

# Pupil premium strategy statement – Burbage Primary 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	185
Proportion (%) of pupil premium eligible pupils	8%
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	December 2025
Date on which it will be reviewed	November 2026
Statement authorised by	
Pupil premium lead	Gemma Scruse
Governor / Trustee lead	Richard Carpenter

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£29,610
Pupil premium funding carried forward from previous years ( <i>enter £0 if not applicable</i> )	£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>	£29,610

# Part A: Pupil premium strategy plan

## Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

We will consider the challenges faced by 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 their needs, regardless of whether they are disadvantaged or not.

Quality first 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.

Our strategy is also integral to wider school plans for education recovery, including targeted support for pupils whose education has been worst affected, including non-disadvantaged pupils.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they're set.
- act early to intervene at the point need is identified.
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what these pupils can achieve.

## Challenges

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

Challenge number	Detail of challenge
1	Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. These are evident from Reception through to KS2 and in general, are more prevalent among our disadvantaged pupils than their peers. This is also having a negative impact on their ability to write at an age-appropriate level. From Reception to KS2, 38% of our disadvantaged pupils are not meeting the expected standard in writing.
2	Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have lower phonics, reading and comprehension ages than their peers. This negatively impacts their ability to access all areas of the curriculum. Our phonics scheme is closing the gap within KS1, however, within KS2, where those children did not benefit from our current phonics scheme, we are still seeing children not meeting the expected standard. Currently, 50% of our disadvantaged pupils in KS2 are not meeting the expected standard in reading.
3	Assessments, observations, and discussions with pupils have shown that some our disadvantaged pupils are not meeting age related expectations in mathematics. This is particularly highlighted within KS2, where we have the highest level of disadvantaged pupils. Currently, 50% of our disadvantaged pupils in KS2 are not meeting the expected standard in mathematics.
4	Our assessments (including wellbeing survey), observations and discussions with pupils and families have identified social and emotional issues for some pupils and a lack of enrichment opportunities during school closure. These challenges particularly affect disadvantaged pupils, including their attainment.  36% of our disadvantaged pupils currently receive or have received additional support with social and emotional needs – ELSA sessions.
5	Our assessments, observations and discussions with pupils and families have identified that many disadvantaged children have far fewer life experiences and cultural capital than their peers. This hinders their ability to contextualise their learning and impacts on their academic progress.

## 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
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Improved oral language skills and vocabulary among disadvantaged pupils.	Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment. KS2 reading outcomes in 2026/27 will show that more than 65% of disadvantaged pupils met the expected standard in writing. In line with recent national averages.
Ensure phonics attainment stays inline or above national average for disadvantaged children.	KS1 phonics outcomes in 2026/27 will continue to show that more than 70% of disadvantaged pupils met the expected standard.
Improved reading attainment among disadvantaged pupils.	KS2 reading outcomes in 2026/27 will show that at least 65% of disadvantaged pupils met the expected standard. In line with recent national averages.
Improved mathematics attainment among disadvantaged pupils.	KS2 mathematics outcomes in 2026/27 will show that at least 65% of disadvantaged pupils met the expected standard. In line with recent national averages.
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	Sustained high levels of wellbeing from 2026/27 demonstrated by: <ul style="list-style-type: none"> <li>• qualitative data from student voice, student and parent surveys and teacher observations</li> </ul> a significant increase in participation in enrichment activities, particularly among disadvantaged pupils
Children can speak and write proficiently and more imaginatively as a result of broader life experiences.	Children will reference key experiences they will have encountered from school trips, participation in performance, exposure to learning a musical instrument and our 'Eleven by eleven' initiative.

## 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: £1,374

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>ELSA supervision.</i>	<p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers):</p> <p><a href="https://educationendowmentfoundation.org.uk/EEF-Social-and-Emotional-Learning.pdf">EEF Social and Emotional Learning.pdf (educationendowmentfoundation.org.uk)</a></p>	4
<i>ELSA training</i>	<p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers):</p> <p><a href="https://educationendowmentfoundation.org.uk/EEF-Social-and-Emotional-Learning.pdf">EEF Social and Emotional Learning.pdf (educationendowmentfoundation.org.uk)</a></p>	4
<i>Trauma Informed Training</i>	<p>Evidence suggests that a trauma informed approach supports children to feel safe, secure and more resilient, thus supporting them in the classroom and in their learning.</p> <p><a href="https://www.gov.uk/government/publications/trauma-informed-practice-learning-from-experience/trauma-informed-practice-learning-from-experience-of-violence-reduction-unit-delivery-2021-to-2023-accessible">https://www.gov.uk/government/publications/trauma-informed-practice-learning-from-experience/trauma-informed-practice-learning-from-experience-of-violence-reduction-unit-delivery-2021-to-2023-accessible</a></p>	4
<i>KS2 Reading Training</i>	<p>Evidence suggests high quality classroom discussion can support pupils to articulate key ideas, consolidate understanding, and extend their vocabulary.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2</a></p>	2
<i>Phonics training for TA's</i>	<p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils:</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</a></p>	2
<i>Whole School maths training</i>	<p>Some evidence shows that children that have gaps in their mathematical learning can make up to 5 months' worth of progress through a mastery approach.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mastery-learning">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mastery-learning</a></p>	3

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

Budgeted cost: £26,433

Activity	Evidence that supports this approach	Challenge number(s) addressed
Small group support in class	Evidence shows that small group work has an average impact of four months' additional progress over the course of a year. <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</a>	1, 2, 3
TA boosts	Evidence indicates that small group and one to one interventions can be a powerful tool for supporting these pupils when they are used carefully. <a href="https://educationendowmentfoundation.org.uk/support-for-schools/school-planning-support/2-targeted-academic-support">https://educationendowmentfoundation.org.uk/support-for-schools/school-planning-support/2-targeted-academic-support</a>	1, 2, 3

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

Budgeted cost: £1,803

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Forest School</i>	Evidence shows that by allowing children to explore their interests and experiment, forest schools foster self-esteem and purpose beyond academic achievement. <a href="https://www.humber.nhs.uk/news/research-to-explore-benefits-of-forest-school-on-children-s-mental-health/">https://www.humber.nhs.uk/news/research-to-explore-benefits-of-forest-school-on-children-s-mental-health/</a>	4, 5
<i>Owl's Nest (breakfast and after school club) as and when necessary</i>	Free breakfast clubs give schools more opportunities to enhance the school day and help children learn. This improves behaviour, attendance and attainment, and enhances school readiness at the start of the day. They also provide a seamless transition into the school day. Plus allowing the extra opportunity to be in a language rich environment. <a href="https://www.gov.uk/government/publications/free-breakfast-clubs-guidance-for-schools-and-trusts/free-breakfast-clubs-guidance-for-schools-and-trusts-for-phase-1-of-the-national-rollout-from-april-2026">https://www.gov.uk/government/publications/free-breakfast-clubs-guidance-for-schools-and-trusts/free-breakfast-clubs-guidance-for-schools-and-trusts-for-phase-1-of-the-national-rollout-from-april-2026</a>	1, 4
<i>Support for extra</i>	Research suggests that extra-curricular activities increase confidence which helps social interaction, provide real aspiration to go onto higher or	4, 5

<i>curricular activities</i>	further education, support more soft skills and a sense of wellbeing and belonging. <a href="https://assets.publishing.service.gov.uk/media/5d307b8de5274a14e9f6bc20/An_Unequal_Playing_Field_report.pdf">https://assets.publishing.service.gov.uk/media/5d307b8de5274a14e9f6bc20/An_Unequal_Playing_Field_report.pdf</a>	
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**Total budgeted cost: £29,610**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

We have analysed the performance of our school's disadvantaged pupils during the previous academic year, drawing on national assessment data and our own internal summative and formative assessments.

To help us gauge the performance of our disadvantaged pupils we compared their results to those for disadvantaged and non-disadvantaged pupils at national and local level and to results achieved by our non-disadvantaged pupils (though we know that pupils included in the performance data will have experienced some disruption due to Covid-19 earlier in their schooling, which will have affected individual pupils and schools differently).

In the last academic year, 100% of our disadvantaged pupils met GLOD in EYFS across all 17 Early Learning Goals, which is above the national average. In Year 2, 100% of our disadvantaged learners met the expected standard in reading, writing and maths. Across the school, 7% of our disadvantaged learners were working above the expected standard. This data shows we are on track to meet our 2026/2027 target.

Within KS2, our end of Key Stage 2 data showed that 25% of our disadvantaged pupils met the expected standard in reading, which is below the national average. Additionally, 25% of our disadvantaged pupils met the expected standard in writing, which is below the national average. However, 75% of our disadvantaged pupil met the expected standard in mathematics, which is above the national average. Raising the attainment of our disadvantaged pupils within the core areas of learning continues to be a driving target within our school as we are not currently on track to meet our 2026/2027 target in reading in writing. The maths data shows we are exceeding our 2026/2027 target, however, as a school we know this is still an area for focus as we strive to maintain this target.

The well-being of our disadvantaged pupils continues to be at the heart of our school. Our ELSA continues to support a high proportion of our disadvantaged pupils, and we have seen an increase in engagement from our disadvantaged pupils and a positive shift in behaviour within these pupils.

## 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
Forest School	Wiltshire Wildlife Trust

## Service pupil premium funding (optional)

<i>For schools that receive this funding, you may wish to provide the following information: <b>How our service pupil premium allocation was spent last academic year</b></i>
Our SPP make up 9% of our total pupils. ELSA has been provided to support the emotional needs of service children and their families. Induction programmes have been developed to ensure a smooth transition and to address service children's learning gaps. Additionally, breakfast club and afterschool club has been used by our military families to support smooth transitions before and after school.
<b>The impact of that spending on service pupil premium eligible pupils</b>
Teachers and parents have identified improvements in the emotional wellbeing of service children, enabling them to thrive and focus on learning.

**Further information (optional)**

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