Pupil Premium Strategy Statement 2025/26–2028/29

Pupil premium and recovery premium funding

School overview

Detail	Data
School name	Burscough Village Primary School
Number of pupils in school	222
Proportion (%) of pupil premium eligible pupils	9% (inc. 1 Nursery)
Academic year/years covered by this statement	2025/26–2028/29
Date this statement was published	March 2026
Date on which it will be reviewed	March 2027
Statement authorised by:	Anna Yates, Headteacher
Pupil premium lead:	Laura Swift, Deputy Headteacher
Governor / Trustee lead:	Elaine Williams

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£28,120
Recovery premium funding allocation this academic year	
Pupil premium funding carried forward from previous years	£0

Total budget for this academic year	£28,120

Part A: Pupil premium strategy plan

Statement of intent

At Burscough Village Primary School, our intention is that all pupils, regardless of background or barriers, make strong progress from their starting points and achieve well across the curriculum. Our approach is rooted in our school values: aspire, independence, resilience, teamwork and respect, ensuring disadvantaged pupils are both championed and challenged.

Our March 2026 disadvantaged cohort includes 20 pupils, with a high level of additional need: Wave 1 (9), Wave 2 (1), Wave 3 ISP (6), Wave 4 EHCP (4). This means our pupil premium strategy must be tightly aligned with adaptive teaching, high-quality classroom practice and precisely targeted support that enables pupils to access learning and sustain progress.

The evidence from March 2026 indicates that writing is the greatest academic priority, alongside continued focus on reading and mathematics. Our strategy therefore focuses on:

- High-quality teaching with consistent routines that build independence and ensure pupils routinely complete, correct and consolidate learning.
- Targeted academic support that is sharply matched to need, time-limited and assessed for impact, particularly in writing, reading fluency/phonics and maths strand gaps.
- Wider strategies that address attendance-related learning loss for individuals, strengthen parental engagement, build independence/self-regulation and provide wellbeing/enrichment support so pupils are ready to learn.

This statement is aligned with whole-school priorities, including refining daily practice, implementing consistent approaches to feedback and strengthening early identification and early language support (including completion of WellComm assessment in EYFS/KS1).

Challenges

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

1. Reading (decoding/fluency and book band position) and inconsistent home reading.
2. Writing is the biggest academic barrier: handwriting/transcription, spelling, punctuation, sentence construction, stamina and independence.
3. Mathematics: attainment gap for some, and progress limited by incomplete learning sequences and inconsistent review/assessment routines.
4. Independence and learning behaviours are limiting progress (completion, resilience, responding to feedback).
5. Parental engagement and home learning are variable.
6. Wellbeing/SEMH needs and access to enrichment.
7. Attendance-related learning loss for specific individuals.

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.

Outcome 1: Improved reading attainment and progress among disadvantaged pupils

- Disadvantaged pupils move closer to (or reach) expected reading levels and book bands, evidenced through reading assessments, book band movement and teacher assessment.
- A greater proportion of disadvantaged pupils read regularly at home, tracked through home reading records and 'in-school catch-up reads' for pupils not reading at home.

Outcome 2: Improved writing attainment and progress among disadvantaged pupils

- Reduced number of disadvantaged pupils "significantly below" in writing and increased proportion making good progress from starting points.
- Books show consistent improvement in handwriting/letter formation, spelling accuracy, punctuation/capital letters, sentence structure and increased opportunities for extended independent writing.
- Pupils respond consistently to feedback and demonstrate editing and improvement over time.

Outcome 3: Improved maths attainment and progress among disadvantaged pupils

- Increased proportion of disadvantaged pupils working at expected standard; reduced slow/no progress in maths.
- Maths books show consistent completion, improved reflections/reasoning and routine completion and use of end-of-unit checks to trigger timely reteach/catch-up.
- Improved security in key strands (multiplication/division, fractions, number line/representation where relevant).

Outcome 4: Improved independence, resilience and learning behaviours

- Majority of disadvantaged pupils move from Amber to Green independence ratings through explicit routines, scaffolds and self-regulation strategies.
- Reduction in incomplete learning and increased evidence of pupils revisiting and correcting work across subjects.

Outcome 5: Improved attendance and readiness to learn

- Attendance for disadvantaged pupils is sustained and improves for individuals where absence impacts learning; gaps from absence are identified and closed through catch-up systems.

Outcome 6: Improved wellbeing and enrichment participation

- Sustained high levels of wellbeing evidenced by pupil voice, parent feedback and staff observation; targeted SEMH support enables pupils to engage and sustain learning.
- Increased participation in enrichment and wider experiences where barriers exist, including confidence in life skills.

Activity in this academic year (2025–2026)

Our approach follows the EEF tiered model: (1) Teaching; (2) Targeted academic support; (3) Wider strategies, with careful implementation and evaluation.

1) Teaching (for example, CPD, recruitment and retention)

Key principle (March 2026 refinement)

Teaching will focus on consistent routines that secure independence, completion, feedback response and consolidation, because monitoring shows that gaps are often widened by incomplete learning sequences, inconsistent response to feedback and limited extended writing.

Activity 1: Strengthen writing through a whole-school "Transcription + Sentence Accuracy + Stamina" daily routine

- Implement a short daily routine in every class focused on handwriting/letter formation, spelling patterns/high-frequency words and sentence punctuation with rapid practice and immediate feedback.
- Ensure planned opportunities for extended independent writing every week in every year group, with clear modelling and scaffolds that reduce over-reliance on adult support while increasing output.
- Ensure consistent time for pupils to respond to feedback (purple pen) to improve accuracy and independence.

Why: Writing has the most significant need profile and book monitoring shows recurring transcription and sentence-level issues limiting independence.

Activity 2: Strengthen reading (phonics/fluency) and consistency in home reading expectations

- Maintain a sharp focus on early reading/phonics teaching and structured fluency practice.
- Establish a consistent "minimum entitlement" for disadvantaged pupils' reading at home and implement "in-school catch-up reads" where home reading is not happening.
- Continue staff training/monitoring to ensure reading practice is high quality and matched to pupils' current level.

Why: A significant proportion of disadvantaged pupils are below expected reading/book band and home reading is inconsistent.

Activity 3: Strengthen maths consistency and formative assessment routines in Power Maths

- Implement non-negotiables for disadvantaged pupils' maths books: consistent completion of sequences (including catch-up for missed learning); completion of reflection/reasoning routines using sentence stems and vocabulary supports; routine completion and use of end-of-unit checks to trigger rapid reteach/catch-up.
- Strengthen teaching focus on strand gaps highlighted in monitoring (multiplication/division and fractions), using consistent retrieval and practice alongside reasoning.

Why: Monitoring shows progress is limited by incomplete work and inconsistent end-of-unit assessment routines, alongside strand gaps.

Activity 4: Strengthen independence and metacognitive routines ("finish it / fix it / reflect")

- Explicitly teach routines for independence, task completion and self-correction, with visual prompts and scaffolded checklists for disadvantaged pupils. Learning to learn session and measure the impact of these sessions following engagement in the Great teaching and learning project.
- Embed self-regulation and metacognitive strategies as part of daily practice.

Why: Independence data indicates many pupils are not yet consistently independent and monitoring shows incomplete work and limited correction.

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

Activity 1: Writing catch-up intervention (target slow/no progress)

- Provide short, frequent interventions prioritising pupils with slow/no progress in writing, targeting handwriting/stamina, spelling and sentence punctuation, linked directly to classroom writing outcomes.
- Use clear entry/exit measures and review at least half-termly.

Why: Writing has the highest level of significant under-attainment and monitoring shows transcription and sentence-level issues preventing independent application.

Activity 2: Maths strand intervention and 'missed learning' catch-up

- Targeted maths sessions focusing on key gaps (multiplication/division, fractions, number line/representation where needed).
- Implement a rapid catch-up system for pupils with attendance-related gaps to prevent broken learning sequences.
- Use end-of-unit checks to allocate reteach quickly and prevent gaps from embedding.

Why: Monitoring shows gaps driven by missing work and inconsistent end-of-unit assessment routines, alongside strand weaknesses.

Activity 3: Reading partners / additional reading / phonics top-up

- Provide additional reading practice to strengthen accuracy, fluency and confidence.
- Use targeted phonics/reading sessions where needed and ensure interventions are aligned with the school's reading approach and book band expectations.

Why: Monitoring indicates pupils below expected reading and book band, with inconsistent home reading practice.

Activity 4: EYFS/KS1 Language and communication assessment and follow-up (WellComm)

- Complete WellComm assessments in EYFS and KS1 and use outcomes to run targeted language groups supporting early comprehension, communication and readiness for phonics and writing.

Why: Early language is a key enabling factor for access to reading and writing; assessment will ensure support is precisely targeted.

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

Activity 1: Targeted parental engagement and home learning support

- Create a tiered offer: universal guidance for home reading and supporting writing/maths; targeted "come and learn with me" sessions for families with partial engagement; individualised support for families who are not engaging.
- Strengthen systems for reading at home and homework completion, including supported opportunities at school where home learning is not happening.

Why: Monitoring shows variability in parental engagement and home learning routines.

Activity 2: Attendance and 'gap-closing' for individuals

- Maintain strong attendance systems and implement a catch-up approach for pupils with absence-related learning gaps (particularly where monitoring shows missing sequences).

Why: Evidence shows that for some pupils, absence links directly to gaps in learning sequences and incomplete work.

Activity 3: Wellbeing and SEMH support linked to learning engagement and independence

- Continue targeted SEMH interventions, including therapeutic support where needed, ensuring plans include a clear link to classroom readiness (stamina, regulation, completion).

Why: Some disadvantaged pupils require SEMH support to engage with learning and sustain progress.

Activity 4: Enrichment and life skills equity (aspiration, confidence, cultural capital)

- Ensure disadvantaged pupils can access enrichment opportunities by removing practical barriers and targeting life skills confidence (e.g., swimming and cycling confidence where needed).

- Explore opportunities to widen access to music and other enrichment where participation is low.

Why: Monitoring indicates uneven access to enrichment experiences and confidence in some life skills.

Implementation and evaluation

To ensure our strategy has impact, we will focus strongly on implementation fidelity, especially in writing and maths routines where monitoring has identified inconsistency.

Monitoring cycle

- Half-termly disadvantaged pupil review (pupil-by-pupil) focusing on those with slow/no progress and evaluating intervention impact.
- Half-termly book looks focused on: Writing (transcription, sentence accuracy, extended writing opportunities, feedback response) and Maths (completion, reflections, end-of-unit checks, strand gaps).
- Home learning monitoring: reading at home and homework completion tracked and used to trigger support.

Reporting

- Termly summary to governors: attainment/progress overview, attendance overview, intervention impact, and evidence from monitoring.

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

Our review indicates that sustained investment in high-quality teaching, phonics and tutoring has had positive outcomes historically, particularly at the end of Key Stage 2, with strong results in reading and maths reported across earlier years.

- **Reading:** Previous outcomes report strong KS2 performance and improved phonics outcomes following training and scheme development.
- **Writing:** Writing remains an area for continued development, with variability for disadvantaged pupils with additional needs.

- **Maths:** Previous outcomes highlight improved KS2 maths attainment and progress over time, linked to CPD and improvements in teaching approaches. Maths Power is being refined to ensure that it meets the needs of the pupils in our school.
- **Wellbeing and enrichment:** The school's community support and wellbeing provision has been strengthened, with high levels of parental confidence and strong participation in enrichment opportunities.
    - The increase in hours for the School Play therapist and School counsellor has provided valuable support for children and now also adults, leading to a significant positive impact on family relationships and greater engagement with school. The therapist currently works two and a half days per week and maintains a waiting list, reflecting high demand for her services.
    - Additionally, the introduction of ELSA (Emotional Literacy Support Assistant) is offering targeted emotional and social support for specific children, helping to address their individual needs and further strengthen overall well-being and school participation.

March 2026 evaluation point: Current analysis and book monitoring show that while some disadvantaged pupils are making good progress, there are persistent barriers, particularly in writing and in the consistency of completion/feedback routines. This refreshed strategy sharpens implementation and targets independence and learning behaviours as key drivers of improvement.

Service pupil premium funding

All of the above applies for service children; additional support is provided based on individual circumstances. Existing measures such as breakfast provision support readiness to learn.

Appendix: March 2026 disadvantaged cohort headline (evidence base)

- Cohort size and SEND overlap (Wave 1–4).
- Attendance average and identification of individuals where absence impacts progress.
- Reading: book band position, attainment/progress profile, and home reading participation.

- Writing: attainment/progress profile and key book monitoring themes (transcription, punctuation, stamina, extended writing, feedback response).
- Maths: attainment/progress profile and key book monitoring themes (completion, reflections, end-of-unit checks and strand gaps).
- Independence and wider development indicators (family engagement, enrichment access and wellbeing/SEMH support needs).