

School overview

Detail	Data
School name	Burwell Village College
Number of pupils in school	396
Proportion (%) of pupil premium eligible pupils	75 (20%)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	3 years
Date this statement was published	18/10/2023
Date on which it will be reviewed	09/2024
Statement authorised by	Governing Body
Pupil premium lead	Sarah Baugh
Governor lead	Hannah James

Funding overview

Detail	Amount
Pupil premium funding allocation this financial year (2023/24)	£ 114 455
Recovery premium funding allocation	£ 0
PP + funding	£ 15 180
PP funding	£ 99 275
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£ 0
Total budget for this financial year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£ 114 455

Part A: Pupil premium strategy plan

Statement of intent

As a school we are determined to ensure that all pupils achieve what is expected of them. This means that we set challenging targets for our pupils and staff and provide specific interventions, boosters and support to ensure that we achieve them. This begins with our assessment of pupils in the Early Years, recognising their strengths and areas for development. We then track this attainment across all subjects in all years. Identifying concerns early is a crucial part of our strategy ensuring that where pupils are identified as falling behind they work with members of staff to fill these gaps. Where we identify that pupils need additional challenge they will work with identified staff to ensure that they are reaching their potential. Our expectation is that all pupils, regardless of their starting points or vulnerabilities, will achieve age related expectation by the end of each year. Those with special educational needs may require a slightly different approach or tailored curriculum but will still be expected to make good progress and attain their best.

We value the wider curriculum as much as our core curriculum offer. The curriculum is based on an EBACC style offer meaning that we have based our theme teaching around science, history and geography with English and mathematics skills being developed and applied in these subjects alongside their discrete teaching. On other days, we offer pupils a varied and in-depth curriculum based around the arts. This includes detailed music, art and DT teaching. There are specific opportunities for the application of ICT skills as well as a computing curriculum. We have incorporated understanding of social media, drama, enterprise and community engagement and self-study as part of our wider curriculum offer. The curriculum reflects the expectations we have for pupils to be able to explore different subjects and find elements of the curriculum that they love and are good at. It ensures that there is no opportunity to narrow the curriculum offer.

Teachers are best placed to ensure that pupils achieve the best outcomes but in order to do this they need the chance to develop their own subject knowledge, teaching skills and share good practice. As a school we value learning at all levels. We are therefore committed to staff development as we know that it is this that increases outcomes for pupils more than anything else. We offer staff the chance to work together during the working week to involve themselves in coaching programmes, action research, school development plans, planning, moderation and assessment. This time is so valuable and ensures that staff are continually learning and implementing new and improved teaching and learning skills from each other and external providers which ensures vulnerable pupils have access to the best quality teaching we can provide.

Our commitment extends further than the academic and the arts. We know that most pupils at some point in their school career will need additional support to understand and develop coping strategies for various external influences. We have therefore set up a well-being team who run programmes for specific children and specific needs. This could be mental health, play therapy, bereavement counselling, ADHD support or just support with confidence and self-esteem. This is a new team and the programmes on offer are developing but will, we believe, have a significant impact in the long term. We also offer tutoring to identified pupils and a number of after school clubs run by our own staff and external providers.

All children should come to school excited about learning, eager to achieve and prepared to work hard. We are determined to ensure that our school culture reflects this and that this is provided in a supportive, caring and nurturing environment. We believe that this will develop pupils into engaged, active members of society having developed resilience and tenacity and ready for the next stage of their school journey.

Definition of disadvantaged and/or vulnerable

At Burwell Village College we recognise that funding for disadvantaged pupils comes as a result of pupils who are entitled to free school meals, however, we are also very aware that this is an all too simple definition of disadvantage. We know that there are many families and therefore children who are experiencing difficulty through other factors. As our commitment is to ensure that all pupils, regardless of their starting points, achieve age related expectations we must demonstrate that commitment to reducing disadvantage in all its forms wherever we can.

As a school we have therefore identified these factors as having the potential to affect academic and social development and have targeted strategies to support each. Having identified that these factors can impact on development we have then sought to identify how they can negatively affect pupils and put in strategies and support mechanisms to mitigate these risks as much as possible.

We also recognise that just because these factors exist and can pose a risk, not all children and families who would recognise the factors within their own environments are negatively affected. We seek to discuss these concerns with families to ensure that we are not making unfair assumptions about the impact of these factors.

- Eligibility for free school meals
- Identification as a Young Carer
- Experience of domestic violence
- Personal circumstances of parents including but not limited to experiencing mental health concerns, separation, bereavement etc.
- Parents finding it difficult to engage with school because of concerns including but not limited to time pressures, their own experiences of school etc.
- Family financial concerns
- Pupils with medical care plans
- Pupils and/or parents with English as an Additional Language (EAL)
- Pupils who have or are experiencing being supported by local authority care (Looked After and Post Looked After Children; LAC and Post-LAC)
- Children whose parents work in the armed forces (Service children)
- Children with Special Educational Needs and/or Disabilities (SEND)
- Children and families who identify as part of the LGBTQ+ community

We recognise that this list is not exhaustive and that some of these factors may not cause any disadvantage but they do represent the risk factors that have been identified by the school.

Challenges

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

Challenge number	Detail of challenge
1	<p>Pupil engagement with learning</p> <p>Many of the pupils who are associated with any of these vulnerabilities can at times be tired, withdrawn, emotionally drained or worried about what is happening at home. This can limit their capacity to engage in learning activities to their fullest extent.</p>
2	<p>Access to technology</p> <p>Often through financial constraints, children's access to either physical technology or the means to access learning via stable internet connections can be reduced.</p>
3	<p>Attendance</p> <p>Pupils who are experiencing risk factors can struggle to attend school because of self-esteem issues, parent capacity either physical (lack of transport for example) or emotional (concerns over finance for example can be overwhelming) to get children into school. This increases the likelihood of an attainment gap which can then exacerbate the feelings of low self-esteem.</p>
4	<p>Trauma, Attachment and Trust</p> <p>Pupils and families who have experienced or are experiencing many of these factors may have also experienced trauma, may exhibit unhealthy attachment or trust concerns which need to be supported in order to be able to access learning.</p>
5	<p>Gaps in learning/Improved academic outcomes</p> <p>Children who are exposed to any of these risk factors are likely to have gaps in their learning either through their own capacity to learn at the time, lack of attendance, or lack of support at home for example.</p>
6	<p>Access to Wider opportunities</p> <p>Many of these factors can constrain finances, time and capacity and therefore reduce access to opportunities beyond the household. Sometimes there can be feelings of guilt for pupils and families that they do not want to add any further concerns to each other and therefore do not take up the opportunities offered.</p>

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
To improve attendance of DA pupils	Persistent absenteeism of DA pupils will be reduced to be closer in line with non-disadvantaged pupils
To improve outcomes	Improvement in the quality of teaching Improvement in subject knowledge in identified areas Increased capacity within intervention groups to ensure good progress for disadvantaged and vulnerable pupils
To ensure that pupils social and emotional needs of pupils are supported effectively	Pupils effectively supported to access learning regularly leading to improved outcomes Social and emotional concerns identified swiftly Communication with parents effective to ensure that recurrence of concerns is limited Pupils feel able to access learning quicker and more effectively.
Increased capacity to support pupils who have experienced trauma, unhealthy attachment and other identified concerns	Staff better equipped to identify trauma and attachment concerns
To increase opportunities and wider experiences	Providing access to a wider variety of cultural capital experiences including an appropriately broad curriculum and extra-curricular activities

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: £55,230

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Staff CPD in music, art, mathematics, phonics, spelling, reading, writing and EYFS,</p> <p>Costing: CPD £30,710 Burwell Staff £24,520</p> <p>Total £55,230</p>	<p>EEF Great Teaching Toolkit evidence review. The quality of teaching is identified as the single biggest factor in pupil attainment and progress. The toolkit particularly highlights that depth of subject knowledge is key to successful teaching. Clearly core subject teaching needs continual development and opportunities for staff to learn the subject content, especially if they have moved year group. Likewise many staff will not have had detailed training in foundation subjects and this needs to be addressed systematically in a way that staff can take on board the subject content as well as the practical teaching elements are subject specific (disciplinary vs substantive knowledge).</p>	1, 4, 5, 6

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

Budgeted cost: £ 9 450

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Access to reading material in and out of school</p> <p><u>Bug Club</u> £450 Annual Subscription</p>	<p>Improved vocabulary, support for parents at home with wider and more structured reading opportunities. Bug Club provides some text to speech technology which supports any parents who are time poor or are concerned about reading themselves. It also provides some comprehension activities aiding children and parents in the development of understanding of texts.</p>	1, 5
<p>Maths Whizz</p> <p>£8,625</p>	<p>The EEF guidance to the use of technology report supports the targeted use of technology to support repeated practice and support assessment. Maths Whizz is an online package that responds to the amount</p>	1, 2, 5, 6,

	of pupil practice and the quality and improvement that they are demonstrating. It provides useful feedback to teachers about which areas of mathematics pupils may be struggling with allowing teachers to alter their planning to ensure that children have further teaching and guidance in these areas. This allows teachers to tailor the curriculum to both the needs of the majority and where necessary providing information for catch-up programmes or additional tuition to fill gaps in knowledge.	
Language Link £375	The Speech Link and Language Link programmes include all the tools a whole school approach to improving language. From standardised assessments to evidenced interventions; from an audit tool to high quality training and progress monitoring.	1,8
Success at Arithmetic £0 Course completed last academic year	Maths intervention programme focussed specifically on pupils who have fallen slightly behind their peers in calculation. It is an 8-12 week programme which provides additional tuition for this group and has demonstrable improvement outcomes, particularly in pupil confidence and speed of calculation.	5
Small group tuition	EEF research suggests that small groups are more effective than 1:1 in most circumstances. Teachers already deliver small group tuition on one night per week. Tutors are currently being sought to deliver further tuition.	5

Wider strategies (for example, related to attendance, behaviour, well-being)

Budgeted cost: £ 61 561

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase of technology for home use £750	Identifying pupils who are not able to access the online support, e.g. Bug Club and Maths Whizz and those who are also not able to complete homework activities therefore potentially missing opportunities for repeated practice.	2
Wider curriculum opportunities £1000	Support for school trips (particularly residential).	1, 3, 6
Well-being team	Support for pupils with social and emotional difficulties which may be affecting	1, 3, 4

<p>£59,811</p>	<p>engagement in the curriculum, attendance, self-esteem. The development and implementation of meta-cognition strategies and self-regulation (Zones of Regulation). EEF research “explicit teaching of metacognitive and self-regulatory strategies could therefore encourage such pupils to practise and use these skills more frequently in the future. With explicit teaching and feedback, pupils are more likely to use these strategies independently and habitually, enabling them to manage their own learning and overcome challenges themselves in the future”.</p> <p>Trauma and attachment, bereavement, domestic violence, parental separation training.</p> <p>Support for persistent absenteeism. Understanding causes and identifying strategies to address these concerns alongside a robust system for analysing data, informing parents and taking necessary action.</p>	
----------------	--	--

Total budgeted cost: £ 126 241

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 2022 to 2023 academic year.

--

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

Further information (optional)

We recognise that pupil premium funding supports targeted staffing, interventions and school development to ensure that the most disadvantaged children achieve as well as they can. We therefore also recognise that the school has an obligation to ensure that these programmes and staffing levels are sustainable. Identifying the overspend ensures that the school remains committed to these models and that the proportion of school revenue budget necessary to ensure the success is identified and agreed by the governing body.