

# Pupil premium strategy statement

*Before completing this template, you should read the guidance on [using pupil premium](#).*

*Before publishing your completed statement, you should delete the instructions (text in italics) in this template, including this text box.*

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) 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	Burley Gate C E Primary School
Number of pupils in school	54
Proportion (%) of pupil premium eligible pupils	26%
Academic year/years that our current pupil premium strategy plan covers	2021-23
Date this statement was published	November 2021
Date on which it will be reviewed	July 2022
Statement authorised by	B Donald Executive Head
Pupil premium lead	B Donald
Governor / Trustee lead	D Mould

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£13,450
Recovery premium funding allocation this academic year	£2000
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£2205
<b>Total budget for this academic year</b>	<b>£17,655</b>

If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	
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# Part A: Pupil premium strategy plan

## Statement of intent

At St. Michaels C E Primary School, we aim for every child to have the opportunity to achieve their potential. We therefore support our disadvantaged children to achieve at least in line with their peers and to make expected progress. Our plan is to meet identified needs both individually and as a group. This includes not only academic support but also support with the wider curriculum.

## Challenges

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

Challenge number	Detail of challenge
1	Low attainment and slow progress due to gaps in learning, misunderstanding, difficulty with retention of previous learning and applying knowledge.
2	Less well -developed positive learning behaviours.
3	Social and emotional support for children who experience difficulties.
4	Lack of experience of wider opportunities.
5	

## 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 children make progress from the end of the previous year(Reading, Writing and Maths). Those who need to make accelerated progress and exceed previous attainment levels. Targeted children receive support in class and through tutoring.	2022 data shows that the majority of disadvantaged children have made expected progress from the previous year and from previous Key Stage outcomes.
Improved levels of wellbeing of pupils achieved and maintained.	Children are able to meet regularly with a member of staff to receive support with social aspects to alleviate barriers and

	<p>enable them to take a fuller part in school life.</p> <p>Engagement in learning is improved and pupil conversations indicate improvements.</p>
Pupils have access to wider opportunities and enjoy a breadth of experiences.	Children take part in opportunities outside of the school to widen their experience.
Improved vocabulary, writing and reading skills.	Assessments and observations show improved standards of attainment for disadvantaged children.
Improved maths progress and attainment.	KS1 and KS2 assessments show progress of disadvantaged pupils in comparison with their previous Key Stage.

## 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: £ 3 500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Development of the Talk for Writing approach.	EEF states that oral language interventions have high impact.	1,2
Introduction of the NELI approach in EYFS. Staff training in order to implement this.	EEF Early years toolkit -communication and language approaches have a high impact.	1,2
Enhancement of the teaching of maths mastery ,purchase of resources to facilitate teaching of this approach in mixed aged classes.	Maths hub/ National centre for the excellence in the teaching of maths. EEF mastery learning has a high impact.	1,2
Purchase of a skills-based comprehension scheme. To improve the teaching of key reading skills for all children. The purchase of additional graded reading books.	EEF Reading comprehension strategies have a high impact for a low cost.	1,2
Purchase of a diagnostic standardised assessment for reading.	To inform teachers of specific needs of individuals so they can have targeted additional interventions to address these.	1

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

Budgeted cost: £ 12 000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Numeracy and Literacy intervention	EEF toolkit/Dfe identifies small group tuition, a maximum of 1:3, as having a	1,2

through engagement with the NTP.	positive impact on children's ability to recover missed learning.	
Additional teaching Assistant hours to support children in Maths and English lessons and to deliver interventions outside of these lessons.	EEF identifies tuition as having a moderate impact.	1,2

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

Budgeted cost: £1 800

<b>Activity</b>	<b>Evidence that supports this approach</b>	<b>Challenge number(s) addressed</b>
Training of staff in use of strategies to support all pupils' wellbeing. The school to have a whole a school approach to improve pupil wellbeing.	The school has identified the need to support disadvantaged children who experience difficulties in their ability to engage in learning due to their social and emotional factors.	2,3
Enable children to participate in extra-curricular activities.	School based knowledge informs the need to support pupils to take part in wider activities to enable access to a broad experience.	1,2,3,4

**Total budgeted cost: £ 17300**

## Part B: Review of outcomes in the previous academic year

### Pupil premium strategy outcomes

*Due to COVID-19, performance measures have not been published for 2020 to 2021, and 2020 to 2021 results will not be used to hold schools to account. During the 2020 to 2021 academic year 55% of pupil premium children achieved the expected standard in reading, writing and maths.*

### 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*

<b>Programme</b>	<b>Provider</b>
Mastery in Mathematics	Maths Hub
Times Table Rock Stars	TT Rockstars