# Pupil premium strategy statement for Burhill Primary School

## School overview

| Metric | Data |
|---|---|
| School name | Burhill Primary School |
| Pupils in school | 633 |
| Proportion of disadvantaged pupils | 9% |
| Pupil premium allocation this academic year | £68,215 |
| Academic year or years covered by statement | 2018-2021 |
| Publish date | 01 September 2020 |
| Review date | July 2021 |
| Statement authorised by | Gemma Adams |
| Pupil premium lead | Michelle Hinsley |
| Governor lead | Lisa Yarwood |

## Disadvantaged pupil progress scores for 2019 for KS2

| Measure | Score | National average |
|---|---|---|
| Reading | -3.29 | -0.6 |
| Writing | -3.41 | -0.5 |
| Maths | -4.46 | -0.7 |

## Strategy aims for disadvantaged pupils

| Measure | Score |
|---|---|
| Meeting expected standard at KS2 | 51% |

| Measure | Activity |
|---|---|
| Priority 1 | Ensure all staff receive regular CPD to improve wave 1 teaching |
| Priority 2 | Develop and engaging curriculum which is rich with vocabulary |
| Barriers to learning these priorities address | Consistent implementation across the school<br>Access to training during pandemic<br>Gaps in learning as a result of lockdown |

## Teaching priorities for current academic year

| Aim | Target | Target date |
|---|---|---|
| Progress in Reading | Achieve national average progress scores in KS2 Reading (0) | Sept 21 |
| Progress in Writing | Achieve national average progress scores in KS2 Writing (0) | Sept 21 |
| Progress in Mathematics | Achieve average KS2 Mathematics progress score | Sept 21 |
| Phonics | Achieve national average expected standard in phonics | Sept 21 |

**Remember to focus support on disadvantaged pupils reaching the expected standard in phonics check at end of year 1.**

## Targeted academic support for current academic year

| Measure | Activity |
|---|---|
| Priority 1 | Purchase and share resources to increase teacher subject knowledge across history, geography and science to enable cross-curricular and cross-year group links. |
| Priority 2 | Purchase and embed an evidenced based maths catch-up programme. |
| Priority 3 | Relevant staff to receive phonics training and deliver phonic intervention for year 3 pupils. |
| Priority 4 | Year 6 booster groups to close gaps |
| Priority 5 | Support pupils and families to access online resources and remote learning |
| Barriers to learning these priorities address | Time and space to deliver catch-up programme / intervention<br>Devices to access remote learning |

## Wider strategies for current academic year

| Measure | Activity |
|---|---|
| Priority 1 | HSLW to work with families to improve attendance and engagement with school |
| Priority 2 | ELSA to work with pupils to improve pupil's readiness to learn |

| Priority 3 | PE leader to provide enrichment activities for pupils |
|---|---|
| Priority 4 | Improve attendance of disadvantaged pupils to inline with school's whole school attendance |
| Barriers to learning these priorities address | Improving attendance and readiness to learn for the most disadvantaged pupils<br>Engagement from parents |

## Monitoring and Implementation

| Area | Challenge | Mitigating action |
|---|---|---|
| Teaching | Ensuring enough time is given over to allow for staff professional development | Use of INSET days and additional cover being provided<br>Additional PPA |
| Targeted support | Ensuring enough time for booster group leader to support small groups | Middle leader released regularly to lead small groups |
| Wider strategies | Engaging the families facing most challenges | Working closely with HSLW and LA |

## Review: last year's aims and outcomes

Continuing aims from last year as a result of lockdown.