

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	247
Proportion (%) of pupil premium eligible pupils	7%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2023-2026
Date this statement was published	December 2023
Date on which it will be reviewed	December 2026
Statement authorised by	Ian McManus Executive Headteacher
Pupil premium lead	Vicky Harbor
Governor / Trustee lead	Lou Lynch, Chair of Governors

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£26885
Recovery premium 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 If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£26885

Part A: Pupil premium strategy plan

Statement of intent

Burnt Oak Junior School is part of The Pioneer Academy.

At Burnt Oak Junior School, 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 and thrive. Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas.

The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers. We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not. High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our strategy is also integral to wider school plans for education recovery, notably in its targeted support through school based tuition and intervention for pupils whose education has been worst affected, including non-disadvantaged pupils. Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel.

To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in their learning
 - act early to intervene at the point need is identified
 - adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve
- To ensure that we uphold our responsibility for all pupils in meeting their pastoral, social and academic needs within the school environment, provision is made through:
- Facilitating pupils' access to education through teaching
 - Facilitating pupils' access to the curriculum through targeted academic support
 - Alternative support and intervention within the school

Burnt Oak School Vision

At Chatsworth and Burnt Oak we strive to create a kind, respectful and inclusive culture, where each individual is valued and nurtured to achieve their full potential.

We are committed to providing a safe, happy learning environment where children are supported to develop into independent, resilient life-long learners.

We celebrate the diversity of the world beyond our school community, developing empathy and consideration for all.

To achieve our intent, at Burnt Oak we:-

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.

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.

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	Some of our Pupil Premium children and their families are unable to support children with the wider learning experiences including visits, cultural capital and be part of the wider school community.
4	Our attendance data over the last 3 years indicates that attendance among disadvantaged pupils has been between 3-4% 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 they 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 additional inter. 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	All children will have access to school visits, enrichment activities and after school clubs

offers and all disadvantaged children feel part of the school community.

no matter what their circumstances. They will also be in the correct full school uniform.

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: £114,985

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 alongside teaching assistants will deliver targeted phonic intervention on a weekly basis to groups of 6 children across Year 3, 4 and 5. They will track progress and assess children's knowledge gaps to ensure intervention remains targeted and has impact.	2
Small group intervention in Core Subjects, with more emphasis on reading and writing.	An experienced teacher and teaching assistants will deliver targeted writing intervention on a weekly basis to a targeted group including disadvantaged children. She will track progress and assess children's knowledge gaps to ensure intervention remains targeted and has impact.	2
Small group intervention in reading and maths in all Year groups	TAs and teachers will deliver regular intervention with targeted children across school who have been identified	2

	in the first 20% in terms of academic achievement and progress	
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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.	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. There is are also targeted groups run that support other areas of SEMH including friendship resilience.	1
Disadvantaged children are offered a full set of school uniform to cover the cost of school uniform	All children will all have equal access to every aspect of school life.	3
Disadvantaged children will have full cost of school trips, and enrichment activities met and 50% of residential trips met.	All children will all have equal access to every aspect of school life.	3
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.	3

Total budgeted cost: £ 26,885

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 2022-23 academic year.

KS2 Sats Results 2023		
Subject	PP	Non PP
Reading	50% Expected Standard	85.7% Expected Standard
Writing	66.7% Expected Standard	89.3% Expected Standard
Maths	83.3% Expected Standard	78.6% Expected Standard

From the data, we can see that Maths interventions proved successful for PP children in year 6 who went on to outperform their non-PP peers in Maths. Whilst the gap narrowed in Reading and Writing, non-PP outperformed PP children so additional intervention has been planned for next year focusing more in these subjects.

All PP children were offered the same opportunities in terms of educational visits and subsidised. 5 Pupil Premium attended the Isle of Wight Residential visit at a discounted rate. 9 Pupil premium children took up the offer of a full school uniform.

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.