Date this statement was published	1 st October 2024
Date on which it will be reviewed	September 2025
Statement authorised by	Sara Stevenson, Exec Head
Pupil premium lead	E Harley, Deputy Head
Governor / Trustee lead	R Patrick, Chair of Governors

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£75,480
Recovery premium funding allocation this academic year	£0
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	£75,480

Part A: Pupil premium strategy plan

Statement of intent

We pride ourselves in having the highest expectations for all children and strive to create confident resilient and independent learners. Our pupil premium strategy is designed to support disadvantaged pupil achieve their true potential regardless of their starting points.

We will also consider the challenges faced by our vulnerable students – including those with a social worker, young carers and others and we believe the activity we have outlined here will support their needs as well, regardless of whether they are classed as disadvantaged or not.

Evidence suggests that pupil premium spending is most effective when schools use a tiered approach, targeting spending across the following 3 areas:

- Quality First Teaching
- Academic Support
- Wider Approaches

The Education Endowment Foundation's (EEF) pupil premium guide provides additional information and evidence about effective use of this funding and has been used to inform our pupil premium planning.

High quality first teaching that is based on a well-planned and sequenced curriculum is at the heart of our approach. This is proven to have the greatest impact on closing the disadvantaged attainment gap and at the same time will benefit the non- disadvantaged pupils in school. Our approach is intended to not only close the attainment gap for disadvantaged pupils but to do this while sustaining and improving the progress for non-disadvantaged pupils.

The strategy is intended to work alongside the wider school plans to improve the quality of education through the school action plan and the carefully targeted use of the budget for school led tutoring which needs to be well planned and targeted on addressing the gaps in children's learning.

Our approach will be carefully targeted to individual needs and common challenges that are faced by our children and will not make stereotypical assumptions about the impact of disadvantage.

In addition to the academic support, we will also ensure that children receive the appropriate wider support so that they have a rich cultural capital with experiences that brings their learning to life.

It is the school's intention to ensure that additional funding is used in order to improve the attainment and life chances of our disadvantaged pupils and to help to mitigate the additional negative impact of COVID-19 on these pupils. The ultimate aim is, of course to ensure that there is no discernible gap between the performance of these and other pupils. These plans

are designed to work towards this aim by narrowing the gap. To ensure they are effective we will:

- Ensure that 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 what they can achieve

Ensure that as a school our system closely monitor and track the progress made by individual disadvantaged pupils.

Challenges

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

Challenge number	Detail of challenge
1	Initial baseline assessments, discussions with pupils and assessment indicates underdeveloped Early entry language development and speech concerns in EYFS, this has also been observed across KS1, although this has improved slightly over the last year. We also see this issue worsening in Key Stage 2. This is a whole school trend but has been identified also as an issue with disadvantaged pupils who show slightly higher levels of concern over their peers.
2	Initial baseline assessments in Reception indicate decreasing baseline attainment scores of EYFS cohort and increased level of need indicate prior experience and knowledge of early years pupils is restricted compared to previous years. This trend is identified in the disadvantaged pupils with 6/8 pupils falling below the expected level on baseline assessment.
3	Internal and external assessments including the EYFS baseline assessment, Little Wandle phonics assessments and KS1 phonics screener (both Y1 and Y2) indicate that the retention of key information – including phonics and the negative impact of this on early reading. This is seen in EYFS and in the fact that 1/3 of children identified as disadvantaged are not attaining pass in phonics screener test. Phonics remains a priority in year 3 as 12 pupils still did not pass their phonics assessment at the end of year 2 – two-thirds of these are disadvantaged children.
4	Our assessments, observations and discussions indicate that a number of our disadvantaged children still have gaps in prior knowledge. Writing is an area of identified weakness in current Y3, Y4, Y5 and Y6 cohorts with the majority of pupils falling slightly below the expected levels of attainment despite progress measures that are broadly in line with their peers. Maths and reading attainment for the disadvantaged pupils in Y4 are also an area of focus.
5	Pupil discussions and observations by teachers during direct teaching time, visits and play related activities indicate a lack of wider experiences outside of

	the school environment – including enrichment activities, experiences that provide wider knowledge of the world around them and physical activities for our disadvantaged pupils. This lack of external learning experiences/life experiences has a negative impact on their wider knowledge in key subject areas such as English and science where they struggle to apply learning to real life experience.
6	Evidence from discussions with pupils and families suggest a lack of wider experience and enrichment activities for disadvantaged pupils, this is linked to limited opportunities and economic and domestic circumstances.
7	Our assessments, observations and discussions with pupils have indicated that a number of our disadvantaged pupils are struggling with low self-esteem and mental health challenges, especially in relation to their learning and resilience. This is also evidenced by an increased number of referrals for SEMH interventions for our disadvantaged children.

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
Disadvantaged pupils in EYFS and KS1 make good progress in developing their early language and expanding their understood vocabulary so the gap between them and their peers is narrowed by the end of KS1	<p>Assessments and observations including focused language programs such as the Nuffield early language development program and 'Wellcomm' intervention show pupils improve their language skills throughout the early years.</p> <p>This improvement will continue in KS1 and lower Key Stage 2.</p> <p>Evidence of this will be seen in assessment results in EYFS and KS1, including information from any additional intervention programs. Pupils' engagement in lessons will be evidence improvement in language skills as will pupil discussion. All aspects of formal, observational, and summative assessment will indicate the closing of language gaps.</p>
Gaps in key areas of prior knowledge and experience for disadvantaged pupils are closed quickly in EYFS (with particular focus on Prime areas of learning) to ensure disadvantaged pupils can access full curriculum with confidence and make good progress to close gaps on peers.	Assessments and observations including teacher assessment and monitoring will show disadvantaged learners making good progress in all areas of learning (dependent on their start points and any additional needs) especially the prime areas, closing the learning gap created by a lack of prior knowledge with their peers.

	<p>Pupil discussions and assessment will show that effective curriculum content, small group intervention, experience based learning and high quality first teaching provides a wider experience base for disadvantaged pupils, ensuing gaps in learning close between them and their peers</p>
<p>Disadvantaged pupils in early years and KS1 make good progress in phonics and develop well through the reading bands.</p>	<p>Assessments, observations, and discussions show disadvantaged pupils making good progress with phonics.</p> <p>Reading records, scrutinies, and direct observation show disadvantaged pupils developing good fluency and progressing through the book bands at a similar rate to their peers.</p>
<p>Disadvantaged children in Year 3 and 4 (who did not attain the expected level in the Y2 resit of phonics screener test) will develop the appropriate phonics and spelling skills required by the end of KS2</p>	<p>Assessment – both formative and summative (including GL new group spelling assessments) will show that the gap between disadvantaged children and their peers in their reading, phonics and spelling is closing.</p> <p>Assessment information from interventions will show progress for disadvantaged pupils.</p>
<p>To narrow the gap between disadvantaged pupils and non-disadvantaged pupils in writing across KS2. This will support the increase in the number of disadvantaged children attaining the combined standard at the end of KS2.</p>	<p>Internal assessment and summative assessments (through internal testing, end of unit assessments and GL assessment materials) show the number of disadvantaged children at the expected level of attainment in writing increases.</p> <p>Interventions, catch up and support are carefully sequenced to ensure there is no narrowing of the curriculum for disadvantaged pupils.</p> <p>KS2 assessment data will show attainment gap in writing between disadvantaged pupils and non-disadvantaged pupils has decreased.</p> <p>The proportion of disadvantaged children attaining the combined score will be in line with non-disadvantaged children.</p>
<p>Narrowing the gap in maths and reading attainment for the Y4, Y5 and Y6 KS2 cohorts.</p>	<p>Internal assessment evidence shows that the attainment gap between year 4, Y5 and year 6 disadvantaged pupils and their peers narrows in both subject areas.</p>

	<p>End of KS2 assessments shows proportion of disadvantaged pupils achieving expected level or above in reading and maths is in line with their peers.</p>
<p>All disadvantaged pupils to participate in wider aspects of the curriculum, enrichment activities and wider school life.</p>	<p>All disadvantaged pupils have access to multiple clubs – careful registers are kept ensuring that children are accessing this facility.</p> <p>Multiple trips, visits and experiences are built into the curriculum – including elements of forest schools, cooking and sporting activities.</p> <p>Registers and records will indicate all disadvantaged children have attended a range of enrichment activities both school based and extra-curricular.</p> <p>Observations and pupil conversations will show the increased knowledge of the wider world developed by the engagement in these activities.</p>
<p>Children in years 5 & 6 have access to a school i-pad to support their learning. With a view to develop this into year 4</p>	<p>Children, particularly the disadvantaged in years 5 & 6, make good use of the school iPads to support their learning and there is no difference in technology access between pupils.</p>
<p>Increased Parental Engagement with school and more enrichment opportunities for families</p>	<p>Increasing attendance and participation at school events, especially events which will provide quality experiences or that will help them actively support their child in their learning at home.</p>
<p>To achieve a sustained improvement in emotional literacy and mental well-being by increasing the level of support for mental health and nurture concerns particularly for our disadvantaged pupils</p>	<p>Observations and discussion with pupils and parents show improved well-being and pupils acquiring greater resilience and tenacity. This will be evident in children's general levels of confidence and engagement across all aspects of school life.</p> <p>The number of disadvantaged children requiring SEMH interventions or additional nurture programs will decrease.</p>

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: £20,000 approx.

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>Curriculum development – whole school focus and CPD activities. Coaching to continue for the four ECTs. Main themes are:</i></p> <p>Developing English</p> <p>Curriculum based on whole class texts.</p> <p>Writing – particularly opportunities for applying spelling, punctuation and grammar in sustained pieces of writing.</p>	<p>OFSTED research supports the application of a knowledge based, well planned and well sequenced approach to curriculum delivery to ensure high quality teaching and learning.</p>	3,4
<p><i>Purchase additional Rapid Catch-Up materials and resources to supplement the synthetic phonics programme and associated reading books to secure stronger phonics teaching for all disadvantaged pupils particularly in KS2.</i></p>	<p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading particularly for disadvantaged pupils.</p>	1,2
<p><i>Purchase of NFER standardised diagnostic assessment.</i></p> <p><i>Staff training in their use and the analysis of the information to target teaching to gaps and areas of weakness</i></p>	<p>These provide additional insight and information on specific strengths and weaknesses of individual pupils and cohorts to ensure they receive the correct support in interventions and targeted teaching to fill knowledge gaps.</p>	3,4
<p><i>Further improve the quality of Social and emotional learning and support in school – including the development of a wider pastoral team which includes two qualified SENDCo's.</i></p>	<p>There is significant evidence that social and emotional development has a significant impact on children's learning</p> <p>DFE are offering funded places for mental health champion role – this indicates the importance which they place on this role in schools.</p>	7

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

Budgeted cost: £ 42,480

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Delivery of the Nuffield early language intervention program in reception (trained staff will need to be backfilled during sessions to complete program)</i>	The development of early language skills is fundamental to the child's ability to access and understand their learning. Baseline data Number of speech and language referrals	1,2,3,4,7
<i>Additional targeted support group interventions focused on gaps in prior learning for disadvantaged pupils and cohorts, identified gaps in core subject knowledge and basic skills, particularly for reading and phonics sessions in lower Key Stage 2.</i>	Evidence supports the implementation of well-planned and assessed interventions to close gaps in pupils learning and ensure they move in line with their peers. Interventions which are specifically planned to meet the needs of individuals and groups to ensure that gaps in learning are closed are more effective than generic interventions which may not meet specific needs.	2,3,4
<i>Additional ICT equipment to be purchased to support pupils learning. This will include providing equipment to year 3 as well as years 4, 5 & 6.</i>	EEF toolkit highlights the effectiveness of digital technology. Additional access will widen opportunities for children to maintain learning (and interventions) during and periods of absence. Years 3, 4, 5 and 6 to have personal IPADs which will enhance access and provision.	2,3,4,5,6

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

Budgeted cost: £ 13,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Educational resource and additional expenditure to ensure access to a range of enrichment activities</i>	Wider learning opportunities enhance pupil engagement and also bring additional life experiences which can then be brought into learning. Trips and clubs (those which are external paid clubs) are subsidised for all disadvantaged	5

	pupils to allow them to have access to all available opportunities.	
<i>Whole staff training opportunities on key areas which affect disadvantaged pupils, including issues within the wider classroom which could reduce face to face contact time for these pupils.</i>	Staff training and knowledge are fundamental to quality first teaching, management of increasing issues in relation to SEN needs and management of the classroom environment to optimise teacher effectiveness.	1,2,3,4,7
<i>Parental engagement workshops on key areas of the curriculum including reading (also training of reading volunteers to deliver effective individual reading for pupils). These will be developed in years above EYFS so parents become used to this approach as they move up with their child.</i>	EEF suggests parental engagement has positive impact on pupil's progress. Parents understanding the delivery of key aspects of the curriculum will be better able to support these pupils with their learning.	5,6

Total budgeted cost: £ 75,480

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 2023-24 academic year.

Our intended outcomes for academic year 2024/25 were:

Disadvantaged pupils in EYFS and KS1 make good progress in developing their early language and expanding their understood vocabulary so the gap between them and their peers is narrowed by the end of KS1

Initial teacher assessments of children joining us in Reception shows that our disadvantaged children's early language is significantly behind that of their non-disadvantaged peers. This is something that we have made sure we have targeted initially, and the gap does narrow considerably. So much so that 78% of disadvantaged children at the end of year 1 passed their phonics screening test, compared to 83% of non-disadvantaged; a gap of just 5%. This is significantly better than the national average gap of 16%.

Gaps in key areas of prior knowledge and experience for disadvantaged pupils are closed quickly in EYFS (with particular focus on Prime areas of learning) to ensure disadvantaged pupils can access full curriculum with confidence and make good progress to close gaps on peers.

We prioritise our disadvantaged children in EYFS, and each child is assessed quickly, and the teachers put in place individual plans to ensure that progress in the relevant areas are worked on in order to improve the relevant prime areas of learning. Our internal tracking data shows that children make good progress in our early years.

Disadvantaged pupils in early years and KS1 make good progress in phonics and develop well through the reading bands.

78% of disadvantaged children at the end of year 1 passed their phonics screening test, compared to 83% of non-disadvantaged; a gap of just 5%. This is significantly better than the national average gap of 16%. We also track children throughout this key stage using the Little Wandle assessment tool. This has enabled us to focus really clearly on individual children and what they need to work on. Children also develop their reading by progressing through the appropriate book bands.

Disadvantaged children in Year 3 and 4 (who did not attain the expected level in the Y2 resit of phonics screener test) will develop the appropriate phonics and spelling skills required by the end of KS2

This year we introduced the Little Wandle ‘rapid catch-up’ targeted at children who did not attain the expected level in phonics at the end of year two. This has proved very successful and has helped our disadvantaged children to settle into Key Stage 2.

Integral to this is the spelling strategy that this leads into this is an area we have begun to target and that will be monitored closely in the year to come.

To narrow the gap between disadvantaged pupils and non-disadvantaged pupils in writing across KS2. This will support the increase in the number of disadvantaged children attaining the combined standard at the end of KS2.

Writing is something that we have targeted across KS2 this year. It remains a focus for us as we move into the next academic year. 57% of our year 6 disadvantaged children achieved the expected standard in writing at the end of the year which was very close to the 58% national average.

Narrowing the gap in maths and reading attainment for the Y4, Y5 and Y6 KS2 cohorts.

Maths is the area that our disadvantaged children have achieved best in. At the end of year 6 71% of our disadvantaged pupils achieved the expected standard in maths compared to the national average of just 59%. The gap between the disadvantaged and non-disadvantaged pupils in maths was the same as the national average at 20%.

Reading was less successful and is the area that our disadvantaged pupils start to fall behind at the end of key stage 2. We have already seen the progress that our younger years have made in narrowing the reading gap this will help to narrow our KS2 gap as these children move up the school. For our key stage 2 cohort we will change the way we focus on reading particularly ensuring that there is a greater focus on whole texts to engender a love of reading in our disadvantaged key stage 2 pupils.

All disadvantaged pupils to participate in wider aspects of the curriculum, enrichment activities and wider school life.

Disadvantaged children have had access to the full range of extra-curricular activities, including educational visits and after school clubs. They have played a full and active role in school life.

Children in years 5 & 6 have access to a school i-pad to support their learning. With a view to develop this into year 4

Year 4, 5, and 6 have access to a school i-pad. This means that all children, despite their background can use modern technology to support their learning. The impact on this has been considerable for teachers and has greatly contributed to the high quality of teaching that we regularly observe throughout the school.

Careful planning of additional learning opportunities outside of school as well as additional time set aside to support disadvantaged children in ‘homework or learning clubs’ during the school day to limit any impact lack of resources at home could cause to learning.

This is not an area we chose to focus on. Our plans and priorities changed during the academic year, and it was felt that the needs of our disadvantaged children would be better served by concentrating efforts elsewhere.

Increased Parental Engagement with school and more enrichment opportunities for families

There has been a lot of activity over the last year on increasing parental engagement in school. There have been many varied events that have meant that parents have been invited into school on a regular basis to either engage with the children and teachers. This has also been a feature of every school year. We have received many positive comments from our parents that show that they have welcomed the opportunity to play a more active part in school life. Parents also tell us that as a result they feel more involved in their child's learning and more equipped to help them make progress in school.

To achieve a sustained improvement in emotional literacy and mental well-being by increasing the level of support for mental health and nurture concerns particularly for our disadvantaged pupils

We have supported many of our disadvantaged children on an individual bespoke basis. We have carefully matched this support to their individual needs and provided timely interventions that have helped to improve their academic progress or have helped to boost their mental health. We have individual case studies that shows the success of this approach.

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