

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	The Burgate School and Sixth Form
Number of pupils in school	1073
Proportion (%) of pupil premium eligible pupils	14%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2023
Date this statement was published	16 December 2021
Date on which it will be reviewed	September 2022
Statement authorised by	B Clemson Deputy Head
Pupil premium lead	B Clemson Deputy Head
Governor / Trustee lead	

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£102,185
Recovery premium funding allocation this academic year	£30,176
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	£132,361

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, enjoy their learning and feel valued for who they are. We seek to ensure that students who the school receive Pupil Premium funding make progress that is equal to all other students.

The focus of our pupil premium strategy is to support disadvantaged students to achieve that goal. We will consider the challenges faced by all vulnerable pupils, such as those who have a social worker and young carers. The activity we have outlined in this statement is also intended to support all their needs.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

We also recognise the well-being and pastoral care which can contribute significantly to students' attendance and development at school. We consider this to be a vital and worthy area to allocate spending to.

Challenges

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

Challenge number	Detail of challenge
1	Address gaps in progress Disadvantaged students on average make less progress than their Non-disadvantaged peers nationally. Termly data drops suggest that the pandemic has widened the gap between Disadvantaged and Non Disadvantaged students in terms of progress. This has been exacerbated by the asymmetrical learning experiences at home during partial school closure.
2	Address gaps in achievement Some students may have low aspirations which may then be inadvertently reinforced by teaching staff due to unconscious bias

	Tracking of behaviour and achievement points demonstrates that even where Disadvantaged students have made requisite progress they are rewarded less than their non Disadvantaged peers
3	<p>Address gaps in knowledge & skills at point of transition</p> <p>A disproportionate percentage of Disadvantaged students entering the school have not met ARE at KS2 or where they have been affected by the partial school closure are not demonstrating equivalent ability in baseline data</p>
4	<p>Address the gaps in Literacy and Numeracy through intervention and support .</p> <p>Assessments, observations and discussion with students indicate that disadvantaged pupils generally have lower levels of reading and vocabulary comprehension than peers. This impacts their progress in all subjects.</p>
5	<p>Address gaps in attendance</p> <p>Our attendance data over the last academic year indicates that attendance among disadvantaged pupils has on average been 5 % lower than for non-disadvantaged pupils.</p> <p>From our student and parent discussions it is evident there is a greater need for wellbeing support for students through specialist support. This will positively impact upon student attendance.</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
Disadvantaged students make rapid progress, achieving outcomes in line with or exceeding national averages.	Students across all year groups are in line with their non disadvantaged peers in terms of progress towards their end of year targets in Year 9 -13 and their age and stage in Year 7 and 8
All Disadvantaged students have high aspirations as do their teachers. Teaching staff are aware of the Disadvantaged students in their classes and track, intervene and evaluate their progress to achievement.	<p>To execute the following strands of Disadvantaged strategy; student mentoring and progress referrals, lesson observations and work scrutinies. To raise awareness of Disadvantaged students and their progress.</p> <p>The discrepancies between rewards and sanctions for Disadvantaged students therefore reduces to reflect the academic</p>

	progress being made by Disadvantaged students
Address gaps in knowledge & skills at point of transition Where appropriate Disadvantaged students receive a bespoke curriculum to support this	Disadvantaged students who have not met ARE, or who are unlikely to meet ARE are identified at the point of transition Students are supported through the adapted curriculum to gain greater access to reading and literacy 80% of Low Ability students are making expected progress at each data drop in all Year groups.
Disadvantaged students receive adequate support to make rapid progress particularly in numeracy and literacy.	Disadvantaged students are on track to make expected progress in English and Maths equal to their non disadvantaged peers.
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils	Sustained high attendance from 2024/25 demonstrated by: <ul style="list-style-type: none"> the overall absence rate for all pupils being no more than 96%, in line with the expectation for all students. Disadvantaged students have access to specialist wellbeing support.

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: £52,627

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Learning Landmarks and tracking of academic performance</i>	Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction.	1
<i>Training for teachers through the Burgate Teaching and Learning Blueprint</i>	<p>“Great teaching is the most important lever schools have to improve outcomes for their pupils.” (EEF COVID-19 Support Guide for School 2020).</p> <p>The Burgate Teaching and Learning Blueprint outlines best practice, disseminated from the EEF Teaching and Learning Toolkit, Rosenshine’s Principles of Instruction and the Making Every Lesson Count series produced by the Durrington Research School. All teachers receive CPD based on the Blueprint and are regularly observed and given formative feedback using this Blueprint which ensures that there is a consistent expectation for high quality lesson across the school.</p>	2
Curriculum provision of Core Skills to support learners	<p>“In order to support pupils who have fallen furthest behind, structured interventions...are likely to be necessary.” (EEF COVID-19 Support Guide for School 2020).</p> <p>Standardised tests have given to Y7 students in lieu of Y6 SATS and this data had been used to identify those students who are furthest behind. They are then given an adapted curriculum.</p> <p>The EEF suggest that there should be a particular focus on literacy and numeracy and that focus on particular skills such as oral language skills and reading which is what these students</p>	3

	<p>receive in their Core Skills lessons. The EEF (EEF COVID-19 Support Guide for School 2020). also suggests that these sessions need to be regular and sustained. Students have Core Skills lesson between 3 and 5 lessons a fortnight timetable throughout their 5 years in the school.</p> <p>Core Skills students are regularly assessed to monitor progress and to ascertain their emerging needs to that the intervention can be tailored to it.</p>	
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £ 30,451

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Literacy and numeracy support intervention GCSE groups. Subject specialist teachers</i>	The EEF states that “There is growing evidence supporting the impact of high quality 1:1 and small group intervention as a catch-up strategy. (EEF COVID-19 Support Guide for School 2020). It goes on to say that “Tuition delivered by qualified teachers is likely to have the biggest impact.”	1,4
Tutoring of MFL students. School led tutoring trained LSA	The EEF report says where specialist teachers are unavailable “tuition delivered by tutors, teaching assistants or trained volunteers can be just as effective.”	1
Literacy and numeracy support intervention to support transition. . <i>Subject specialist teachers</i>	For tuition to be most effective the EEF suggests that “To be most effective, creating a three way relationship between the {person providing the support} teacher and pupil is essential, ensuring that tuition is guided by school, linked to the curriculum and focused on areas where students would benefit from additional practice and feedback.” Because this intervention is provided by subject specialist teachers we can ensure that this is the case.	4

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

Budgeted cost: £ 49,283

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Attendance Welfare officer</i>	The EEF COVID-19 Support Guide for School 2020 states that “additional support in the new year could focus on providing regular and supportive communications with parents, especially to increase attendance and engagement with learning”	5
<i>School counsellor, pastoral and academic mentor</i>	As above	5

Total budgeted cost: £ £132,361

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.

At the last point of external exam information our Disadvantaged students received its second consecutive year of a positive Progress 8 score. Our previous yearly strategy was focused on closing the gap within attendance, progress and achievement.

At the end of the 2020/2021 academic year Disadvantaged students had effort scores which were in line with their non-Disadvantaged peers in all year groups. However the attendance of our Disadvantaged students was at 91% compared to 96% for our non Disadvantaged students over the course of the academic year. Hence attendance is a focus of this new three year strategy.

Since the outbreak of the pandemic the school's focus has been to keep a high level of engagement with Disadvantaged students through home/school communication. During the duration of lockdown, the attendance welfare officer of the school carried out 47 home visits to students to discuss support, progress and wellbeing. Over 50% of these visits were to Disadvantaged students. An additional 10 students, who qualify for Pupil Premium funding, received a weekly mentoring session in school and were supported in their academic progress through weekly telephone calls.

Throughout the duration of lockdown our school counsellor maintained contact with 12 students who would have had weekly sessions in school, 4 of whom were Disadvantaged students. An additional 8 students were in communication with the school ELSA support workers 4 of these students were Disadvantaged.

All main school student's work was tracked by subject teachers and progress or concerns were shared with the relevant member of the pastoral team. Each main school student received a progress review telephone call with their tutor. Any student who required an additional level of support received a telephone call or meeting with the Head of Year. All Disadvantaged students received a progress call with their tutor or Head of Year before the Summer holidays.

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
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<p>How did you spend your service pupil premium allocation last academic year?</p>	<p>The service premium is focused on supporting the pastoral needs of our students. For example students are entitled to 25% contribution toward enrichment activities and opportunities. The school also seeks to encourage open communication with parents of Service students to help support their learning. Parents know their children best and are vital to the work of this school in supporting them. To this end the service premium is used to support the work of the attendance welfare officer</p>
<p>What was the impact of that spending on service pupil premium eligible pupils?</p>	<p>Attendance of Service students in 2020/2021 was 94%.</p>

Further information (optional)

An itemised budget sits behind this strategy and can be viewed on request.