

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 | Sir William Burrough School |
| Number of pupils in school | 345 (including Nursery children) |
| Proportion (%) of pupil premium eligible pupils | 27.5% |
| Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended) | 2022-2025 |
| Date this statement was published | 31 st October 2022 |
| Date on which it will be reviewed | October 2023 |
| Statement authorised by | Avril Newman, Headteacher |
| Pupil premium lead | Avril Newman |
| Governor / Trustee lead | Dennis Twomey |

Funding overview

| Detail | Amount |
|---|----------|
| Pupil premium funding allocation this academic year | £153,735 |
| Recovery premium funding allocation this academic year | £16,095 |
| 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 | £169,830 |

Part A: Pupil premium strategy plan

Statement of intent

The ultimate objective of our Pupil Premium Strategy Plan is for all our disadvantaged pupils to be attaining at or above the expected level in the Key Stage 2 SATs in order to give them a firm foundation as they progress into their secondary education and beyond. Our curriculum is designed to give all children the knowledge, skills and cultural capital they need to succeed in life. Together with a focus on high attainment and an enriched curriculum, we also place the highest value on the well-being of all our pupils.

Our current Pupil Premium Strategy Plan works towards achieving these objectives through robust teacher standards, effective use of assessment, a focus on metacognition and enriched provision.

We are driven by our passion for and commitment to developing well-rounded, robust and resilient citizens ready for a global world full of possibilities and challenges. We know that if you provide high-quality teaching that is effective for disadvantaged learners, then you are providing effective teaching for all.

Challenges

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

| Challenge number | Detail of challenge |
|------------------|--|
| 1 | Many of our disadvantaged pupils come into school with EAL and require support around literacy throughout their time at the school as a result. |
| 2 | High levels of deprivation in the borough with many of our disadvantaged pupils living in over-crowded households. |
| 3 | A loss of learning as a result of the disruption caused by Covid-19, which potentially has disproportionately affected the disadvantaged cohort. |
| 4 | Low attendance from a very small number of our disadvantaged families. |
| 5 | Pupil Premium children are often disproportionately affected by safeguarding issues. |

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 |
|--|--|
| <i>The vast majority of disadvantaged children to reach Expected Standard or above in Key Stage 2 SATs.</i> | 90% of disadvantaged children reach Expected Standard in Key Stage 2 SATs in all subjects. |
| <i>High-quality teaching and learning throughout the school.</i> | All teachers meeting their appraisal targets for pupil attainment and progress. |
| <i>Close all gaps caused as a result of the interruption to education by the Covid-19 lockdowns and school closures, with focused intervention for disadvantaged children.</i> | All children progressing within or beyond their year-group expectations with timely support for any learning lost. |
| <i>High levels of pupil wellbeing and resilience.</i> | All children aware of how to stay safe in the real and digital world. Pupils report good levels of wellbeing. |
| <i>Attendance of persistent absentees improved.</i> | Attendance of persistent absentees improves to 90% or above. |

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: £7000

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|--|-------------------------------|
| Ongoing training on <i>High Performance Learning</i> , the school's metacognition development programme | +7 months impact (EEF Toolkit - Metacognition and self-regulation) | 1, 3 |
| Ongoing in-house Literacy training focused on closing the Covid-19 learning gaps, specifically with regard to Reading Comprehension, oral intervention strategies and teacher feedback | +6 months impact (EEF toolkit - Reading comprehension strategies) +5 months impact (EEF toolkit - Oral language interventions) +8 months impact (EEF toolkit - Feedback) | 1, 3 |

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

Budgeted cost: £155,422

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|--|-------------------------------|
| Targeted one-to-one support for children falling behind in KS1 and Reception (an additional teacher for 2 days a week) with specific emphasis on phonics, reading comprehension and oral language skills | +6 months impact (EEF toolkit - Reading comprehension strategies) +4 months impact (EEF toolkit - Phonics) 96% of Year 1 children in 2019 passed the Year 1 phonics test +5 months impact (EEF toolkit - Oral language interventions) | 1, 2, 3 |

| | | |
|--|--|---------|
| | +6 months impact (EEF Early Years toolkit – Communication and Language) | |
| Four additional LSAs deployed in classes to support and facilitate group work where the need amongst Pupil Premium children is high, specifically focused on reading comprehension and oral language skills. | +4 months impact (EEF toolkit - Small group tuition) +6 months impact (EEF toolkit - Reading comprehension strategies) +5 months impact (EEF toolkit -Oral language interventions) | 1, 2, 3 |
| All children in Key Stage 2 to use Renaissance Learning's Accelerated Reader and Accelerated Maths programmes for digital support daily. | +5 months impact (EEF toolkit – Mastery learning) +6 months impact (EEF toolkit - Reading comprehension) Past evidence that the analytic aspects of the programme allow to spot pupils in need of immediate intervention | 1, 2, 3 |

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

Budgeted cost: £14,905

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|---|-------------------------------|
| Buying into Tower Hamlets Behaviour and Attendance Support Service | Past success at improving attendance of high level absentees | 4 |
| Toddler group four mornings a week targeted at known families to provide early socialisation, learning and language development | +6 on the EEF Early Years toolkit – Earlier Starting Age) +6 on the EEF Early Years toolkit – Communication and Language approaches) +5 on the EEF Early Years toolkit – Play-Based Learning) +4 on the EEF Early Years toolkit – Parental Engagement) | 1, 2 |
| Regular high-level training for all staff and governors on safeguarding over and | All safeguarding issues are dealt with promptly and appropriately as shown in the relevant confidential documentation | 5 |

| | | |
|----------------------------------|--|--|
| above the statutory requirements | | |
|----------------------------------|--|--|

Total budgeted cost: £170,327

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.

Our Pupil Progress Tracker, STAR Reading and STAR Maths from Renaissance Learning, shows that there is statistically negligible difference in the average progress and attainment of children on Pupil Premium as measured against their non-disadvantaged children in the school, and would be above the average progress and attainment of other Pupil Premium children across the country. The tracker has also allowed us to identify the children needing the most support as the academic year 2021/22 commences, and thus we have put in place the relevant staffing to support those disadvantaged children most in need with immediate effect. Our KS2 SATs results for 2022 are well above the national averages, especially in Maths and Writing, and our pupil premium children for that year were in line with national averages for all children for Reading, above in writing (78% compared to national average for all children of 69%) and exceptionally above in Maths (89% compared to 71% nationally) and Spelling, Punctuation and Grammar (94% compared to 72% nationally). 93% of our Year 1 children achieved the expected level in the Phonics Check.

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 |
|-------------------------------------|----------------------|
| STAR Reading and Accelerated Reader | Renaissance Learning |
| STAR Maths and Accelerated Maths | Renaissance Learning |