

# Pupil premium strategy statement

## Burnham on Sea Infant School

This statement details our school's use of pupil premium 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 outcomes for disadvantaged pupils last academic year.

### School overview

Detail	Data
Number of pupils in school	169
Proportion (%) of pupil premium eligible pupils	22%
Academic year/years that our current pupil premium strategy plan covers ( <b>3-year plans are recommended – you must still publish an updated statement each academic year</b> )	2024 - 2027
Date this statement was published	November 2024
Date on which it will be reviewed	November 2025
Statement authorised by	Local Governing Body, 7 <sup>th</sup> November 2024
Pupil premium lead	Carly Hatch, Headteacher
Governor / Trustee lead	Kerry Jones

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£67,980
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£67,980

## Part A: Pupil premium strategy plan

### Statement of intent

*At Burnham on Sea Infant School, we are committed to ensuring that every child has the opportunity to achieve their full potential, regardless of their background or circumstances. We recognise the challenges faced by disadvantaged pupils and are dedicated to providing targeted support to address these barriers to success. Our statement of intent for pupil premium and disadvantaged pupils in our primary schools outlines our commitment to equity, inclusion, and excellence in education.*

*Our intention is clear: to empower all pupils, irrespective of their socio-economic background or the challenges they may face, to make significant progress and achieve high levels of attainment across all subject areas. We firmly believe that every child has the right to access quality education and that no child should be left behind due to circumstances beyond their control.*

*The focus of our pupil premium strategy is to provide tailored support to disadvantaged pupils, including those eligible for Free School Meals (FSM), children in care, and those from service personnel families. We understand the importance of removing financial barriers to education and we are dedicated to closing the attainment gap by ensuring that these pupils receive the additional resources, interventions, and opportunities they need to thrive academically and socially.*

*Research demonstrates that pupils from deprived backgrounds often underachieve compared to their peers. Therefore, it is imperative that we utilise pupil premium funding effectively to enable these pupils to succeed. Our approach is rooted in evidence-based practices and informed by robust diagnostic assessment, ensuring that support is targeted and impactful.*

*We adopt a whole-school approach, with every staff member taking responsibility for the outcomes of disadvantaged pupils. We foster a culture of high expectations, where we believe in the potential of every child and are committed to challenging them to reach new heights of achievement. Early intervention is key, and we act swiftly to address any barriers to learning as soon as they are identified.*

*Our commitment to the success of disadvantaged pupils extends beyond academic achievement. We strive to nurture their holistic development, supporting their social, emotional, and well-being needs to ensure they flourish both inside and outside the classroom.*

*In conclusion, at Burnham on Sea Infant School, we are dedicated to championing the rights of disadvantaged pupils and maximising their potential through targeted support, high expectations, and a commitment to excellence. By working collaboratively with families, stakeholders, and the wider community, we aim to create a nurturing and inclusive environment where every child can thrive and succeed.*

## Challenges

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

Challenge number	Detail of challenge
1	Low literacy levels on entry and low standards in Reading, Writing and Maths
2	Correlation between pupils who are Pupil Premium and also have SEND (61% of PP children also have SEND 2024-25)
3	Attendance
4	Financial pressures for families
5	Pupil confidence and resilience

## 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
All disadvantaged pupils make expected or better progress from their starting points	The percentage of disadvantaged pupils achieving Age Related Expectations is above the national average. Progress for all disadvantaged pupils is above zero on Insight Tracking.
The school's curriculum offers disadvantaged pupils an engaging, structured and relevant curriculum with a wide range of high quality learning experiences, including meeting the needs of pupils with SEND.	Pupils' learning demonstrates rich and stimulating learning across the curriculum with learning built up progressively across the primary phase. Pupils are able to talk about how their learning has built up over several years and can describe how learning links together. Disadvantaged pupils can talk about a wide range of experiences and activities which they have engaged with.
Attendance of disadvantaged pupils is high compared to national averages for both disadvantaged and non-disadvantaged pupils	Analysis of attendance figures highlight that attendance for disadvantaged pupils is above national averages for disadvantaged and non-disadvantaged pupils.
Disadvantaged pupils are confident, resilient and independent demonstrating positive attitudes to learning	Pastoral and emotional support for pupils and families is firmly embedded within the school.

	Pupils and families can talk about the support they have received from the school. Outcomes and behaviour for learning for targeted pupils improves.
Pupils with SEND challenges receive appropriate support to enable them to make good progress in their learning	The school has clear procedures and interventions to support pupils with SEND. Pupils with SEND make progress in their learning, tracked and documented through the graduated response and use of Insight Tracking.

## Activity in this academic year

This details how we intend to spend our pupil premium funding **this academic year** to address the challenges listed above.

## Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £15,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Improve teaching and learning through developed coaching programme	Improved teaching and learning will enable all pupils to make better progress. The coaching approach enables regular professional dialogue and development tailored to the needs of individuals.	1, 2, 5
<i>Improve Oracy skills for pupils through implementation of 3 year program Voice 21</i>	Improved oracy skills will provide strong foundations for reading and writing, alongside building confidence in pupils to articulate their thoughts and ideas. Commission on the Future of Oracy Education in England's We Need To Talk report	1, 2, 5

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

Budgeted cost: £30,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
High quality, structured interventions during afternoon sessions for disadvantaged pupils	Smaller group interventions allow pupils' individual needs to be met more appropriately. Pupils will be able to revise key concepts and consolidate their knowledge and understanding	1, 2,5
<i>Further develop SENCO leadership to ensure that SEN support and interventions for disadvantaged pupils are high quality</i>	Effective support for disadvantaged SEN pupils will enable them to make better progress and achieve well given their starting points	1, 2,5

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

Budgeted cost: £20,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Whole school approach to behaviours, attendance, learning – including Draw and Talk Therapy, MyHappyMind, emotional literacy and social skills programmes and interventions for vulnerable pupils from LSAs	Pupils with behaviour difficulties require targeted support to enable them to develop more self-control, improved attitudes to learning and age appropriate social skills.	1, 2, 3, 5
<i>Attendance monitoring on a daily basis with vulnerable pupils</i>	Poor attendance results in children developing gaps in their understanding and weak academic progress. Direct	1, 3, 5

<i>targeted for family support and intervention, supported by Studybugs and contributions towards Parent Family Support Advisor</i>	support and challenge is needed to improve attendance for some disadvantaged pupils.	
<i>Develop opportunities for parents/carers to share in pupils' learning through a range of activities such as exhibitions and 'sharing learning' sessions</i>	Engaging parents/carers in children's learning will motivate pupils and enable parents/carers to understand what pupils are learning more fully. This will enable them to provide greater support at home.	1, 2, 3, 5
<i>Increase parents' knowledge and understanding of how Reading, Writing and Maths are taught in school and how they can support their children's learning through a series of workshops across the school year</i>	Pupils will make accelerated progress if parents support children's learning and development at home. By close work between parents/carers and school staff, pupils will benefit from a consistent and coherent approach.	1, 2,3, 5
<i>Breakfast Club provision available for free</i>	Breakfast Club provision enables disadvantaged children to be in school early, to be fed a good breakfast and to prepare themselves calmly for the school day.	1, 3, 4
<i>Curriculum enrichment activities subsidised or paid from the Pupil Premium budget (educational visits, curriculum workshops, afterschool clubs)</i>	Providing disadvantaged pupils with a wide range of experiences and knowledge will help develop their confidence, knowledge and understanding. Many of our disadvantages have very limited life experiences and the school can provide a wide range of opportunities to inspire, motivate and engage pupils.	1, 2, 3, 4, 5

**Total budgeted cost: £ 65,000**

# Part B: Review of the previous academic year

## Outcomes for disadvantaged pupils

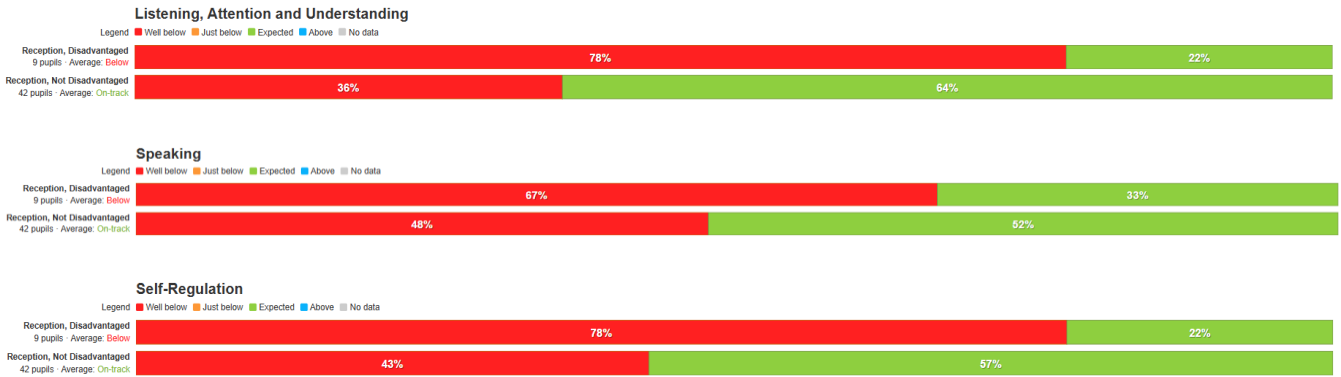
Outcomes for our disadvantaged pupils are below those for our non-disadvantaged pupils across reading, writing and maths.



Tracking shows that this is impacted by the number of pupil premium children who are also SEND. Disadvantaged pupils without SEND, although below their non-disadvantaged peers, are more broadly in line in terms of outcomes. As a school we were also above national for number of EHCP children with complex needs.



The correlation between disadvantaged and SEND pupils is also evident in current data (62%), meaning ensuring we get provision correct for these children needs to be a continued focus. There continues to be a need to provide more targeted intervention and support for some individual pupils. The impact of speech and language and emotional literacy interventions have had a positive impact on pupils and so are a continued focus. Engagement with Voice 21 is a focus moving forward. This is particularly important with children joining us with low levels of communication skills at baseline.



## Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium to fund in the previous academic year.

Programme	Provider
None	