

Pupil Premium Strategy Statement



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 effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Burleigh Primary School
Number of pupils in school	408
Proportion (%) of pupil premium eligible pupils	23%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2025/26 (Year 2 of a three year plan)
Date this statement was published	November 2025
Date on which it will be reviewed	October 2026
Statement authorised by	N Norman (Head)
Pupil premium leads	N Norman / A McGuire
Governor lead	M Bailey

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£146,755
Recovery premium funding allocation this academic year	£0
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	£146,755

Part A: Pupil Premium Strategy Plan

Statement of Intent

At Burleigh Primary School, we want to ensure that all pupils, irrespective of their background or the challenges they face, make good progress and achieve at least age-related expectations across the curriculum. The focus of our pupil premium strategy is to narrow the existing attainment gap between disadvantaged and non-disadvantaged pupils, particularly within reading, writing and maths and to continue to support progress and provide challenge for those who are already high attaining.

We believe that the most effective way to support pupils is through high quality teaching, enabling disadvantaged pupils to make good progress in a whole class setting whilst simultaneously sustaining and improving attainment for non-disadvantaged pupils. A key element of our approach is to support and nurture pupils to ensure that they are ready to engage with their learning, displaying positive behaviours and attitudes to tasks.

We readily consider the challenges faced by vulnerable pupils, such as those who have an EHCP or are on the SEN register, along with those identified as young carers and / or have a social worker, and use the methods outlined in this statement to support their needs too.

We inform our approach through carefully chosen diagnostic assessments and ensure that interventions are matched closely to individuals' needs. Therefore, we:

- have high expectations for our disadvantaged pupils and ensure that they are challenged in their work
- continually assess needs and intervene as appropriate
- utilise a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes, ensuring they develop high aspirations and goals for their future.

Challenges

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

Challenge number	Detail of challenge
1	A lack of fluency impacting comprehension in reading: Assessments, observations and discussions with pupils have identified a lack of fluency in reading, which in turn has led to difficulties with comprehension.
2	Gaps in vocabulary: Assessments, observations and discussions with pupils have identified vocabulary gaps for many disadvantaged pupils, evident from Reception through to the end of KS2. This has had an impact on writing attainment.
3	A lack of fluency with key number facts: Internal and external assessments have identified lower attainment and progress in maths, driven particularly by a lack of fluency and mastery of key number facts and methods, particularly amongst disadvantaged pupils in KS2.
4	Low attendance: Our attendance data over the last 3 years indicates that PPG pupils have lower attendance than their non-disadvantaged peers. Absenteeism is negatively impacting disadvantaged pupils' progress.
5	Poor communication skills: Baseline assessments of Reception children indicate that they are behind age-related expectations in communication skills.
6	A lack of independence in learning: Observations have indicated that SEN and prior lower attaining children have limited independence in their learning and rely heavily on adult support and interventions.

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. Raise attainment in reading	KS2 attainment above 65%, (national average 63%), Years 2-6 attainment gap less than 10%
2. Expand vocabulary for disadvantaged children	A broader vocabulary is evident in written and spoken work across the curriculum (measured through deep dives), in addition to reading attainment (see above)
3. Raise attainment in maths	KS2 attainment above 61%, (national average 59%), Years 2-6 attainment gap less than 10%
4. Increase attendance for disadvantaged pupils	Attendance for disadvantaged pupils is 95% or above
5. Raise percentage of children leaving Reception with the ELGs in Communication and Language (CL)	% of children leaving Reception with the ELGs in CL is above the county / national average
6. SEN and prior lower attaining children are able to access their learning with greater independence	Reasonable adjustments via adaptive teaching enables work to be pitched accurately to meet the needs of SEN and prior lower attainers (assessed through learning walks and book looks)

Activity in this academic year

This details how we intend to spend our pupil premium **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 27,950

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>One session of ‘echo’ reading per week for each class, followed by ‘guided reading’</p> <p>Training and reorganisation of staff to ensure ‘echo’ and ‘guided’ reading is delivered correctly.</p>	<p>Oral language interventions can have a positive impact on pupils’ language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment:</p> <p>Oral language interventions EEF (educationendowmentfoundation.org.uk)</p> <p>Our support advisers from Cambridgeshire LA recommended that we continue with the echo reading approach to continue to develop fluency across the school.</p> <p>https://www.hertsforlearning.co.uk/blog/early-findings-ks2-reading-fluency-project</p>	1
<p>Refining of bespoke phonics scheme to secure stronger phonics teaching for all pupils.</p> <p>Funding for ongoing teacher and TA training and release time.</p>	<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>Phonics Toolkit Strand Education Endowment Foundation EEF</p>	1
<p>Delivering CPD to teachers and teaching assistants to develop provision for Super 6 pupils based on summative and formative assessment.</p> <p>Further training via maths TLA.</p>	<p>Standardised tests (bespoke to Burleigh) 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:</p> <p>Standardised tests Assessing and Monitoring Pupil Progress Education Endowment Foundation EEF</p>	3

<p>Enhanced pupil-teacher ratio for English and Maths teaching in Years 5 and 6 to prioritise key aspects of learning.</p>	<p>Teaching targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind</p> <p>Small group tuition Toolkit Strand Education Endowment Foundation EEF</p> <p>We have used this approach in year 6 for several years with successful outcomes.</p>	<p>1, 2, 3</p>
<p>CPD for individual teachers and TAs to develop professional practice.</p>	<p>A variety of CPD takes place for all staff throughout the school year eg. autism training, HfL courses, coaching, Word Aware</p>	<p>All</p>

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

Budgeted cost: £ 81,189

Activity	Evidence that supports this approach	Challenge number(s) addressed
Bespoke interventions based on addressing gaps in pupils' times tables knowledge.	As part of the Herts for Learning commissioned "Making the Difference" project, working with Mark Rowland, we recognised that precision within interventions will provide the greatest impact. Precise targeting of unknown Times Table facts has given us the greatest impact in increasing pupils' knowledge.	3
Phonics and numeracy baseline assessments from SPLD base to identify gaps in knowledge for higher needs children SENCo and TA liaison time	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: Standardised tests Assessing and Monitoring Pupil Progress Education Endowment Foundation EEF	6
Bespoke Burleigh interventions delivered to pupils in Years 1 – Y6 by 1:1 specialist TAs	We worked with advisers at the local SPLD base who advised that these interventions would have a good impact for lower attaining pupils. Interventions 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: Small group tuition Toolkit Strand Education Endowment Foundation EEF	1, 2, 3, 6
Funding for Speech and Language Therapist to address and advise on pupils' needs in EYFS	Oral language interventions can have a positive impact on pupils' language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment: Oral language interventions EEF (educationendowmentfoundation.org.uk)	5

<p>Additional communication and language sessions for EYFS – Year 3 via Fun with Sounds, Early Language Learners, Language Explorers, Language Adventurers and speech and language programme as devised by SaLT.</p>	<p>Oral language interventions can have a positive impact on pupils’ language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment: <u>Oral language interventions – EEF</u> <u>(educationendowmentfoundation.org.uk)</u></p>	<p>5</p>
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Wider Strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: **£53,607**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Nurture and support – this includes the provision of Emotional literacy sessions, bespoke Counselling, MAGIC Box interventions, MeLSA, parenting support, and liaison with social workers and other professionals</p>	<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>EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)</p> <p>We take a whole school approach to nurture, but also have dedicated nurture staff to provide consistent support to children in the various challenges that they face.</p>	All
<p>Identified children and families to be supported by CHEXS (external partner), including the Leadership programme, Growth programme, parenting support, transition to secondary schemes.</p>	<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>EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)</p> <p>We have a long association with the local charity CHEXs which has developed over time to provide support for our vulnerable children and their families</p> <p>https://www.chexs.co.uk/</p>	All
<p>Subsidised wraparound care eg. breakfast club</p>	<p>Experience over the last 2 years has shown that subsidised wraparound care can be a valuable support to ensure regular attendance and punctuality for identified children.</p>	4

<p>Subsidised access to external trips/experiences to ensure that all children are given opportunities to participate in activities which enhance and broaden their learning experiences across the curriculum and develop their cultural capital, including the funding for the Year 5 and 6 residential trips.</p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/outdoor-adventure-learning</p>	<p>All</p>
<p>The school's own attendance officer will monitor and regularly meet with the Pupil Support Worker and Headteacher to discuss approaches tailored to each individual child with low attendance.</p>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p>	<p>4</p>

Total budgeted cost: £162,746

Part B: Review of outcomes in the previous academic year: 2024-25

Pupil Premium Strategy Outcomes

This details the impact that our pupil premium activity had on pupils in the 2024-25 academic year. **NB** All figures are taken from the 'Primary Assessment Profile' (HFL Education 31-07-25)

Intended Outcome 1: Raise attainment in reading.

Success Criteria: KS2 attainment above 65% (national average 63%); attainment gap between Disadvantaged and Non-Disadvantaged in Year 6 less than 10%.

Attainment: our KS2 reading percentage for Disadvantaged pupils at the expected standard+ was **50%**. This was below the national average.

For the 2024-25 Year 6 cohort, the gap between Disadvantaged and Non-Disadvantaged pupils was significantly greater than 10%.

NB The average scaled score for KS2 Disadvantaged pupils in Reading was 101.1 compared with the national average of 103.0 (ie a negative difference of 1.9).

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Intended Outcome 2: Expand vocabulary for disadvantaged children.

Success Criteria: A broader vocabulary is evident in written and spoken work across the curriculum.

The best means of quantifying the success criteria above is to look at our end of Key Stage 2 writing results.

Attainment: our KS2 writing percentage for Disadvantaged pupils at the expected standard+ was **62.5%**. (This was 3.1% above the national average for Disadvantaged pupils.)

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Intended Outcome 3: Raise attainment in maths.

Success Criteria: KS2 attainment above 61% (national average 59%); attainment gap between Disadvantaged and Non-Disadvantaged in Year 6 less than 10%.

Attainment: our KS2 maths percentage for Disadvantaged pupils at the expected standard+ was **50%**. This was below the national average.

The gap between Disadvantaged and Non-Disadvantaged pupils in Year 6 was 8% greater than the gap nationally.

NB The average scaled score for KS2 Disadvantaged pupils in Maths was 98.5 compared with the national average of 101.8 (ie a negative difference of 3.3).

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Intended Outcome 4: Increase attendance for disadvantaged pupils.

Success Criteria: Attendance for disadvantaged pupils is 95% or above.

Our current attendance figure for Disadvantaged pupils (Arbor Dec 2025) is 94.7% which is above the national average (92.2%). The school is currently in the 84th percentile.

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Intended Outcome 5: Raise percentage of children leaving Reception with the ELGs in Communication and Language (CL)

Success Criteria: % of children leaving Reception with the ELGs in CL is in line with the county / national average

E01 Listening, Attention and Understanding

100% of Disadvantaged pupils leaving Reception met this Early Learning Goal (ELG). This was above the percentage for Non-Disadvantaged pupils which was 90.7%. Similarly, our Disadvantaged figure was significantly above that for Hertfordshire and England.

E02 Speaking

83.3% of Disadvantaged pupils met this Early Learning Goal (ELG) which was exactly the same percentage as for Non-Disadvantaged pupils (83.3%). Our Disadvantaged figure was above that for Hertfordshire (70.5) and England (72.2).

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Intended Outcome 6: SEN and prior lower attaining children are able to access their learning with greater independence.

Success Criteria: Reasonable adjustments via adaptive teaching enables work to be pitched accurately to meet the needs of SEN and prior lower attainers (assessed through learning walks and book looks)

SEN learning walks demonstrate that in most instances, strategies on Individual Support Plans (ISPs) are being successfully implemented in the classroom, allowing SEN / lower attaining pupils to independently access the curriculum. Where best practice is evident, it involves:

- work being ‘scaffolded’ appropriately
- children working practically
- teachers and TAs making timely interventions to keep pupils engaged and on task
- flip charts and displays being used by pupils
- feedback focussed on children’s needs
- reasonable adjustments being embedded.

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
HfL’s Maths <i>Essentials</i> and English units	Herts for Learning
Times Tables Rockstars	Maths Circle
Fun with Sounds	Herts NHS
Early Language Learners Language Explorers Language Adventurers	Herts NHS
MeLSA	Herts