

## 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	Burnside
Number of pupils in school	Commissioned 46
Proportion (%) of pupil premium eligible pupils	6% of commissioned number 15% of actual numbers (based on September roll list) Funding received for 40% of pupils
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021/2022
Date this statement was published	December 2021
Date on which it will be reviewed	January 2022 April 2022 July 2022
Statement authorised by	Quality of Education
Pupil premium lead	Liz Rattue- Head Teacher
Governor / Trustee lead	Lynnette Parvez – Chair of Quality of Education Sub-Committee

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£16,879.68
Recovery premium funding allocation this academic year	£1,595
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£13,291

<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£31,765.68
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# Part A: Pupil premium strategy plan

## Statement of intent

We have high aspirations for all of our students. We work hard to enable all of our students to develop the skills they need to make progress and achieve their potential. We focus on enabling students to achieve:

- **Better emotional self-regulation and wellbeing**  
All students are better able to regulate their emotions and become more resilient in coping with adversity.
- **Good or better progress and achievement**  
We target and provide support for students to raise their literacy and numeracy skills as well as their general academic outcomes.
- **Increased confidence and self-esteem**  
We work with all students to ensure they have the self-belief, aspirations and necessary strategies to successfully transition to the next stage of their education, employment or training.
- **Improved attendance and punctuality**  
We strive to encourage all students to attend regularly and arrive on time in order to learn and achieve well

Our current Pupil Premium Strategy Plan sets out to meet our objectives by addressing both the social and emotional wellbeing of our students as well as the gaps in academic knowledge and skills. We ensure that diagnostic assessments take place to be able to understand where each student's gaps are so that teaching and interventions can be planned effectively.

Our key principles are a resolute belief that every child has a future and deserves to be provided with the best quality of education that we are able to offer. We ensure that all of our young people feel cared for, safe, supported and challenged so that they can begin to make the progress needed to successfully transition to their chosen destination.

## Challenges

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

Challenge number	Detail of challenge
1	The majority of our students have difficulties in emotionally self regulating, many arriving with histories of behavioural challenge and low self esteem.

	Most of our students are also working at below age related expectations for social and emotional skills including personal, social, creative, problem solving and wellbeing.
2	Most of our students are working at below age related expectations for academic subjects when they first come on roll. Many students have below age related expectations for reading, writing and numeracy.
3	Most of our disadvantaged students generally have greater challenges around preparing for adulthood and transition to next destinations, be that back to mainstream, college or post 16.
4	Many of our students arrive with histories of poor attendance and punctuality.

## 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
1 Targeted SEMH interventions are in place with evident progress from baseline which enable students to become more confident and better regulated.	<ul style="list-style-type: none"> <li>• Interventions are identified and implemented using our internal half termly assessments for SEMH age related criteria.</li> <li>• Better engagement in the Wellbeing, Life Skills and Enrichment programme</li> <li>• Introduction of tutor teams enable better pastoral links with students and families to promote and discuss targets.</li> <li>• Progress is seen over time.</li> </ul>
2 Academic gaps are closing with improved progress from baseline. Targeted literacy and/or numeracy interventions are in place with evident progress from baseline.	<ul style="list-style-type: none"> <li>• Half termly pupil progress data shows at least expected progress is being made</li> <li>• End of year attainment data shows Year 11 students have achieved at least in line with expected progress compared to their starting points and non-disadvantaged peers.</li> <li>• Key performance Indicators are used to track progress.</li> <li>• Targeted students have regular, specific interventions such as Precision Teaching, resulting in improved reading/numeracy outcomes.</li> <li>• A weekly reading for pleasure session takes place</li> </ul>

<p>3 The majority of students successfully transition back to mainstream, college or post 16 (education, employment or training)</p>	<ul style="list-style-type: none"> <li>• Re-integration data demonstrates that students successfully transition to their chosen school or college..</li> <li>• Post 16 progression data demonstrates no student is NEET</li> <li>• Regular reviews with students, parents/carers demonstrate that they are all fully involved in discussion about transitions so that students are supported well.</li> </ul>
<p>4 Attendance and punctuality is above national average</p>	<ul style="list-style-type: none"> <li>• Good attendance and punctuality is celebrated in weekly assembly</li> <li>• Robust system is in place for tracking attendance</li> <li>• Attendance rises from previous school baseline</li> <li>• Follow up processes for poor attendance and punctuality are consistent and timely</li> </ul>

## 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: £ 500

Activity	Evidence that supports this approach	Challenge number(s) addressed
CPD to promote Quality First Teaching  Purchase of The Key online CPD package	Well sequenced and planned lessons, combined with good quality assessment and feedback is the foundation of enabling sound knowledge and making progress.	2

### 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
Precision Teaching Training	See EEF Teaching and Learning Toolkit	2
Reading for Pleasure- purchase of books	The Book Trust indicates that Reading for Pleasure increases empathy, vocabulary and general academic progress.	2
Accelerated Reader	See EEF report that Accelerated Reader is a promising programme for use with KS2/3	2
1 Additional Teaching Assistant to support with interventions	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one:  One to one tuition   EEF ( <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition">educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition</a> )  And in small groups: <a href="https://educationendowmentfoundation.org.uk/education-">educationendowmentfoundation.org.uk/education-</a>	1 & 2

	evidence/teaching-learning-toolkit/small-group-tuition	
Academy 21 online learning	EEF: High impact if the teaching is good and is right for the individual student (educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition)	3
Targeted Revision Resources for year 11	Quality First Teaching	2/3
Engaging with the National Tutoring Programme to provide a blend school-led tutoring for pupils whose education has been most impacted by the pandemic. A significant proportion of the pupils who receive tutoring are disadvantaged.	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one: One to one tuition   EEF (educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition) And in small groups: educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition	2

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

Budgeted cost: £2,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Weekly wellbeing, enrichment and life skills sessions Boxing Cooking	Teaching and Learning Toolkit, Education Endowment Fund demonstrates that positive wellbeing is paramount to learning.	1
Group and individual mentoring	Teaching and Learning Toolkit, Education Endowment Fund	1
Daily Breakfast Club	National Schools' Breakfast Club, and numerous school based case studies, indicate that a free breakfast ensures better learning as no child is hungry. It also improves punctuality.	4

Cultural Capital visits and trips	The Sutton Trust Report 'Subject to Background' 2015	1
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**Total budgeted cost: £ 22,500**



## 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.

Note: New Head Teacher appointed in September 2021. Student progress and attainment rates for 2020-21 were in line with previous years, despite the impact of the pandemic.

### 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?	N/A

**Further information (optional)**

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