

Pupil premium strategy statement – Burton End Primary Academy

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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	438
Proportion (%) of pupil premium eligible pupils	25%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended – you must still publish an updated statement each academic year)	2024-2025 2025-2026 2026-2027
Date this statement was published	31.12.2024
Date on which it will be reviewed	31.12.2025
Statement authorised by	Graham Almond
Pupil premium lead	Graham Almond
Governor / Trustee lead	Adam Fielden

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£146,397
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£146,397

Part A: Pupil premium strategy plan

Statement of intent

At Burton End Primary Academy we:

- Nurture kind, articulate and thoughtful children who will be able to listen to others but think for themselves. Our children will be able to talk confidently about their own ideas and hopes for the future.
- Inspire and motivate children to produce their best work through a broad and balanced curriculum that engages them in their learning.
- Have consistently high aspirations; we will challenge and support children both academically and socially and emotionally. We will ensure our children are ready for the next stage of their education.
- Use our school values of 'Kindness', 'Respect', 'Resilience' and 'Ambition' to develop children's understanding of how to contribute and live safely in the world that we live in. We will encourage a sympathetic understanding of others' needs, beliefs and values.
- Support and develop our enthusiastic and skilled staff team to enable our children to achieve our vision.

Values

Our School Values are a vital part of the life of the school and underpin all that we do in school. Our School Values are:

- Kindness
- Respect
- Resilience
- Ambition

At Burton End Primary Academy we adopt a tiered approach which allows us to focus on a series of targeted strategies that will have the greatest impact.

1. **Teaching and whole school strategies** | research evidences the transformative power of an effective teacher as being fundamental in improving outcomes and signposting future opportunities. By motivating and inspiring pupils to widen their knowledge of the world and learn key lifetime skills, it provides them with the foundation and confidence to become aspirational in their outlook. A high-quality curriculum, delivered effectively by teachers with good subject knowledge, will ensure teaching is consistently effective. It will ensure teachers have high expectations for pupils and

have the ability to purposefully tailor the learning to meet the needs of all pupils. This will ensure that each pupil's journey from nursery to Year 6 will be purposeful and rewarding, equipping them for the transition to the next stage of their educational journey.

2. **Targeted approaches** | evidence consistently demonstrates the positive impact targeted academic support can have. Through the use of formative and summative assessments, additional provision may be in small groups or one to one support. The assess, plan, do, review cycle ensures that the effectiveness of the provision is constantly evaluated. The EEF helps to inform the provision in place

3. **Wider strategies** | in addition to supporting academic progress, further barriers to successful learning are identified and addressed. This includes addressing and supporting behaviour, attendance and social and emotional needs.

Our aim is to use pupil premium funding to help us improve the outcomes of disadvantaged pupils so that their progress and attainment can be compared nationally with those of non disadvantaged pupils. A priority is placed on reading, writing and maths to ensure that pupils can access all curriculum areas and are prepared for each stage of their educational journey. The school is passionate about engendering a lifelong love of reading, investing in a new, well stocked library. The rich literature spine ensures pupils learn about different cultures and the wider world around them. This combined with the focus on vocabulary that underpins all subjects, aims to grow articulate, curious young learners who perceive no barriers to their dreams and ambitions.



Challenges

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

Challenge number	Detail of challenge
1	<p>Attainment of Disadvantaged Pupils</p> <p>End of Key Stage 2 assessment data shows that disadvantaged pupils perform less well than their peers. The lower starting points of disadvantaged pupil's means that progress needs to be accelerated in order to narrow the attainment gap. In 20224 44.4% of disadvantaged pupils achieved GLD at the end of Reception compared to 65.2% of non-disadvantaged pupils. The rigorous assessment and provision for early language to allow for this to develop is a key element in raising attainment.</p>

2	<p>Quality First Teaching</p> <p>The school understands the need to ensure that all children access Quality First Teaching and is vital the variability in this is minimised to ensure that it impacts on all pupil groups. We know that 29.6% (29) of our disadvantaged pupils have a SEND provision, 1.2% higher than the national of 28.4% so it is even more important that high quality adaptations are made for those these children.</p>
3	<p>Attendance</p> <p>The attendance of disadvantaged pupils although improving remains a challenge. The overall absence is 1.9% higher than the national Non-Disadvantaged. The school's gap to Non - Disadvantaged pupils nationally has decreased by 1.8% from +3.7% in 2022/23, to +1.9% in 2023/24. Our Disadvantaged cohort's Overall Absence has decreased by 2.9% from 9.2% in 2022/23, to 6.3% in 2023/24.</p> <p>Persistent absence is 7.3% higher than the national Non-Disadvantaged cohort at 11.5%. The school's gap to Non-Disadvantaged pupils nationally has decreased by 9.7% from +17.0% in 2022/23, to +7.3% in 2023/24. The disadvantaged cohort's persistent absence has decreased by 15.3% from 34.1% in 2022/23, to 18.8% in 2023/24.</p>
4	<p>Pupil and family wellbeing</p> <p>Providing pastoral support for our children and their families allows us to ensure they feel safe, happy and well supported and then allows children to thrive in their academic studies.</p> <p>We take a Trauma Perceptive Practice approach to managing behaviour across the school and this enables bespoke Zones of Regulation interventions and support to be utilised to support those children who need it most.</p> <p>Additional SEMH needs that impact on the wellbeing of pupils and their learning is increasing and needs to be carefully managed using our skilled team of practitioners. A key facet of this is giving children strategies to regulate.</p>
5	<p>Cultural Capital</p> <p>Many of the Burton End families have limited chance to explore beyond the local area which can hinder children's experience of the diverse world that we live in and lead to low aspirations and a lack of personal growth. We see raising aspirations and providing rich experiences as key challenge.</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
The attainment gap for disadvantaged pupils narrows	2026-2027 KS2 outcomes in Reading, Writing and Maths shows that all children have achieved in line with the national average (combined) and that disadvantaged pupils are no more than 5% below their cohort.
Quality First Teaching is consistently evident in all classes	<p>A clear and effective teaching and learning policy is in place and instructional coaching is used to develop (pedagogical leadership)</p> <p>Engagement with technology and the associated CPD of the &iLearn project increases engagement levels and teacher confidence in delivering the curriculum</p> <p>New to CUSP sessions are used for new staff to enhance their understanding of pedagogical approaches and lesson structures</p> <p>The needs of SEND pupils who are disadvantaged are met effectively through adaptive teaching resulting in improved outcomes.</p>
Whole school attendance improves and specifically the gap for Overall Attendance and Persistent Absence continues to narrow and is in line with the National Average	<p>Sustained high levels of attendance by 2026-2027:</p> <ul style="list-style-type: none"> • Overall Absence of disadvantaged pupils is in line with the national average (1.9% away in 2024) • Persistent Absence is within 2% of the national average for disadvantaged pupils (7.9% away in 2024)
Children and families pastoral and SEMH needs are met consistently	<p>Pupils are able to engage in their learning and develop happy and healthy relationships with their peers.</p> <p>The number of suspensions issued decreases</p> <p>Families are continued to be supported through our pastoral team (ELSA and TIS)</p> <p>The use of YouHQ is used to track and monitor changes and patterns in children's behaviours.</p>
All children including disadvantaged pupils access a rich range of diverse experiences and sense of belonging. In particular Children's University it used as a driver to improve and	Sustained levels of belonging in our community where children are exposed to activities and events within the local area through curriculum enhancement trips and visits, club involvement, performance

widen the experiences of disadvantaged pupils.	opportunities and rich and broad curriculum. This will be tracked through pupil voice and the tracking of participation. All disadvantaged pupils will have access to Children's University and their engagement in this will be monitored closely by the CU champion.
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Activity in this academic year

This details how we intend to spend our pupil premium funding **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £76,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase of Sounds-Write phonics programme to ensure lessons are high quality and consistent across the school including keep-up and catch-up sessions.	EEF DfE Sounds Write Research Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading for all pupils.	1, 2
Purchase of standardised diagnostic assessments. Training for staff to ensure assessments are interpreted and administered correctly.	When used effectively, diagnostic assessments can indicate areas for development for individual pupils, or across classes and year groups: Diagnostic assessment EEF	1, 2

Embed CUSP reading curriculum across the school. Providing CPD to all staff and working with external agencies to monitor the quality of teaching and implementation of the curriculum.	EEF - Reading Comprehension EEF – Improving KS1 Literacy EEF – Improving KS2 Literacy	1,2,5
Take part of the Unity Schools Partnership ECT recruitment trial and pool	Recruitment of the highest quality teachers to ensure that the curriculum can be taught effectively for all pupils increasing the proportion of QFT taking place in classrooms and attainment of all pupils.	1,2
To implement the USP & iLearn project	Pupils in Key Stage 2 have a 1:1 iPad that can be taken home. The use of technology across the school improves teaching and learning and engagement and upskills teachers. The increased levels of engagement impact positively on pupil progress and attainment. EEF - Digital Technology to Improve Learning	1,2,3,5

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

Budgeted cost: £31,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Develop expressive language skills through Language Link assessment and intervention and use of SLCN teacher	Developing expressive language and vocabulary in early education can help close the gap between children from disadvantage in comparison to those without disadvantaged backgrounds. Oral language interventions EEF	2
Ensure additional phonics sessions (catch-up) with trained staff to support targeted pupils take place	Highly trained individuals providing specific and targeted phonics interventions is the best approach to assuring gaps will close. Sounds-Write is a programme written based on educational research around the teaching and learning of phonics. EEF- Phonics	1,2

One to one and small group intervention for pupils in need of additional support, delivered in addition to, and linked with, normal lessons.	Interventions targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind: One to one tuition Teaching and Learning Toolkit EEF Small group tuition Teaching and Learning Toolkit EEF Teaching Assistant Interventions EEF	1,2
Herts for Learning: Reading Fluency	The reading fluency intervention works to significantly improve outcomes for pupils and is designed to help equip teachers to improve fluency in a short space of time. The suite of key stage specific projects are based on a combination of well-evidenced strategies. https://www.hfleducation.org/reading-fluency	1,2,5

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

Budgeted cost: £30,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Pastoral support for families, which improves their punctuality and attendance, but also ensures they have their needs met based on Maslow's Hierarchy of Needs.	Assuring that the family situation is looked at holistically when addressing attendance is key to making improvements in a child attending school. DfE – Improving School Attendance	4
Children that are identified with significant needs will receive individual or small group social/emotional interventions (YouHQ, Zones of Regulation, ELSA)	Children benefit from social emotional learning and key interventions will aid in the progress of academic areas. EEF – social and emotional learning	2,3,4
Ensure children receive opportunities for cultural experiences which will	Cultural Capital	2,3,4

<p>enhance the school's curriculum.</p>	<p>What is cultural capital? – Cultural Learning Alliance</p> <p>Use of external providers like Hlstory off the Page</p>	
<p>Embed Children's University to develop children's cultural capital</p>	<p>Children's University is offered to all children with a particular focus on the engagement of disadvantaged children.</p> <p>Children's University</p> <p>https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/childrens-university</p>	<p>3,4,5</p>
<p>Embedding principles of good practice set out in the DfE's guidance on working together to improve school attendance. This involves training and release time for staff to develop and implement new procedures and appointing attendance/support officers to improve attendance. Make the best use of our Children and Family Support Manager to work with our vulnerable families to improve attendance and school engagement and support our Belonging Strategy.</p>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p>	<p>3</p>
<p>Pastoral Support for families, which improves their punctuality and attendance, but also ensures they have their needs met based on Maslow's Hierarchy of Needs.</p>	<p>Assuring that the family situation is looked at holistically when addressing attendance is key to making improvements in a child attending school.</p> <p>DfE – Improving School Attendance</p>	<p>3,4</p>

<p>Training and embedding the principles of a Trauma Perceptive practice for all pupils throughout the school</p>	<p>Delivery of TPP training to whole staff</p> <p>Essex TPP information</p> <p>Improving Social and Emotional Learning in Primary Schools EEF</p>	<p>3,4</p>
<p>Funding for therapists to deliver sessions for disadvantaged children</p>	<p>EEF - SEL interventions</p>	<p>3</p>
<p>Contingency fund for acute issues</p>	<p>Based on our experiences and those of similar schools we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified. We may need to support families on a more flexible, bespoke basis as required. (eg trips, uniforms etc)</p>	<p>4</p>

Total budgeted cost: £147,000

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

End of Key Stage 2 Assessment Data						
Percentage of children achieving EXS						
	All pupils		Disadvantaged		Non Disadvantaged	
	2023	2024	2023	2024	2023	2024
RWM	58%	65%	33%	47%	64%	72%
Reading	65%	71%	58%	58%	67%	76%
Writing	75%	70%	58%	58%	79%	74%
Maths	70%	73%	50%	53%	75%	81%

End of Key Stage 2 assessment data shows that whilst outcomes for the whole cohort improved in 2024 this was only the case for disadvantaged pupils in Maths and the combined Reading, Writing and Maths EXS. The gap between disadvantaged pupils and their peers narrowed in Writing and the combined and widened in Reading and Maths.

It is important to note that the impact of the pandemic is still evident in our data outcomes. The disruptions caused by the pandemic have had a lasting effect on the educational experiences of our pupils, particularly those from disadvantaged backgrounds.

Externally provided programmes

Programme	Provider
Children's University	Children's University
PiXL	PiXL
CUSP	Unity Education
KS2 Herts Fluency	Herts for Learning
Maths Mastery	Ark Curriculum
Sound-Write Phonics	Sounds Write Ltd

ELSA	ELSA Support
TPP	Essex County Council
1decision PSHE	1decision
Language Link	Speech Link Multimedia Ltd
youHQ	Life On Time Ltd