



THIS IS A NEW STARTEGY FOLLOWING A CHANGE OF ALL SENIOR LEADERS, THEREFORE THERE IS NO REVIEW OF PREVIOUS YEAR.

This statement details our school's use of pupil 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	Burston Primary School
Number of pupils in school	25
Proportion (%) of pupil premium eligible pupils	16% (4/25)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	3 Year Plan
Date this statement was published	7 th November 2024
Date on which it will be reviewed	August 2025
Statement authorised by	Karen Millar
Pupil premium lead	Sally Underwood
Trustee lead	Roger Margand

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£12,520.00
Recovery premium funding allocation this academic year	0
National Tutoring Programme 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	£12,520.00
If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	

Part A: Pupil premium strategy plan

Statement of intent

At Burston Primary School, the attainment and progress of children from disadvantaged backgrounds is a priority.

Our vision: to provide a world-class education locally, enabling every child to flourish

We strive to ensure that all children are provided with opportunities to have the best possible start to school life, working hard to prevent attainment gaps from growing and striving to close them between disadvantaged pupils and their peers. Our strategy works towards a three-tiered approach that balances approaches to improve *quality first teaching, targeted academic support and wider strategies*. We also recognise that in order to succeed pupil premium underpins whole school improvement strategies.

At Burston Primary School, we ensure that practice is based on research which identify the best possible CPD, interventions and support to ensure pupil progress.

In deciding how to use our Pupil Premium Grant, we have drawn upon the following evidence- based sources of information:

- The Rose Review (2006)
- *The EEF Guide to Pupil Premium*
- Supporting the attainment of disadvantaged pupils
- DFE Evaluation of Breakfast Clubs in Schools with High Levels of Deprivation Research Report March 2017
- *The EEF Moving Forward, Making a Difference*
- *Education Endowment Foundation Teaching and Learning Toolkit*
- *Our professional experience of what works best*
- *Our knowledge of our school's context*

Challenges

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

Challenge number	Detail of challenge
1	To ensure that pupil premium pupils' phonics, word reading, spelling and comprehension and number skills are in line with their non-pupil premium peers.
2	Social and emotional experiences outside of the school environment impact on education of a child in home environment. This can include the impact of mental health on the pupils and their families.
3	Attendance is a barrier to learning for some pupil premium pupils.
4	Behaviour is a barrier to learning for some pupil premium pupils
5	Cost of living crisis can have an impact on appropriate clothing and equipment for school.

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 provide access to additional enrichment opportunities – links to increased cultural capital.	All pupil premium children to have had access to one or more enrichment opportunities across the year.
To ensure that the % of PP children passing the phonics screening check (Year 1 Summer or retake in year 2) is in line with or above the school and national average for all children.	% children achieving the expected standard in the phonics screening check 2025 is better than the National Average for pupil premium children.
Pupil progress is inline across the curriculum with non-PP peers	% children achieving EP in line with non-PP peers.
To ensure attendance for disadvantaged children is in line with non-disadvantaged children.	Current PP attendance figure is improved on to ensure that the attendance of pupil premium pupils is 93% within the academic year.
To ensure that all pupils can regulate their emotions when dysregulated and therefore make successful behavioural choices resulting in a reduction in the number of persistent disruptive behaviour are reduced.	Children are familiar with and can use language of self-regulation and emotions through use of 'Zones of Regulation' Incidents of persistent disruptive behaviour are reduced each term.
To ensure barriers to learning are removed for PP children.	Children have access when required to breakfast club, funded trips and support with other costs.

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: £4,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Ensure all staff (including new staff appointed in September 2024) have received training to deliver the Little Wandle Revised Letters and Sounds phonics scheme effectively to improve GPC and reading fluency of 90-95%. LW Rapid Catch Up for 7+ resources used to support those children still accessing phonics in KS2 and provide training for staff to implement this. Parent workshop on phonics and early reading.	The Rose Review (2006) states teaching synthetic systematic phonics is the most effective method to teach children to read. Phonics has a positive impact overall (+5 months) with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds. EEF	1
Regular high-quality CPD for all staff members to support academically able disadvantaged pupils.	Continuing to develop high quality teaching, assessment and a curriculum which responds to the needs of all pupils.	1, 2
Teacher CPD and Norfolk Steps Training to support teachers with Behaviour Strategies	Approaches such as improving teachers' behaviour management and pupils' cognitive and social skills are both effective, on average - EEF	2, 4
Numbots & Timestable Rockstars to support pupils academic progress. Utilised in homework and individualised interventions	'Homework has a positive impact on average (+ 5 months)' 'Some pupils may not have a quiet space for home learning – it is important for schools to consider how home learning can be supported (e.g. through providing homework clubs for pupils)' EEF	1

Budgeted cost: £5,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
1:1 small group intervention program with in class support. PP pupils identified and participation and progress monitored by SLT	Small group intervention (about 30 minutes, 3-5 times a week) over a set period of time (6-12 weeks) appear to result in optimum impact. (+5 months gain EEF) <i>EEF Teaching and Learning Toolkit: one to one tuition (30th August 2018)</i>	1, 2, 4
Interventions to take place in Phonics, Reading, Spelling, Maths	High quality structured interventions are a key component of effective pupil premium strategy and can have huge positive outcomes for struggling pupils. EEF (2018) suggests there is evidence that early literacy programmes that include activities related to phonemic awareness and phonics skills lead to better literacy outcomes than programmes without these components.	1

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

Budgeted cost: £3,520

Activity	Evidence that supports this approach	Challenge number(s) addressed
Enrichment opportunities - school trips, experience days, forest school, board games and Lego clubs, extra-curricular activities to increase learning and vocabulary development.	Studies of communication and language approaches consistently show positive benefits for young children's learning, including their spoken language skills, their expressive vocabulary and their early reading skills. On average, children who are involved in communication and language approaches make approximately six months' additional progress over the course of a year. (EEF) There is greater involvement in learning of all children when topics are introduced following an enhancement activity.	1, 2, 5
Subsidised breakfast and after school club to be offered.	DFE Evaluation of Breakfast Clubs in Schools with High Levels of Deprivation Research Report March 2017 Schools reported improvements in punctuality for some pupils and targeted persistent latecomers to attend the breakfast club Schools generally reported perceived improvements in concentration and in behaviour from pupils attending breakfast clubs. Some special schools reported that breakfast clubs supported learning and helped pupils to adapt to changes in their routine.	3, 5

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Continued, development and implementation of the school's behaviour policy and strategy. Focus on STEPS & Zone of Regulation to encourage regulation and identification of emotions.	Behaviour interventions seek to improve attainment by reducing challenging behaviour in school. Approaches can include developing a positive school ethos or improving discipline across the whole school which also aim to support greater engagement in learning as well as universal programmes which seek to improve behaviour and generally take place in the classroom.	2, 4
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Part B: Review of outcomes in the previous academic year

Intended outcome	Success criteria
To provide access to additional enrichment opportunities – links to increased cultural capital.	All pupil premium children to have had access to one or more enrichment opportunities across the year.
Educational visits which incurred a cost were subsidized to ensure children could attend enrichment experiences. After school clubs were subsidized to encourage participation of sports, music and The Arts. Funding was also used to reduce costs for wrap around care (breakfast club and afterschool club).	

Intended outcome	Success criteria
To ensure that the % of PP children passing the phonics screening check (Year 1 Summer or retake in year 2) is in line with or above the school and national average for all children.	% children achieving the expected standard in the phonics screening check 2025 is better than the National Average for pupil premium children.
100% of children passed the PSC in Year 1 and the Year 2 re-take – above the national average.	

Intended outcome	Success criteria
Pupil progress is inline across the curriculum with non-PP peers	% children achieving EP in line with non-PP peers.
PP children achieved more in line with non-PP peers. A year 6 made better than expected progress after not meeting GLD in EYFS, but meeting EXS in Maths.	

Intended outcome	Success criteria
To ensure attendance for disadvantaged children is in line with non-disadvantaged children.	Current PP attendance figure is improved on to ensure that the attendance of pupil premium pupils is 93% within the academic year.
Overall PP attendance was at 92% and improved termly. All absences, minus a holiday, were due to illness or hospital treatment. All PP attendance improved from 2023-2024.	

To ensure that all pupils can regulate their emotions when dysregulated and therefore make successful behavioural choices resulting in a reduction in the number of persistent disruptive behaviour are reduced.	Children are familiar with and can use language of self-regulation and emotions through use of 'Zones of Regulation' Incidents of persistent disruptive behaviour are reduced each term.
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Zones of regulation are used throughout the day and school to support children's regulation of behaviour. Improvements have been made to the sensory room. Incidents of disruptive behaviour have decreased.

Intended outcome	Success criteria
To ensure barriers to learning are removed for PP children.	Children have access when required to breakfast club, funded trips and support with other costs.
Breakfast club has been used as additional tutoring time for children taking their SATs. Children attending this have made better than expected progress. Funding has been used to support PP children where necessary in clubs and trips.	