

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	Hornsea Burton Primary
Number of pupils in school	65
Proportion (%) of pupil premium eligible pupils	52%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2022
Date this statement was published	September 2021
Date on which it will be reviewed	July 2022
Statement authorised by	Finance committee
Pupil premium lead	Victoria Hart
Governor / Trustee lead	Mrs Morgan-Muir

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£40,970
Recovery premium funding allocation this academic year	£03190
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£4,908
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	£48,878

Part A: Pupil premium strategy plan

Statement of intent

At Hornsea Burton we believe that circumstance and background should not determine the educational achievements and future life chances of children. We aim to ensure that regardless of the individual challenges they face, all children are provided equitable opportunity to succeed. As they move towards adulthood, children should not see choice as a luxury to which they have no access. Whatever they choose to do or be in the future should be determined by decisions informed and afforded by the highest possible educational outcomes, rather than dictated to them by the circumstances into which they were born. Our mission is therefore to enable all children to make good or better progress to achieve at the expected level and above, to nurture success in all children and help them to be the best that they can be and to develop as rounded, informed, articulate and numerate young people who understand and contribute to the society in which they live. In order to do this we provide access to a rich and balanced curriculum to allow them to develop as happy, articulate and confident individuals who love learning and have good levels of emotional and physical wellbeing. Our PP strategy enables this by augmenting whole school improvement activity to provide staff with the training and support they require to provide the highest possible teaching to our pupils, to provide children with a range of experiences which build their cultural capital, and by focusing on their language skills and vocabulary to ensure they can access the curriculum at the appropriate level. Recovery Funding will be used in the 2021-22 academic year to help address social and emotional learning as basic skills, and to support language acquisition.

Challenges

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

Challenge number	Detail of challenge
1	Awareness of strategies to address disadvantage
2	Limitations in basic skills inhibits learning
3	Pupils not school ready on entry Limited exposure to and acquisition of language
4	Lack of experiences affect curriculum access

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
<p>All staff will be skilled in using a range of appropriate strategies to support the pupils in their classes allowing all pupils, regardless of background, to access the curriculum and achieve as highly as possible. This will include:</p> <p>Specific focus on teaching strategies for reading: prediction; inference; deduction; words in context</p> <p>Staff to use schemes in place to good effect, being able to jump off and use different strategies to ensure understanding;</p> <p>SEND consultant advise staff about appropriate strategies to use and these make an impact within the classroom to improve learning;</p> <p>Strategies in place to develop nurturing classrooms and specific teaching of emotional and social skills</p>	<p>Training to enable staff to provide specific teaching of strategies for reading: prediction; inference; deduction; words in context etc.</p> <p>Timetabled session for daily 30 minute teaching of reading skills;</p> <p>Training on schemes in place e.g. Maths No Problem so staff are confident to jump off and use different strategies to ensure understanding;</p> <p>SEND consultant advice implemented within the classroom and monitored to ensure positive impact within the classroom to improve learning;</p> <p>Strategies in place to develop nurturing classrooms and specific teaching of emotional and social skills</p>
<p>Basic skills, whether they be from the academic perspective of literacy and numeracy or the perspective of social and emotional learning will be sufficiently developed to enable all pupils, regardless of background, to fully access the curriculum and make the progress expected of them. This will be achieved through:</p> <p>Social and emotional skills being at a level for the children to be able to access learning.</p> <p>Having an effective phonic programme in place</p>	<p>Social and emotional skills taught in class where appropriate or through ELSA provision to enable all children to access learning.</p> <p>Effective phonic programme in place with training and monitored;</p> <p>Children have access to books and are reading for enjoyment;</p> <p>Specific teaching of the basic skills resulting in improved comprehension of the text;</p> <p>Children have a sound understanding of the 4 operations -PIXL data will reflect this improvement;</p>

<p>Children having access to books and are reading for enjoyment</p> <p>Specific teaching of the basic skills resulting in improved comprehension of the text</p> <p>Children having a sound understanding of the 4 operations and able to apply this knowledge to all areas of maths;</p> <p>Using PIXL to identify gaps in learning to be able to teach to children's needs so intervention groups can be specific and appropriate.</p> <p>Providing increased opportunities to write allows effective practice resulting in improved outcomes.</p>	<p>application of maths skills improved alongside children's ability to reason in maths;</p> <p>PIXL analysis identifies gaps in learning and staff teach to children's needs;</p> <p>Intervention groups will be specific and appropriate, based on PIXL analysis;</p> <p>Increased exciting and creative opportunities to write allows effective practice resulting in improved outcomes;</p>
<p>Regardless of background, there will be no discernible difference between the acquisition and use of language and vocabulary of children.</p> <p>This will achieved through:</p> <p>Children being taught a wider range of vocabulary and being able to use it in their speaking and writing.</p> <p>Speech and Language interventions close the gap with non-PP peers.</p> <p>Story sacs with books, activities to do together and puppets for role play to encourage parents to talk and interact with their child.</p> <p>Burnett news club –to widen experience and language of more able PP.</p> <p>Parent helpers to hear readers, using people in the community, e.g. Grandparents, volunteers, Secondary students, ex-pupils etc.</p> <p>Daily story time to expose children to a wider range of vocabulary.</p>	<p>Children are taught a wider range of vocabulary using resources such as 'Storytellers word of the Day' (Mrs Wordsmith) and are able to use it in their speaking and writing;</p> <p>Speech and Language interventions in place;</p> <p>Story sacs set up with books and activities to do together and puppets for role play to encourage parents to talk and interact with their child;</p> <p>Parent helpers to hear readers, using people in the community, e.g. Granparents, volunteers, Secondary students, ex-pupils etc.</p> <p>Daily story time to expose children to a wider range of vocabulary</p> <p>Outdoor learning and active learning provision used effectively;</p>

<p>Develop outdoor learning and active learning provision to be used effectively.</p>	
<p>Pupils are provided equitable opportunities to widen their experiences to ensure that a lack of experience does not negatively impact on the progress expected of our pupils.</p> <p>This will be achieved through:</p> <p>Wider opportunities carried out to increase their experiences: forest school; music opportunities; art and sculpture opportunities; concerts planned. Liaison with Secondary school to provide additional experiences using their staff expertise.</p> <p>Involvement in community projects.</p> <p>Careers curriculum implemented to increase aspiration and open experiences.</p> <p>Increased educational visits to widen experiences and increase visitors to school to bring experiences to children e.g. dance workshops; art workshops; theatre groups; historians; STEM opportunities (Covid restrictions permitted).</p> <p>Develop outdoor learning and active learning provision.</p> <p>Children develop the skills to be able to cooperate and play together.</p>	<p>Wider opportunities carried out to increase their experiences: forest school; music opportunities; art and sculpture opportunities; concerts planned; liaison with Secondary school to provide additional experiences using their staff expertise;</p> <p>Involvement in community projects;</p> <p>Increased educational visits to widen experiences and increase visitors to school to bring experiences to children e.g. dance workshops; art workshops; theatre groups; historians; STEM opportunities (Covid restrictions permitted);</p> <p>Develop outdoor learning and active learning provision</p> <p>Children develop the skills to be able to cooperate and play together</p>

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: ££15,575

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Training of specific teaching of strategies for reading; Timetabled reading session for daily 30 mins; Resources purchased to supplement teaching of reading and writing.</p> <p>SEND consultant advice implemented & monitored;</p> <p>Pupil Progress meetings to ensure appropriate strategies being used;</p>	<p>Students Improve in Reading Comprehension by Learning How to Teach Reading Strategies. An Evidence-based Approach for Teacher Education</p> <p>Helvi Koch, Nadine Spörer 2017</p> <p>EEF Toolkit reading comprehension strategies show high impact for low cost</p>	1
<p>Further training in Maths No Problem and use of maths journals to explicitly teach maths: model skills, think out loud, guided and independent practice, clear language, visual representations; use manipulatives and representatives;</p> <p>Resources to implement programme</p> <p>Resources purchased to supplement teaching;</p> <p>SEND consultant advice implemented & monitored;</p> <p>Pupil Progress meetings to ensure appropriate strategies being used;</p>	<p>The role of visual representation type, spatial ability, and reading comprehension in word problem solving: An item-level analysis in elementary school children</p> <p>A.J.H. Boonen, F. van Wesel, J. Jolles, M. van der Schoot 2014</p> <p>EEF Toolkit maths strategies https://educationendowmentfoundation.org.uk/tools/guidance-reports/maths-ks-2-3/</p>	

Strategies in place to develop nurturing classrooms & specific teaching of emotional and social skills;	Nurture groups have been endorsed by the UK government in numerous reports and policy papers: The Warnock Report (1978), Green Paper Excellence for All Children (1997), The Steer Report (2005), the Healthy Schools Toolkit (2012) the Mental Health and Behaviour in Schools Report (2014), and Ofsted's Supporting Children with Challenging Behaviour (2011); Childhood conduct disorders predict all adult disorders (Kim-Cohen et al 2003),
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £20,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Effective phonic programme in place with training and monitored;</p> <p>Improved reading materials;</p> <p>Children are encouraged to read for enjoyment;</p> <p>Specific teaching of the basic skills;</p> <p>Improved comprehension;</p> <p>Increased exciting and creative opportunities to apply phonic skills in writing through writing weeks;</p>	<p>Phonics programme from evidence-based approaches https://www.gov.uk/government/publications/choosing-a-phonics-teaching-programme/list-of-phonics-teaching-programmes</p> <p>May 2012 https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/284286/reading_for_pleasure.pdf</p> <p>2012 https://www.education.vic.gov.au/documents/about/research/readtoyoungchild.pdf</p> <p>Reading aloud to children https://adc.bmj.com/content/93/7/554</p> <p>Reading for pleasure: https://files.eric.ed.gov/fulltext/ED496343.pdf</p>	2
<p>PIXL strategies and analysis continued and monitored;</p> <p>Specific teaching of the 4 operations as</p>	<p>PIXL is used globally as an effective strategy to improve outcomes</p> <p>On Her Majesty's (not so) Secret Service S Harris - Seced, 2015</p>	

<p>identified in PIXL data; Teaching strategies to apply and reason in maths;</p> <p>PIXL analysis identifies gaps in learning and staff teach to children's needs;</p> <p>Intervention groups will be specific and appropriate, based on PIXL analysis;</p> <p>Pupil Progress meetings to ensure appropriate strategies being used;</p>	<p>https://www.innovativeeducation.org/blog/archives/08-2015?view=full</p>
<p>Social and emotional skills taught in class; Appropriate ELSA provision;</p>	<p>The EEF suggest that up to 4 months progress can be achieved through the introduction of social and emotional interventions, albeit the evidence base is limited. There is has been significant focus relating to recovery from the pandemic clearly which indicates that focus needs to be placed on overcoming social and emotional issues getting in the way of academic progress.</p>

Budgeted cost: ££1500

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Purchase Vocabulary resources and reading materials with appropriate vocabulary exposure;</p> <p>Children are taught a wider range of vocabulary using resources such as 'Storytellers word of the Day' (Mrs Wordsmith)</p>	<p>EEF Toolkit reading comprehension strategies show high impact for low cost recognises the importance of teaching vocabulary</p>	<p>3</p>

Speech and Language interventions in place;	EEF Toolkit reading comprehension strategies show high impact for low cost recognises the importance of teaching vocabulary
<p>Story sacs set up with books and activities to do together and puppets for role play to encourage parents to talk and interact with their child;</p> <p>Community helpers trained on questioning and discussion around reading;</p> <p>Daily story time to expose children to a wider range of vocabulary</p> <p>Library upgrade and reading materials purchased to improve breadth and diversity; reading corners set up in each class</p> <p>Outdoor learning and active learning training and resources purchased;</p> <p>Provision used effectively;</p>	<p>May 2012 https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/284286/reading_for_pleasure.pdf</p> <p>2012 https://www.education.vic.gov.au/documents/about/research/readtoyoungchild.pdf</p> <p>Reading aloud to children https://adc.bmj.com/content/93/7/554</p> <p>Reading for pleasure: https://files.eric.ed.gov/fulltext/ED496343.pdf</p> <p>Importance of parents reading to children: https://theconversation.com/research-shows-the-importance-of-parents-reading-with-children-even-after-children-can-read-82756</p> <p>Importance of reading aloud to children: https://www.researchgate.net/publication/5373247_Reading_aloud_to_children_The_evidence</p>

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

Budgeted cost: ££5,860

Activity	Evidence that supports this approach	Challenge number(s) addressed
Wider opportunities carried out to increase	The Social Mobility Commission report An Unequal Playing Field uncovered evidence	4

<p>their experiences: forest school; music opportunities; art and sculpture opportunities; concerts planned; liaison with Secondary school to provide additional experiences using their staff expertise;</p> <p>Involvement in community projects;</p> <p>Increased educational visits to widen experiences and increase visitors to school to bring experiences to children e.g. dance workshops; art workshops; theatre groups; historians; STEM opportunities (Covid restrictions permitted);</p> <p>Picture News online resources</p> <p>Charanga Online music service</p> <p>Extended HLTA cover to deliver quality french lessons</p>	<p>that extracurricular activities are important predictors for participation in beyond compulsory education, help to boost confidence in social situations and help develop social networks. The cost of these activities may put them out of the reach of low income families.</p>	
<p>Develop outdoor learning and active learning provision</p>	<p>From the Ofsted Inspection Framework it is highlighted as being important that leaders take on or construct a curriculum that is ambitious and designed to give all learners, particularly the most disadvantaged and those with special educational needs and/or disabilities (SEND) or high needs, the knowledge and cultural capital they need to succeed in life.</p> <p>In order to be a good (or better) school the provider's curriculum must be coherently</p>	

	<p>planned and sequenced towards cumulatively sufficient knowledge and skills for future learning and employment. Ofsted research has shown that any narrowing of the curriculum disproportionately negatively affects the disadvantaged pupils.</p> <p>In this a wide range of learning opportunities would be beneficial to ensure that the needs of all pupils are catered for. Metacognitive approaches to learning, to increase the level of thinking and evaluative practice pupils are encouraged to do is also rated as highly valuable by the EEF.</p>	
<p>Children develop the skills to be able to cooperate and play together</p>	<p>The world of work requires people to be able to work in teams and in cooperation. We therefore prioritise this from any early age to boost key skills which will support both academic and wider success.</p>	

Total budgeted cost: £45,941

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.

To enable pupils to narrow the gaps in their learning and achievements and also to make better progress in their speech and language development.

Buying in SEN Consultant and Buying in Speech and Language Consultant

To provide additional engaging activities for children

Paying towards Educational Visits and transport or visiting lecturers (33012) (45144)

Covid prevented educational visits through this year.

Pupil punctuality and attendance will improve

Books for rewards linked to attendance (41702)

Covid impacted our attendance figures as we have several vulnerable families who were reluctant to send children when there were covid cases so this will remain a focus in the next strategy.

For children and their families to receive additional expertise and support to secure their personal development, behaviour and welfare.

Paying for Emotional Literacy Support Assistant intervention time

Paying for pupil drop in time with pastoral member of staff

A TA was trained and carried out ELSA sessions during dinner times. This had less impact on some children who did not want to give up their dinner times. An additional TA will be needed to enable the ELSA TA to deliver sessions.

To help ensure gaps are closed and children achieve ARE expectations

IT Resources to support learning

Resources to improve teaching and learning

New resources to improve teaching and learning in Music (41720)

Pixl KS1 and KS2 Membership-to support teaching and learning, especially interventions

Interventions led by staff throughout school

Extended TA/LUNCHTIME contracts

Pupil progress meetings with Head and also Head and Pixl Associate

Y6 booster sessions (TA time)

Additional teacher for July 2020

EYFS

ATTAINMENT

Year 2: total 11 pupils; 6 PP, 5 nonPP;

Reading 16%; cf 60% non-PP expected & above

Writing: 16%; cf non-PP 40% expected & above

Maths 16% (3); cf 40% expected and above

Y3 Total 10 children; 6 PP, 4 non-PP;

Reading 50% PP; 50% non-PP

Writing 16% PP, 75% non-PP

Maths 0% PP, 25% non-PP

Y4 Total 21 children; 9 PP, 11 non-PP;

Reading 44% PP; 73% non-PP

Writing 44% PP, 54% non-PP

Maths 22% PP, 63% non-PP

Y5 Total 6 children; 4 PP, 2 non-PP;

Reading 50% PP, 0% non-PP

Writing 50% PP, 0% non-PP

Maths 50% PP, 0% non-PP

Y6 Total 9 children; 5 PP, 4 non-PP

Reading 60% PP, 100% non-PP;

Writing 20% PP, cf 100% non-PP

Maths 40% PP, 100% non-PP

Externally provided programmes

Programme	Provider
N/A	N/A

Service pupil premium funding (optional)

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?	N/A

Further information (optional)

The needs of our most vulnerable children are at the heart of all we do. Our close-knit, family atmosphere provides a welcoming, safe and inclusive environment which allows all pupils to thrive. We strive to ignite a lifelong love of learning in providing a broad, rich and relevant, creative curriculum with positive outcomes for all. Through our Federation with Hornsea School and Language College, we are able to offer a wide range of exciting opportunities that mutually benefit all our students to receive the best education. Our core aims to are designed with our inclusive nature at heart as we: provide a high quality of education ensuring that all learners have equality of opportunity and personal growth; encourage everyone to achieve in a happy, safe, secure and caring environment; equip the school community with a passion for learning to enable them to become independent, resilient learners who strive to reach their full potential in life; promote respect for all, self-esteem and emotional well-being, to enable achievement of high standards of behaviour and positive attitudes; celebrate differences and diversity and equip learners with the core values so that they positively participate in and contribute to life in Modern Britain and the global world. It is both through these aims, and through working in partnership with parents and carers and the wider community that we provide the best possible opportunity to improve our children's life chances.