

Pupil premium strategy statement – BURSTWICK COMMUNITY PRIMARY SCHOOL

This statement details our school's use of pupil premium (and recovery 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	111 (inc Nursery)
Proportion (%) of pupil premium eligible pupils	26.4% (plus 1 forces child)
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended – you must still publish an updated statement each academic year)	2025-2028
Date this statement was published	December 2025
Date on which it will be reviewed	October 2028
Statement authorised by	Andy Johnson
Pupil premium lead	Ian Cutts
Governor / Trustee lead	Dominic Boynton

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£41,985
Recovery premium funding allocation this academic year <i>Recovery premium received in academic year 2023/24 cannot be carried forward beyond August 31, 2024.</i>	£0
Pupil premium funding carried forward from previous years (<i>enter £0 if not applicable</i>)	£0
Total budget for this academic year <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>	£41,985

Part A: Pupil premium strategy plan

Statement of intent

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We aim to ensure that disadvantaged pupils receive the best possible start to their education by providing them with the same opportunities as those termed 'without disadvantage'.

We acknowledge that the label 'disadvantaged' and its link with pupil premium eligibility is not exclusive and we ensure that all children, regardless of their eligibility, are supported in the most appropriate way to meet their needs. It is not a 'one size fits all' approach, and we consider all the challenges faced by individual children and ensure that every intervention and strategy used is tailored to the individual and the impact is measured based on the added value to that child.

High quality teaching is at the heart of our approach, with a focus on the areas that our disadvantaged children find the most challenging.

The focus of our Pupil Premium Strategy is to support our disadvantaged pupils in achieving their goals, including making continued progress in all areas of learning. We ensure that all teaching and learning opportunities, as well as wider school experiences, meet the needs of all our pupils regardless of their social context.

AIM: To improve outcomes for all disadvantaged pupils.

AIM: To ensure all disadvantaged pupils make continued progress in line with their peers.

AIM: To narrow and ultimately eliminate the historic attainment gap between disadvantaged and non-disadvantaged pupils in the school

Challenges

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

Challenge number	Detail of challenge
1	There is a limited exposure to rich vocabulary and structured conversation for disadvantaged children, which can hinder speaking and listening skills. Children may struggle to articulate ideas, and explain thinking clearly, and actively engage in classroom discussions. This has an additional impact on their ability to independently write sentences that

	follow a grammatical structure, and to articulate their mathematical thinking for reasoning and problem-solving
2	Children deemed disadvantaged often face gaps in foundational and spelling knowledge, impacting their ability to decode words, apply spelling patterns, and develop confidence in independent writing and transcription, as well as basic number sense for reasoning and problem-solving
3	Error! Reference source not found.. The children have a limited scope and vision of what is out there for them in terms of further academic study. This includes knowledge of vocational learning, apprenticeships and businesses. Error! Reference source not found.
4	A number of disadvantaged children also have additional needs, ranging from learning to social needs, and they are supported by specific interventions, and some are on the SEND register to support further
5	For a small number of children, persistence absence/attendance is a challenge. Missing periodic days impacts on their learning as gaps form. The pupils then find the next lessons tricky and this forms a cycle.

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 achieve and sustain an improved attitude to reading in school and at home, particularly for our disadvantaged pupils. <i>(Challenge 2)</i>	✓ Children are able to communicate clearly. ✓ Children can segment and blend sounds accurately. ✓ Children will pass the phonic standard. ✓ Children will reach at least the expected standard in reading at identified points.
Children are able to transfer their skills such as phonics, reading comprehension, grammar and spelling; and maths to different contexts. <i>(Challenge 1, 2, 4)</i>	✓ Children will evidence their basic skills across the curriculum. ✓ Children are given opportunities to do so in all areas of learning.
There is a culture of high expectations for all pupils in terms of tasks, teaching and learning, ensuring pupil progress, ambition and expectations are in line with non-disadvantaged children. <i>(Challenge 1, 2, 3, 4)</i>	✓ High expectations for all pupils in presentation, level of work, output and ambition is evident through work scrutiny and learning walks. ✓ Bespoke learning programmes are in place where appropriate to support learning and identified adults are

	available to support from their starting points.
Parents and children have a positive attitude towards learning. (<i>Challenge 3</i>) Parents have curriculum content available to see what their child is learning and how this will benefit them for the future. (<i>Challenge 3, 4</i>) Additional needs are well supported in all areas of school life. (<i>Challenge 4</i>)	✓ Children are settled. Families engage willingly and can see the outcomes from the work produced by children. ✓ Parents are able to view what the curriculum offer is and how they can support their child.
Attendance for all groups of children improve, especially the disadvantaged. (<i>Challenge 5</i>) Unauthorised absence is reduced and parents communicate with school when there is an absence. (<i>Challenge 5</i>)	✓ Children's attendance is in line with national. ✓ Children arrive on time for school.

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: **£7,200**

Activity	Evidence that supports this approach	Challenge number(s) addressed
CPD for all teachers and support staff to develop to introduce and sustain the Floppy Phonics scheme in Nursery – Year 2. (£1,230)	Phonics reading scheme validated by the DfE (Department for Education) GOV.UK Floppy Phonics	1, 2, 4
CPD for all teachers and support staff to develop to introduce, implement and embed CUSP (Curriculum with Unity Schools Partnership) across the school. This includes reading and writing to make consistent and effective links between texts and writing outcomes. (£2,695)	Reading & Writing whole school curriculum CUSP	1, 2, 4
CPD linked to ISHA (Improvement in Schools through	Whole school handwriting approach	1, 2, 4

Handwriting and Art) (Martin Harvey Approach) (£750)	Improvement in Schools through Handwriting and Art	
CPD for all teachers and support staff to develop to introduce and sustain the SCODE (Spellings & Codes) scheme for Y3 and above. (£1,200)	Identified phonic spelling approach with focus on language, etymology and morphology. Continues where phonics ends SCODE	1, 2, 4
CPD for all teachers and support staff to develop to understand and support children with additional needs/disadvantaged. (£950)	SEND Code of Practice	1, 2, 4
CPD for identified staff to undertake and fulfil role of Emotional Literacy Support Assistant (ELSA) (£375)	ELSA	1, 2, 3, 4, 5

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

Budgeted cost: **£25,370**

Activity	Evidence that supports this approach	Challenge number(s) addressed
EYFS focus on staff training and delivery of the NELI (Nuffield Early Language Intervention) (£8,430)	The NELI is a 20-week programme proven to help young children overcome language difficulties. It is designed for children aged 4-5 years old and combines small group work with one-to-one sessions delivered by trained adults, targeting vocabulary, narrative skills, active listening and phonological awareness. The intervention has been evaluated by the Education Endowment Foundation (EEF) and the Nuffield Foundation. NELI	1, 2, 3, 4
Teaching Assistant support with	Additional support staff can support high quality teaching to ensure children's knowledge and	1, 2, 3, 4

curriculum and intervention support. These include basic skills and SEND identified need. (£11,240)	understanding is high, as well as ensuring children complete tasks to the highest standard possible.	
SEND TA support with phonics and reading across the school. (£5,700)	SEND TA deployed for identified children 5 afternoons per week to hear all disadvantaged children read, and create a love of reading. English Review, including reading - Ofsted Reading for Pleasure	1, 2, 3, 4, 5

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

Budgeted cost: **£9,684**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Emotional Literacy Support Assistant (ELSA) to support children as appropriate, particular focus on disadvantaged (£375 + £1,440)	Engaging with ELSA sessions have a significant impact on children's social, emotional and mental well-being The effectiveness of an ELSA	3, 4, 5
Self-regulation activities (£947)	Mindfulness is proven to increase concentration, well-being and promote positive mental health. It can also help children relax. It allows children to acknowledge, accept and discuss their feelings and emotions in a safe, secure environment. Through this approach, children can continue to make progress in their learning and in their relationships with others. CalmaClass - Marneta Viegas Self-Regulation Activities for Children	1, 2, 3, 4, 5
Extracurricular Clubs and wider experiences, including visits,	This funding will also be used to subsidise school trips and residential visits.	3, 4, 5

residential and visiting artists/authors etc to the school to support the aspirations and future prospects for children (£5,512)	Research suggests that disadvantaged children benefit from wider cultural experiences in addition to the school's curriculum offer Pupil Premium / Disadvantaged Allocation Funding	
Embedding principles of good practice set out by the DfE – Improving School Attendance (£1,032)	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence, including punctuality. Working Together to Improve School Attendance Summary Table of Responsibilities for School Attendance	5
Empowering young voices by building oracy, confidence and critical-thinking (£378)	Covers PSHE, British Values, Prevent and the Social, Spiritual, Moral curriculum Votes for Schools	1, 2, 3, 4

Total budgeted cost: £42,254

**Difference = £269 overspend. The overspend is subsidised by the school.*

Part B: Review of the previous academic year: 2025

Outcomes for disadvantaged pupils

At BCPS, there are many measures to see the impact of the pupil premium allocation of funding, including:

- Use of phonics scheme and phonics interventions ensured that 65% of disadvantaged Year 1 pupils met the Phonic Screening standard
- All Year 6 disadvantaged pupils successfully transitioned to their respective secondary schools
- All Year 5 & Year 6 disadvantaged pupils had their residential visit cost paid = 12 pupils across 2-year groups
- All visits for disadvantaged pupils are paid for
- Pupil voice identifies that children enjoy attending the school and like the sports offer after school – School Council
Pupils have said that they would like a range of clubs to attend, including lunchtimes – School Council
- Engagement with families as the staff work hard to ensure all parents, especially those disadvantaged families attend events, including parent evenings. A range of alternatives are offered to support their attendance – 92% of all disadvantaged families in attendance at parents evening and 100% SEND reviews (Data October 2025)
- Attendance of disadvantaged children is lower than non-disadvantaged children: 94.64% v 95.85% (Data November 2025)
Persistence absence of identified children fall within disadvantaged and steps have been taken to address the issue. These remain ongoing for 2025-2026.
- **EYFS Outcomes:**
58.3% of all pupils achieved Good Level of Development at the end of EYFS.
Disadvantaged (1) v Non-Disadvantaged (11)
- **Key Stage 1 Outcomes:**
Year 1 Phonic Screening Check:
71.4% achieved the expected standard
End of Key Stage 1 (Y2) Phonic Screening Check (2nd attempt):
70.6% achieved the expected standard
- **End of KS1:**
Reading: 0% = 1 pupil (disadvantaged) v 66.6% = 15 pupils (non-disadvantaged)
Writing: 0% = 1 pupil (disadvantaged) v 46.6% = 15 pupils (non-disadvantaged)
Maths: 0% = 1 pupil (disadvantaged) v 59.9% = 15 pupils (non-disadvantaged)

R/W/M combined: 0% = 1 pupil (disadvantaged) v 33.3% = 15 pupils (non-disadvantaged)

• **Multiplication Tables Check (Y4)**

	Eligible	No score	0-5	6-10	11-15	16-20	21-25	Average Score
All	15	0%	0%	0%	20.0%	33.3%	46.7%	20.0
Disadvantaged	5	0%	0%	0%	40.0%	40.0%	20.0%	17.2
Non-disadvantaged	10	0%	0%	0%	10.0%	30.0%	60.0%	21.4

	All pupils	Cohort	% of cohort	Achieving 16-20	Achieving 21-25	Average Score
Disadvantaged	Disadvantaged	5	33.3%	40.0%	20.0%	17.2
	Non-disadvantaged	10	66.6%	30.0%	60.0%	21.4

*0 children disapplied

Key Stage 2 Outcomes:

Reading: 50.0% = 6 pupils (disadvantaged) v 70.0% = 20 pupils (non-disadvantaged) achieving the Expected Standard

Writing: 20.0% = 6 pupils (disadvantaged) v 43.8% = 20 pupils (non-disadvantaged) achieving the Expected Standard

Grammar, Punctuation & Spelling (GPS): 33.3% = 6 pupils (disadvantaged) v 65.0% = 20 pupils (non-disadvantaged) achieving the Expected Standard

Maths: 50.0% = 6 pupils (disadvantaged) v 50.0% = 20 pupils (non-disadvantaged) achieving the Expected Standard

R/W/M combined: 0% = 6 pupils (disadvantaged) v 35.0% = 20 pupils (non-disadvantaged) achieving the Expected Standard

***2 disapplied, both disadvantaged**

While outcomes are lower than national, the school has secured the appropriate steps to ensure that all children continue to make progress and meet the expected standard in all areas.

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.

Programme	Provider
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Improvement in Schools through Handwriting and Art	ISHA – Martin Harvey
Spellings & Codes (SCODE)	SCODE
Jigsaw	Jan Leeming
Book Club	Book Trust
White Rose Maths	White Rose Maths
Votes for Schools	Votes for Schools

Service pupil premium funding (optional)

<i>For schools that receive this funding, you may wish to provide the following information: How our service pupil premium allocation was spent last academic year</i>
Not applicable
The impact of that spending on service pupil premium eligible pupils