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

School overview

Detail	Data
School name	Burscough Priory Academy
Number of pupils in school	730
Proportion (%) of pupil premium eligible pupils	160 – all categories (21.9%)
Academic year/years that our current pupil premium strategy plan covers **(3-year plans are recommended)**	Sept 2023- August 2026
Date this statement was published	December 2025
Date on which it will be reviewed	September 2026
Statement authorised by	LMA
Pupil premium lead	LMA
Governor / Trustee lead	NRO/HDI

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£126,601
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	£126,601

Part A: Pupil premium strategy plan

Statement of intent

Burscough Priory Academy aims to ensure that our disadvantaged students leave school equipped with the skills, attitudes and qualifications to enable them to make the best choices and have all the opportunities to succeed in life. Our commitment to these students is deeply rooted in our academy values of Kindness, Respect and Ambition. Our values serve as the foundation to our guiding approach to ensure students can contribute positively to society, go on to further and higher education, employment and training and to aspire to be their best.

Our strategy plan is not an isolated initiative; it is woven into the fabric of our policies, procedures, and practice. We make it a priority to consider the needs of our pupil premium students from the outset of any new policy design, procedure, or programme implementation. By doing so, we ensure that pupil premium students are not an after-thought but are placed at the centre of our educational journey, ensuring equitable access to opportunities and resources that support their academic and personal growth.

For our Pupil Premium Strategy, we align our actions and approaches to the Education Endowment Fund's guide to Pupil Premium which aims to help schools maximise the impact of the grant. On this basis our Pupil Premium spend uses the EEF tiered approach to improving outcomes for disadvantaged students, which are:

- **High-Quality Teaching for All**: There is a relentless focus on excellent teaching, adaptive expertise, and a curriculum that is ambitious and accessible for everyone.
- **Targeted Support**: Interventions are tailored to individual needs, such as reading interventions for those below age expectations, and bespoke attendance and engagement plans.
- **Wider Opportunities**: All pupil premium students are given access to enrichment, leadership, and cultural capital experiences, ensuring no one is left out of wider school life.
- **Student Voice and Leadership**: Pupil premium students are actively involved in shaping and leading events, and their feedback is used to improve provision.

Funding Criteria

Pupil premium funding is allocated to eligible schools based on the number of:

- Pupils who are recorded as eligible for free school meals, or have been recorded as eligible in the past 6 years (referred to an Ever 6 FSM)
- Children previously looked after by a local authority or other system care, including children adopted from state care or equivalent from outside English and Wales.

Pupil premium is not a personal budget for individual pupils, and schools do not have to spend pupil premium so that is solely benefits pupils who meet the funding criteria. It can be used:

- To support other pupils with identified needs, such as those who have or had a social worker or who act as a carer
- For whole class interventions which will also benefit non-disadvantaged pupils

Challenges

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

Challenge number	Detail of challenge
1	**Curriculum ambition:** Disadvantaged students are disproportionately affected when the quality of teaching is not deemed to be good. Therefore, quality first teaching is the focus to ensure accelerated progress for disadvantaged students.
2	**Foundational knowledge through literacy and reading:** A proportion of students enter secondary school below chronological reading age expectations and as such are unable to access parts of the curriculum without intervention and support.
3a	**Foundational knowledge through oracy and accuracy/precision in Writing:** A proportion of students demonstrate a limited precision to the written word, which over time limits student engagement with past work, revision and developing the necessary writing stamina to reach their academic potential.
3b	**Attendance/ punctuality and parental engagement**: Higher rates of absenteeism and tardiness, which can be linked to socio-economic factors, health issues, or a lack of motivation stemming from a sense of disconnection from school environment. Parental engagement in school policies (attendance, behaviour, parents evening) is sometimes lower than non-disadvantaged students
4	**Lower aspirations and expectations:** Pupil premium learners may face lower aspirations and expectations either due to a lack of exposure to diverse career options or a perceived sense of limited opportunities
5	**Support through transitions:** Limited support from home, due to various factors leave pupil premium students vulnerable at key transition points through school cycle, such as primary-secondary transition, ks3-ks4 transition and KS4 – KS5/ apprenticeship transition
6	**SEMH and SEN needs**: A higher likelihood of having special educational needs, which may require additional support and resources to address specific learning challenges. Challenges related to social and emotional wellbeing can pose a barrier to consistently positive learning experiences
7	**Limited cultural capital:** Lack of exposure to cultural and enrichment activities, which can contribute to disparities in cultural capital and impact social and academic integration

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. Narrowing the attainment gap Demonstrate a narrowing in the attainment gap between pupils eligible for pupil premium and their non-eligible peers across key academic milestones.	Data will demonstrate an overall increase in whole school attainment as the attainment of PP learners increases in line with peers across all phases and curriculum areas The gap between percentage achieved in KS3 assessments will narrow significantly for PP and Non-PP learners. Reading data will improve as PP learners achieve in line with non -PP students.
2. Improve academic progress: Evidence consistent and accelerated academic progress among pupil premium students, with a focus on improved performance in core subjects such as English, Mathematics and Science	Improvement of whole school attainment and progress scores The gap between PP and non-PP student progress will be narrowed of diminished Tracking of Foundational Knowledge through reading, literacy, oracy and writing will improve for PP students and the gap will narrow significantly for PP learners
3. Improve engagement and attendance: Achieve a noticeable increase in overall attendance rates and a decrease in persistent absenteeism among pupil premium students. Record an increase in student in school achievement through progress points, tracking and attendance to extra-curricular clubs and extended learning/leading opportunities	Targeted intervention and support for key children and families will result in data that shows PP learners' attendance is in line with non-PP learners or the gap will be diminished Identified intervention to support with the punctuality and attendance of PP students at the start of the school day Targeted interventions will support the increased numbers of PP students to achieve weekly 100% attendance in line with non-PP pupils
4. Increased access to enrichment opportunities: Ensure students eligible for PP have equitable access to a wide range of extra-curricular activities and leadership opportunities, trips, and enrichment programmes, fostering holistic development	Increase in participation in lunch and after school activities Increased visibility of PP students in positions of leadership around the school The extracurricular offer will widen and develop based on student voice of participation, interest and needs, representing a more personalised pathway for PP students

5. Elevated aspirations and confidence: Witness a positive shift in the aspirations and self-confidence of pupil premium students, reflected in their attitudes towards future education, careers and personal growth.	Destinations of PP learners will be broad and spread across a range of disciplines Access to level 3 courses will increase for PP learners and the gap between PP and non-PP will be diminished
6. Successful transitions: Facilitate smooth transitions for pupil premium students between key stages, such as the move from Primary to Secondary, the Year 9 Options process and the transition to post-16 education of employment	The gap between PP and non-PP families attending transition events (Year 7 Welcome Evening, Year 9 Options process, all parents' evenings and post 16 events) will decrease over time Ebacc entry levels will continue to improve, reflecting the school ambition to meet existing national benchmark targets. The gap between PP and NPP students accessing the Ebacc pathway will narrow PP students will be supported through the option process and a personalised pathway will be created for each student based on interest, talent, and ambition. All pupil premium students will receive additional meetings and one-to-one support The gap between PP and non-PP students and families accessing public school events will diminish Destination data will indicate that PP learners do not become NEET and are accessing a personalised and ambitions pathway beyond secondary education

7. Enhanced Wellbeing and Resilience: Foster a positive and supportive school culture that contributes to improved wellbeing and resilience among pupil premium students	Data will show PP learners 'Attitude to Learning' grades are in line with non-PP learners Reduction in the numbers of PP learners requiring Re-set, or FTE's sanctions PP learner suspension rates will be in line with non -PP learners and the gap diminishing
8. Regular monitoring and evaluation: **Demonstrate a consistent commitment, by regularly monitoring and evaluating the Pupil Premium Strategic Plan, with adjustments made based on data driven insights**	PP will be included as a focus for all monitoring and evaluation, ensuring actions are taken where gaps are identified Data insights will demonstrate an increased performance of PP students and student engagement across all school metrics

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: £42,200

Activity	Evidence that supports this approach	Challenge number(s) addressed
Quality First Teaching CPD programme – all teaching staff	Ensuring every teacher is supported in delivering high quality teaching is essential to achieving the best outcomes for all pupils, particularly the most disadvantaged and vulnerable. Metacognition and self-regulation | Toolkit Strand | Education Endowment Foundation | EEF https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/send	1, 2, 5, 6, 7

Literacy: Assessment and intervention Reaching Plus	"Disciplinary literacy is an approach to improving literacy across the curriculum. It recognises that literacy skills are both general and subject specific, emphasising the value of supporting teachers in every subject to teach students how to read, write and communicate effectively in their subjects." https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks3-ks4	1, 2, 7
Employ additional Teaching staff to enable a nurture group to provide additional support for disadvantaged students	Acquiring disciplinary literacy is key for students as they learn new, more complex concepts in each subject: Improving Literacy in Secondary Schools Reading comprehension, vocabulary and other literacy skills are heavily linked with attainment in maths and English:	1, 2, 5, 6
Consistent approach for homework	EEF Homework Use of digital packages to support remote learning is evidenced to deepen student learning overtime	1 4
Purchase of standardised diagnostic assessments. NGRT/CAT4 and training	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: EEF Assessment and Feedback	1 2

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

Budgeted cost: £42,200

Activity	Evidence that supports this approach	Challenge number(s) addressed
Employment of HLTA (Literacy) and HLTA 3	"The average impact of the deployment of teaching assistants is about an additional four months' progress over the course of a year. In England, positive effects have been found in studies where teaching assistants deliver high quality structured interventions which deliver short sessions, over a finite period. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions	1, 2, 6, 7
Employment of SEMH Inclusion Worker	A University of Bath study on the Hamish & Milo SEMH Wellbeing Programme reported significant improvements in academic learning, alongside better emotional regulation and peer relationships. Participating schools observed enhanced self-confidence, increased resilience, and reduced school- https://hamishandmilo.org/evidence-based-semh-programme/	3, 6, 7

Continued employment of Attendance Officer	Students who attend school regularly have been shown to achieve at higher levels than students who do not have regular attendance. This relationship between attendance and achievement may appear early in a child's school career." https://nces.ed.gov/pubs2009/attendancedata/chapter1a.asp	3, 5, 8
Purchase of time from independent careers advisor	Careers education can be crucial in developing the knowledge, confidence and skills young people need to make well informed, relevant choices and plans for their future. This is especially true of students from poorer backgrounds, who are less likely to have family or friends with the insight and expertise to offer advice. High quality careers education can help them progress smoothly into further learning and work." https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/careers-education	5, 6, 7

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

Budgeted cost: £42,200

Activity	Evidence that supports this approach	Challenge number(s) addressed
Parental engagement strategy. Including the use of the Arbor App and SOL attendance tracker to support students' attendance, academic progress and attitude to learning	"Disadvantaged pupils are less likely to benefit from having a space to conduct home learning. Evidence also suggests that disadvantaged pupils make less academic progress, and sometimes attainment levels even regress during the summer holidays, due to the level of formal and informal learning activities they do or do not participate in. By designing and delivering effective approaches to support parental engagement, schools and teachers may be able to mitigate some of these causes of educational disadvantage, supporting parents to assist their children's learning or their self-regulation, as well as specific skills, such as reading." https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement	3, 5
Increased extracurricular provision and cultural capital trips.	"Adolescents who participate in extracurricular activities demonstrate higher levels of academic achievement, greater character development, greater social development, and a greater sense of the importance of community involvement." The Benefit of Participating in Extracurricular Activities – Claudette Christison, 2013	3, 4, 5
Continued deployment and development of the whole school rewards system to include social and	"Offering a range of rewards that increase personal choice and allow pupils to individualise the rewards they receive helps increase motivation, autonomy and can reinforce an individual's underlying values and therefore intrinsic motivation. Additionally, schools can make choices about the behaviours rewarded based on the values they want to cultivate"	3, 4, 7

emotional activities to support students well being	The Use of Reward Systems to Improve Behaviour and Attendance	
Offer subsidies for general subject trips throughout the year	Studies highlight that educational visits, particularly those involving fieldwork and outdoor learning, significantly enhance student engagement and understanding. These experiences provide practical, hands-on applications of classroom concepts, fostering deeper learning and improved retention of material. Furthermore, such visits are linked to improved social and emotional development, which positively influences academic outcomes. UCL- Impact of Outdoor Learning in the UK	3, 4, 7
Provide breakfast each morning so students are ready to learn	The Magic Breakfast initiative demonstrated increased proportion of healthy breakfasts consumed leads to improved health markers and learning conditions IFS – Breakfast Club research impact	

Total budgeted cost: £126,601

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 2022-2023 academic year.

Our Pupil Premium strategy is built on the belief that every student, regardless of background or barrier, deserves to achieve their potential. It's not just about pupil premium students, but about all students facing additional barriers. Our approach is structured around Kindness, Respect and Ambition for All, ensuring that support is holistic and addresses academic, social, and emotional needs. Work completed this year include a focus on:

- **High-Quality Teaching for All**: There is a relentless focus on excellent teaching, adaptive expertise, and a curriculum that is ambitious and accessible for everyone.
- **Targeted Support**: Interventions are tailored to individual needs, such as reading interventions for those below age expectations, and bespoke attendance and engagement plans.
- **Wider Opportunities**: All pupil premium students are given access to enrichment, leadership, and cultural capital experiences, ensuring no one is left out of wider school life.
- **Student Voice and Leadership**: Pupil premium students are actively involved in shaping and leading events, and their feedback is used to improve provision.

Our strategy is continually reviewed throughout the year as part of:

- **Termly Leadership Reports**: Each term a detailed report is produced for Local Academy Councillors and leaders, reviewing progress against strategy aims
- **Data-Driven Evaluation**: The reports analyse attendance, attainment, reading, effort and participation for pupil premium students in every year group
- **Responsive Action**: The report identifies what is working, what needs to improve and sets clear next steps. Actions are adapted each term based on real outcomes
- **Celebrating Success and Addressing Gaps:** The reports highlight both successes and areas for further focus, ensuring no group is overlooked
- **Continuous Improvement:** They strategy is a living document – constantly evolving in response to evidence, student voice and changing need

Impact:

2025 GCSE results demonstrate the successes of our pupil premium students.

Year	2025		
Measure	All	DISA	Non DISA
Cohort Size	128	27	101
KS2 Average	105.05	103.5	105.44
English Bucket	10.13	8.74	10.5
Maths Bucket	10.61	8.59	11.15
EBacc Bucket	15.14	13.31	15.63
Other Bucket	13.32	11.15	13.9
Attainment 8	49.19	41.8	51.17
Filled All Progress 8 Buckets	96.09%	96.3%	96.04%
EBacc APS	4.43	3.86	4.59
English & Maths (9-7)	14.06%	3.7%	16.83%
English & Maths (9-5)	52.34%	37.04%	56.44%
English & Maths (9-4)	73.44%	55.56%	78.22%
Triple Science Entry	22.66%	14.81%	24.75%
Language Entry	35.16%	48.15%	31.68%

Year	2024		
Measure	All	DISA	Non DISA
Cohort Size	134	19	115
KS2 Average	103.78	99.08	104.62
English Bucket	9.58	6.95	10.02
Maths Bucket	10.25	6.84	10.82
EBacc Bucket	14.43	9.95	15.17
Other Bucket	12.96	7.76	13.82
Attainment 8	47.22	31.5	49.82
Filled All Progress 8 Buckets	93.28%	78.95%	95.65%
EBacc APS	4.12	2.88	4.33
English & Maths (9-7)	12.69%	0.0%	14.78%
English & Maths (9-5)	50.75%	15.79%	56.52%
English & Maths (9-4)	68.66%	26.32%	75.65%
Triple Science Entry	37.31%	5.26%	42.61%
Language Entry	23.13%	36.84%	20.87%

- Disadvantaged Attainment 8 rose to 43.05, an increase of 10.3 since 2024
- In 2025 a greater percentage of PP students successfully participated in a more academic curriculum. 48% of PP students participated in studying a language, an increase of 11.3% and 14.8% studied Triple Science, an increase of 9.5%. 96% of PP students studied a full suite of qualifications, an increase of 18% since 2024
- PP made significant gains at Grade 4+, 5+ and 7+ in English and Mathematics

Attendance:

Key strengths - The number of students ever on roll is 735 in the academic year 2024/25. The comparison is a picture of the overall academic year, compared to last academic year and national data. Significant work has gone into improving attendance of all students and in particular those students who are disadvantaged and/or SEND. The school was in the top 20 schools nationally improving persistent absence.

Overall attendance key headlines

Overall attendance measures	Number of students 24/25	2024/25	National average	Number of students 23/24	2023/2024
Overall attendance	735	92.2%	90.0%	723	89.4%
Persistent absence (PA)		20.3%	31.7%		30.8%
Disadvantaged attendance	127	83.8%	85.4%	116	81.3%
Disadvantaged PA		40.2%	45.6%		56.0%
SEND attendance	99	81.4%	84.6%	28	63.0%
SEND PA		50.5%	43.6%		64.3%

Summary of strengths overall

- 2024/25 – overall attendance 92.2%.

2.2% above national average and 2.6% above last academic year. This is a significant increase in overall attendance.

- 2024/25 – persistent absence 20.3%.
  11.4% below national average and 10.5% below last academic year. This is a significant decrease and in overall PA persistent absence.
- School absence is 7.8%. 5.8% is authorised absence and only 2.0% is unauthorised.

Disadvantaged attendance - The number of disadvantaged students has increased in the academic year of 2024/25 than the previous from 116 to 127.

- 2024/25 – overall attendance 83.8%.
  -1.6% below national average. However, in comparison to last academic year there has been an increase in attendance for disadvantaged students of 2.5%.
- 2024/25 – persistent absence 40.2%.
  4.4% below national average and 16% below last academic year. A significant decrease in disadvantaged PA.
- Disadvantaged absence is 16.2%. 10.0% is authorised absence and 6.2% is unauthorised.

SEND attendance – The number of SEND students has increased significantly in the academic year of 2024/25 then the previous year from 28 to 99.

- 2024/25 – overall attendance 81.4%.
  -3.2% below national average. However, in comparison to last academic year there has been a significant increase in attendance for SEND students of 18.4%
- 2024/25 – persistent absence 50.5%.
  6.9% above national average. However, in comparison to last academic year there has been a significant decrease in SEND PA of 13.8%.
- SEND absence is 18.6%. 12.9% is authorised absence and 5.6% is unauthorised.

Reading and Literacy

24-25	Average **SAS increase** over 9 months	% of group progress made		Average increase in **reading age in months** over 9 months
PP students below expectations 10	**2.9**	Much Lower Lower Expected Higher Much Higher	10 0 50 30 10	**20**
None PP students below expectations 33	**3.4**	Much Lower Lower Expected Higher Much Higher	12 9 57 9 12	**15**

Students that received intervention are noted in the table above and the impacts can be seen in the increase in reading age data over 9 months. Students were first tested in September 2024 and then retested in June 2025. Pupil Premium students have been impacted positively with either one to one intervention or small group intervention showing on average 20 months of progress in that time, better that the larger group of non pupil premium students in this time.

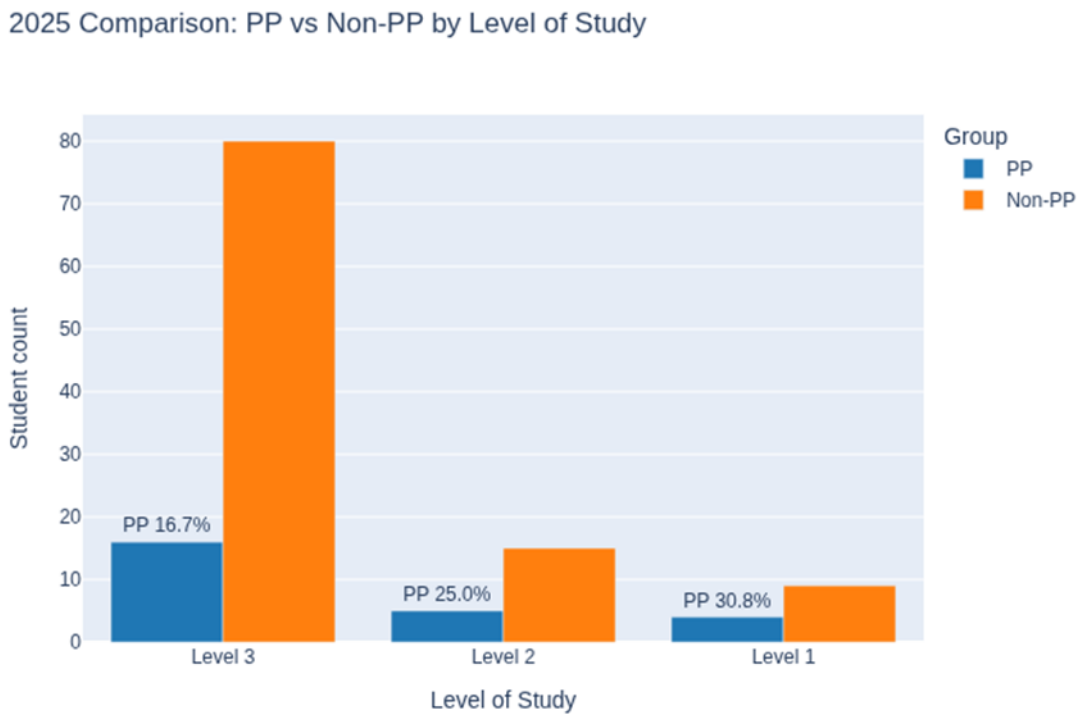
Community and Belonging

2025 Destination Data Summary – Focus on PP Learners

In 2025, PP representation varies by level: Level 3 (96 students) includes 16 PP (17%), Level 2 (20) includes 5 PP (25%), and Level 1 (13) includes 4 PP (31%). Only one PP student was classed as NEET for this cohort.

Level	PP Students
Level 3	16
Level 2	5
Level 1	4

The chart below compares PP vs non-PP



Recommendations

- **Targeted support for Level 1 learners**: High SEND prevalence suggests a need for robust transition planning, specialist interventions, and close collaboration with post-16 providers.

- **Monitor bursary and financial aid uptake**: PP and FSM rates are notably higher at Levels 1 and 2; ensure these students access funding and enrichment opportunities.
- **Strengthen academic pathways for Level 3 disadvantaged learners**: While proportions are lower, the absolute numbers are significant—consider mentoring and university outreach for PP/FSM students.
- **Data-driven planning**: Use these trends to inform curriculum design, resource allocation, and staff training focused on inclusive progression.

Our culture of recognition and celebration has been driven and continued to develop. We want our students to have as many opportunities inside and outside of the classroom as we can. Our system incorporates positive award points, celebration certificates, reward lunches, vouchers and trips. Our comparable data for our disadvantaged students will develop further using the Power Bi system, enabling us to target and support disadvantaged students in accessing the opportunities.

2024/25 (Autumn & Spring term)

Disadvantaged students had an average achievement points score of 286 points.
Non disadvantaged students had an average achievement points score of 373 points.
The highest disadvantaged points scorer achieved 656 points.
The highest non disadvantaged points scorer achieved 936 points.

418 students attended at least one club in the spring term. Of the 418 students the average number of clubs attended by an individual is 2.8 with 3 students attending 10 different clubs.
Of our 122 disadvantaged students, 52, have attended at least 1 club, an average of 2.3 per individual and the highest number of clubs attended was 7.

The 2024-25 data highlight an increase of disadvantaged student participation across our offer, though non disadvantaged are participating at a higher and more consistent rate.

Early 2025/26 data (using the same criteria as above)

Disadvantaged students had an average achievement points score of 437 points.
Non disadvantaged students had an average achievement points score of 557 points.
The highest disadvantaged points scorer achieved 921 points.
The highest non disadvantaged points scorer achieved 1198 points.

493 students (68%) attended at least one club in the spring term. Of the 493 students the average number of clubs attended by an individual is 2.5 with 4 students attending 10 or more different clubs.
Of our 129 disadvantaged students, 72 (56%), have attended at least 1 club, an average of 2.2 per individual and the highest number of clubs attended was 8.

Early 2025/26 data

Average club points per disadvantaged student: 170 points / 128 students ≈ 1.33 points per student.

Average club points per non-disadvantaged student: 1482 points / 603 students ≈ 2.46 points per student.
Disadvantaged students attending clubs (43 students) had an attendance rate of 89.7%.
Non-disadvantaged students attending clubs (237 students) had a higher attendance rate of 94.8%

Specific direction and support for disadvantaged students have indicated a rise in participation levels, points accumulation and involvement.