

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 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	Burnt Oak Junior School
Number of pupils in school	248
Proportion (%) of pupil premium eligible pupils	8%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2020-2023
Date this statement was published	December 2022
Date on which it will be reviewed	December 2023
Statement authorised by	Miss D Graham Head Teacher
Pupil premium lead	Debra Knights
Governor / Trustee lead	

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£27700
Recovery premium funding allocation this academic year	£3888
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	£31588

Part A: Pupil premium strategy plan

Statement of intent

Burnt Oak Junior School is part of The Pioneer Academy.

Educational Principles

The following principles, laid out by The Pioneer Academy are tried and tested in all of its schools and have been recognised as being highly successful by Ofsted. These principles underpin The Pioneer Trust Mantra which promotes success for children and guarantees improved outcomes.

- Promoting and achieving excellence - to inspire children and adults to achieve the extraordinary in dynamic learning environments that foster the development of independent learning. Working in partnership across The Pioneer Academy to provide innovative opportunities for staff and children to raise aspirations
- Recognising the importance of outstanding teaching and learning - to develop leaders of learning, create the reality and sustain high quality educational experiences and raise the self- esteem of all children enabling them to contribute positively to society
- Actively encouraging creativity and innovation - giving opportunities for risk taking and the exploration of new knowledge and concepts to grow a 'can do' and 'no excuses' learning culture
- Consistent high standards of behaviour and attendance - role modelled by all staff to shape the ethos and values of the school, support learning and promote achievement
- Equality and diversity - to gain mutual respect through an understanding of the key values of justice and equality
- Safeguarding health, safety and welfare - to protect all children and adults

Burnt Oak School Vision

At Burnt Oak Junior school we are committed to inspiring and challenging every child to achieve their full potential by providing a safe, stimulating and inclusive environment. We will actively encourage our children to take learning risks, develop their independence and resilience, and nurture their thirst for lifelong learning.

Inspirational teaching - aspirational learners

Burnt Oak Junior School Pupil Premium Intent

We have high aspirations and ambitions for our children and we believe that all learners should be able to reach their full potential.

We strongly believe that reaching your potential is not about where you come from, but instead, about developing the necessary skills and values required to succeed.

Our pupils in receipt of the Pupil Premium Funding face specific barriers to reaching their full potential, and, at Burnt Oak, we are determined to provide the support and guidance they need to help them overcome these barriers.

To achieve our intent, at Burnt Oak we:-

Have highly qualified teachers and teaching assistance who know the children well and adapt their approach to meet the needs of children as individuals.

Provide children with a rich and varied curriculum.

Provide children with exciting enrichment opportunities which develop their understanding of the world and themselves as learners.

Have rigorous assessment and monitoring systems which enable us to quickly identify where children may need additional support or intervention.

Challenges

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

Challenge number	Detail of challenge
1	Some of our disadvantaged children have SEMH needs which may impact on their ability to engage in learning
2	Some of our disadvantaged children have learning gaps which require targeted intervention.
3	We have a small percentage of children registered as eligible for pupil premium therefore limited funding which limits the impact we can make.
4	Our attendance data over the last 3 years indicates that attendance among disadvantaged pupils has been between 2 - 5% lower than for non-disadvantaged pupils.

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 will have access to SEMH support as needed to ensure that have the resilience to learn and make good or better progress.	All disadvantaged children who have been identified as requiring mental health support will have received counselling or play therapy. It will be evident through monitoring that these children are better able to engage

	with learning and are making good or better progress.
Disadvantaged children who have been identified as having gaps in their learning will receive targeted intervention which has enabled them to close gaps and make good or better progress.	Disadvantaged children who require targeted support will have received intervention, gaps in learning will be closed and children will make expected progress towards their individual targets.
Disadvantaged children will have access to all enrichment activities and experiences school offers.	All children will have access to school visits, enrichment activities and after school clubs no matter what their circumstances.

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: £0

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Add or delete rows as needed.</i>		

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

Budgeted cost: £19688

Activity	Evidence that supports this approach	Challenge number(s) addressed
Little Wandle small group phonics intervention in Year 3 through to 6.	An experienced teacher will deliver targeted phonic intervention on a weekly basis to groups of 6 children across Year 3 and 4. She will track progress and assess children's knowledge gaps to ensure intervention remains targeted and has impact. Children working in this intervention are already identified as making good progress towards their individual targets.	Children will be targeted as identified through assessment and appropriate phase intervention undertaken
Small group intervention for writing in Year 5	An experienced teacher will deliver targeted writing intervention on a weekly basis to a targeted group of Year 5 children. She will track progress and assess children's knowledge gaps to ensure intervention remains targeted and has impact. Children working in this intervention are already identified as making good progress towards their individual targets	6 children will be targeted as identified through assessment and moderation.
Small group intervention in reading	TAs will deliver regular intervention with targeted children across school who have been identified in the bottom 20%	Targeted groups across all Year groups will have specifically

and maths in all Year groups	in terms of academic achievement and progress	planned interventions to close gaps in reading and mathematical knowledge to ensure they make good or better progress from their starting points.
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 11,900

Activity	Evidence that supports this approach	Challenge number(s) addressed
Weekly counselling for those children identified as requiring SEMH support. £6900	Our trained counsellor will work with children identified by teachers as requiring SEMH support. She will work with individuals and groups as needed. Children build strategies to develop resilience and a sense of well-being. They also build social skills and communication skills surrounding their emotional needs, Children transition more confidently from home to school and cope with the challenges of the school day with greater resilience.	22 children are currently accessing our school counsellor.
Disadvantaged children are offered a voucher for £50 to cover the cost of school uniform £1,000	All children will all have equal access to every aspect of school life.	20 children who are currently eligible for pupil premium.
Disadvantaged children will have full cost of school trips, and enrichment activities met and 50% of residential trips met. £3,000	All children will all have equal access to every aspect of school life.	20 children who are currently eligible for pupil premium.
Disadvantaged children will have the full cost of musical tuition met. £1000	All children will all have equal access to every aspect of school life.	2 children are currently accessing this offer

Total budgeted cost: £ 31,588

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 2021 to 2022 academic year.

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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

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	N/A
What was the impact of that spending on service pupil premium eligible pupils?	

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.