

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 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	350 (including Nursery children)
Proportion (%) of pupil premium eligible pupils	34.6%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2024
Date this statement was published	17 th September 2021
Date on which it will be reviewed	September 2022
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	£112,890
Recovery premium funding allocation this academic year	£12,180
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	£125,070

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: £6000

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: £118,410

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)	
Three 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: £15,454

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		
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Total budgeted cost: £139,864

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 2020 to 2021 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. KS2 mock SATs suggest that, had the children taken SATs exams in 2021, their attainment would have been the same as or similar to our last actual SATs results in 2019, where 100% of our disadvantaged pupils were at the Expected level across all subjects and where over 50% achieved the higher level in Maths and over 40% in Reading. We anticipate that the delayed Year 1 Phonics test for Year 2s later this term will show that between 90% and 100% of disadvantaged children will pass. 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.

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