

Pupil premium strategy statement – Burton Agnes CE 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	81
Proportion (%) of pupil premium eligible pupils	18/81 22%
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	November 2025
Date on which it will be reviewed	November 2026
Statement authorised by	Helen Jameson
Pupil premium lead	Helen Jameson
Governor / Trustee lead	Sarah Burdass

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	27.970
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£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>	27.970

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 as highly as they can across all subjects. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those disadvantaged children who are already high attainers.

We will consider barriers to learning for vulnerable children, including those who are young carers or have a social worker. The activities outlined in this statement are also intended to support their needs, regardless of whether they are disadvantaged or not.

At the heart of our approach, is high quality teaching and learning. This is proven to have the most impact on closing the disadvantaged attainment gap and at the same time, will benefit all children in school. Woven throughout the intended outcomes detailed below, is the intention that non-disadvantaged children will sustain and improve their attainment and progress, alongside their disadvantaged peers.

Due to the varied needs of our small school cohort and the challenges associated with data outcomes therefore our school approached the use of pupil premium funding in a more individualised way, with individual needs driving the strategy.

Our objectives for 2025/26 are

- To ensure Children in receipt of pupil premium are monitored closely in both learning and well-being, with timely intervention to ensure progress.
- To ensure children in receipt of pupil premium attend well.
- To ensure children in receipt of pupil premium achieve well in Reading, Maths and Writing

Our Key principles are

- Support for pupils to ensure they can access the curriculum and make progress through quality first teaching and targeted intervention.
- Support for social and emotional development enable children to be comfortable and confident to learn.

Challenges

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

Challenge number	Detail of challenge
1	<p>Specific learning difficulties has led to lower performance in Reading, Writing and Maths.</p> <p>33% of children in receipt or pupil premium are also on the SEND register.</p> <p>11% of children in receipt of pupil premium also have an EHCP.</p> <p>55% of Year 5 cohort is in receipt of Pupil premium</p>
2	<p>Lower Attendance of pupil premium children can affect overall performance.</p> <p>Overall present: 94.1% from September 2025 to December 2025</p> <p>Overall present: 92.0% from September 24 – August 25</p>
3	<p>Reading, Writing and Maths attainment for Pupil Premium children throughout the school is low.</p> <p>Reading (28%ARE) Writing (21%ARE) Maths (35% ARE) GPS (21%ARE)</p> <p>KS2 outcomes at the end of 2025 achieving ARE</p> <p>Reading 40% Writing 40% Maths 20% (cohort of 5)</p>

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
Children in receipt of Pupil Premium make good progress based on own starting points	<p>Tracking and assessment show that there is an improvement and that accelerated progress for those in receipt of PP results in the narrowing of any gaps in prior attainment.</p> <p>Where children are part of intervention groups, specific assessments screens show improvement and accelerated progress to allow them to catch up to their peers.</p>

	Phonics assessments and screening show termly improvements.
Children in receipt of Pupil Premium achieve in line with their peers in reading.	Pupil tracking shows a greater proportion of pupil premium children are achieving the expected standard or above, or are closer to achieving this standard.
Children in receipt of pupil premium show improved standards in writing.	PP children have developed a fluent and legible style of handwriting, so that work can be read through and improved upon. Pupil tracking shows a greater proportion of pupil premium children are achieving the expected standard or above, or are closer to achieving this standard.
Pupil premium pupils have a deep, secure understanding of number and mathematical concepts, ensuring they develop strong foundational skills for future success in maths.	Pupil tracking shows a greater proportion of pupil premium children are achieving the expected standard or above, or are closer to achieving this standard. PPG pupils achieve well and in line with their peers in the X table test.
Attendance of Pupil premium children is in line with school attendance for non pupil premium	Children in receipt of pupil premium have attendance rates of 95 % or above.

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: £ 21 000

Activity	Evidence that supports this approach	Challenge number (s) addressed
Whole staff CPD on developing	EEF guide to pupil premium states	1.2.3

<p>Key literacy and maths skills led by staff, sip and outside agencies such as maths and literacy hubs</p> <p>Specific focus will be placed on mastering number and implementing the writing framework, however attainment tracking will be used to determine where further CPD may be required.</p>	<p><i>“good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils.....It benefits all pupil, but has a particularly positive effect on disadvantaged pupils.”</i></p> <p>EEF's “making best use of teaching Assistants” Guidance report recommends training TA's to deliver structured interventions and support high quality classroom instruction. When deployed effectively trained TA's can contribute up to +4 months progress for pupils particularly those with SEND or are disadvantaged.</p>	
<p>Maintain high staffing levels to allow for interventions, alongside high quality classroom lessons</p>	<p>Interventions can be very effective at ensuring progress. It is important that time away from the classroom is carefully considered and that TAs and other staff leading the intervention are trained appropriately: TA Interventions EEF Evidence https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions</p>	1, 2, 3,
<p>Continue to work with the maths hub to embed maths mastery across the school and high quality maths practice.</p>	<p>EEF say <i>Mastery learning approaches aim to ensure that all pupils have mastered key concepts before moving on to the next topic – in contrast with traditional teaching methods in which pupils may be left behind with gaps of misunderstanding widening. Mastery learning approaches could address these challenges by giving additional time and support to pupils who may have missed learning, or take longer to master new knowledge and skills.</i></p>	1.3
<p>Increase writing outcomes by making written tasks more accessible for all pupils</p> <p>For example by pre-teaching key skills, securing the non</p>	<p>EEF say <i>Writing can be thought of as a task of up to 5 stages: planning, drafting, revising, editing, and publishing. Pupils should be taught each of these components and underlying strategies.</i></p>	1,3

negotiables in writing, scaffolding without lowering expectations, offer choice to increase engagement, use talk to improve writing		
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Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £ TA support already budgeted for above

Activity	Evidence that supports this approach	Challenge number(s) addressed
Pre teaching for identified children as needed	Pre-teaching has been shown to be effective in raising attainment for low attaining children: Preteaching	1,2,3
Interventions in place for disadvantaged children, where a need is identified, including for emotional support Interventions can be very effective at ensuring progress.	It is important that time away from the classroom is carefully considered and that TAs and other staff leading the intervention are trained appropriately teaching-assistant-interventions	1,2,3,
Targeted timetable support for small group phonic sessions in KS2 and 1 to 1 support	EEF say <i>Well evidenced teaching assistant interventions can be targeted at pupils that require additional support and can help previously low attaining pupils overcome barriers to learning and catch up with previously higher attaining pupils.</i> <i>EEF toolkit strand identifies 1 to 1 tuition as a highly effective intervention showing +5 month impact</i>	1.3

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

Budgeted cost: £ 6 970

Activity	Evidence that supports this approach	Challenge number(s) addressed
Ensure that a disadvantaged child is not prevented from joining in with wider opportunities to engage in the wider world by funding educational visits , music in schools, signposting via newsletter, after school sports	There is intrinsic value in teaching pupils creative and performance skills and ensuring disadvantaged pupils access a rich and stimulating arts education allowing access to a wider world of experiences and opportunities. Finance can be a barrier to this for disadvantaged children: Art participation evidence https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/physical-activity	2
Weekly timetabled ELSA or play therapy sessions	EEF say <i>'SEL interventions in education are shown to improve SEL skills and are therefore likely to support disadvantaged pupils to understand and engage in healthy relationships with peers and emotional self-regulation, both of which may subsequently increase academic attainment.'</i>	2
Work with identifies families to improve attendance via informal chats, working with family support officer if required. Identify what the issues may be ie health, anxiety, transport etc	National Strategy data tells us the links between attendance and achievement are strong . Pupils with persistent absence are less likely to attain at school and stay in education after the age of 16 years	2

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Total budgeted cost: £ 27 970

Part B: Via informal chat Review of the previous academic year

Outcomes for disadvantaged pupils

This cohort was in Year 1 during the COVID-19 pandemic, and as a result, there is no Key Stage 1 (KS1) data available for this group. In comparison to the previous academic year, outcomes at the expected standard across all subjects have declined. However, there was a marginal increase in the proportion of pupils achieving the greater depth standard in reading and mathematics.

Expected outcomes in mathematics are lower than those in reading and writing, as well as grammar, punctuation, and spelling (GPS). Despite this, the results align with teacher assessment data, with all but one pupil meeting the school's internal targets. The attainment gap between disadvantaged and non-disadvantaged pupils within the school exceeds the national average. For pupils recorded as SEND support, one pupil met the expected standard in reading. 1 child did not sit the test in reading and SPAG due to being below age related standards. 5 of this cohort (45%) were Pupil Premium. The attainment of one pupil in this cohort was affected by low attendance due to spending a period in hospital.

Our small numbers make comparison to local and national benchmarks of limited value and cause annual variation and fluctuation in our outcomes. Last year, each pupil accounted for 20% of our disadvantaged outcomes. It is for these reasons that we have chosen to renew our efforts to focus on individual needs identified through rigorous tracking, coupled with approaches aimed at continually improving our teaching and learning offer across the core subjects supported by time-bound interventions with specific foci where needs emerge.

	Reading	Writing	Maths
<i>Pupil Premium</i>	40% 2/5	40% 2/5	20% 1/5
<i>Non – pupil premium</i>	83% 5/6	83% 5/6	66% 4/6
	Year 1 phonics		
<i>Pupil Premium</i>	100% 1/1		
<i>Non – pupil premium</i>	93% 13/14		
	Attendance		
<i>Pupil Premium</i>	92%		

<i>Non – pupil premium</i>	95.5%		
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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
Nessy	Nessy learning
TT rockstars	Maths circle
ELSA	ELSA support
Spelling Shed	Edshed
Alpha to Omega	Pearson
Power of 2	123 learning
ELSA	ELSA Support