



Pupil premium strategy statement – Burtonwood Community Primary School

Before completing this template, read the Education Endowment Foundation's [guide to the pupil premium](#) and DfE's [pupil premium guidance for school leaders](#), which includes the 'menu of approaches'. It is for school leaders to decide what activity to spend their pupil premium on, within the framework set out by the menu.

All schools that receive pupil premium are required to use this template to complete and publish a pupil premium statement on their school website by 31 December every academic year.

If you are starting a new pupil premium strategy plan, use this blank template. If you are continuing a strategy plan from last academic year, you may prefer to edit your existing statement, if that version was published using the template.

Before publishing your completed statement, delete the instructions (text in italics) in this template, and this text box.

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	207
Proportion (%) of pupil premium eligible pupils	43 children 20.7%
Academic year/years that our current pupil premium strategy plan covers	2025-2026
Date this statement was published	December 2025
Date on which it will be reviewed	December 2026
Statement authorised by	Jason Heatley
Pupil premium lead	Jason Heatley
Governor / Trustee lead	Chris Wright- CoG

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£60,600 + PLAC PP Funding £5258
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>	£65,858

Part A: Pupil premium strategy plan

Statement of intent

At Burtonwood CP School, our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. We want to ensure that every child has the opportunity to succeed and thrive regardless of starting point, background or the challenges they may encounter. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are high attainers. Funding will also ensure that disadvantaged pupils experience a wide range of extended opportunities, and finance will not be a barrier to participation.

At Burtonwood CP School, we are committed to raising the attainment of all our pupils and we recognise that disadvantaged pupils will need more support to make progress compared to non-disadvantaged pupils. High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This has been proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school.

We will use the Pupil Premium grant funding to support and raise educational attainment, developing a package of support and additional measures aimed to tackle the challenges to achievement which we have identified among our disadvantaged pupils. However, implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel.

Challenges

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

Challenge number	Detail of challenge
1	Increasingly, the children who demonstrate Emotionally Based School Avoidance and Pathological Demand Avoidance, have complex needs including vulnerability around Pupil Premium. Early identification and support, including provision from our ELSA trained support assistant, will go some way to addressing these needs. By providing a highly engaging curriculum and a number of additional opportunities, we aim to make school truly unmissable.
2	Assessments, observations, and discussions with pupils suggest that our disadvantaged pupils generally have greater difficulties with phonics than their peers. This negatively impacts their development as readers leading to a lower percentage of disadvantaged pupils reaching both the expected and high standards in English at the end of KS2. The importance of early reading and phonics development.
3	Increased financial challenges have meant that our families have less disposable income to spend on developing their child's cultural capital. Discussions with children and parents show that the opportunities provided for all children, but especially those who are disadvantaged have been reduced. This means that as a school, we are faced with a moral responsibility to provide these additional opportunities. This will include providing school trips, educational visits and after school activities, all of which will be accessible to Pupil Premium children, with financial restrictions not being a barrier to participation.
4	Data analysis shows that Pupil Premium children make good progress over the course of their time at Burtonwood and combined attainment for Year 6 Pupil Premium children was above national for all children and above that of their peers for May 2025, with 83% of disadvantaged children achieving combined ARE. However, these outcomes are cohort-specific and profiled data for the next few years suggests that attainment of Pupil Progress children will be below that of their peers and national outcomes.
5	Attendance for our disadvantaged children is below that of their peers. It is important that systems are in place to monitor and promote high levels of attendance for all pupils, especially those that are vulnerable and disadvantaged.
6	Developing quality first teaching and learning across a range of subjects, is a school-wide priority. Burtonwood offers a broad and balanced curriculum that improve children's skills across all subjects, with a sharp focus on developing the skills and knowledge of disadvantaged children.
7	Specific cohorts have large numbers of Pupil Premium and additional support, and provision is provided for these cohorts to ensure that those identified children make accelerated progress in relation to their attainment and basic skills.

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: £14,555

Activity	Evidence that supports this approach	Challenge number(s) addressed
Developing high-quality teaching, assessment and a broad and balanced, knowledge-based curriculum which responds to the needs of pupils	<p>The best available evidence indicates that great teaching is the most important lever schools have to improve outcomes for their pupils.</p> <p>High-quality teaching EEF</p> <p>The core of our pupil premium strategy is quality first teaching. This is corroborated by the EEF's 'tiered approach' to pupil premium spending, which states that high quality teaching is the first and most crucial tier.</p> <p>Embedding the Literacy Pathways will ensure that all children's Literacy skills are improved, sustaining ambitious levels of attainment for all pupils.</p> <p>The KAPOW curriculum that we have implemented has allowed the children to experience a broad and balanced curriculum, developing the children's skills and knowledge across a range of subjects.</p>	1, 2, 4, 6
Professional development to support implementation of approaches	<p>Teacher professional development EEF</p> <p>Research tells us that high quality teaching can narrow the disadvantage gap. Promoting effective professional development (PD) plays a crucial role in improving classroom practice and pupil outcomes.</p> <p>Adaptive practices have formed part of our School Improvement Priorities. Our SENCO, as lead practitioner, has attended specific training relating to adaptive practices, and this has then been disseminated to colleagues. This is having impact on the learning of all pupils, but especially those who are disadvantaged or with specific needs. This is monitored through our trust-wide provision review, which is in line with our SEND charter.</p>	2, 4, 6

	<p>All staff members are completing the Autism Education Trust training aimed at targeting children with autism. However, the wider implications of supporting children who can struggle within the school environment will be advantageous for all pupil, especially those who are disadvantaged.</p>	
Mentoring and coaching for teachers	<p><u>Four reasons instructional coaching is currently the best-evidenced form of CPD – Sam Sims Quantitative Education Research</u></p> <p>Leadership Monitoring will provide a range of feedback relating to the various whole school priorities. Key focus areas this year are Adaptive Practices and Transcription in Writing. Although each of these areas benefit all pupils, they also have a specific focus on the lowest 20% including those children who are disadvantaged and Pupil Premium.</p> <p>ECT teachers receive their statutory mentoring time, and a significant part of these conversations relate to improving the outcomes of disadvantaged pupils.</p> <p>Significant time is put aside during summative assessments each term to discuss the outcomes of all pupils, to identify underachievement and demonstrate the pupils with significant needs and vulnerabilities. The attainment of Pupil Premium children is reviewed, and targets are set to accelerate progression.</p>	1, 6, 7
Supporting the recruitment and retention of teaching staff	<p><u>Teacher recruitment and retention in England - House of Commons Library</u></p> <p>A number of strategies are applied in order to support staff well-being, including PPA time being taken at home and a well-being day provided for staff each academic year.</p> <p>Staff surveys have demonstrated positive feedback from teaching staff, who recognised the support that was provided by the school and the trust in relation to their roles with schools, with 89% of colleagues providing a positive response when asked about general job satisfaction.</p> <p>Through our wider school budget, cover is provided so that colleagues can attend the performances of their own children, further improving work/ life balance.</p>	1, 2, 4
Technology and other resources that support high-quality teaching	<p><u>New EEF guidance report published: 'Using Digital Technology to... EEF</u></p> <p><u>3 Takeaways from the Digital Technology... Bradford Research School</u></p>	2, 4, 6

	<p>Technology can enhance explanations and models</p> <p>Technology can enhance purposeful practice</p> <p><i>“Evidence suggests that teachers can use technology to increase the benefits of practice to improve fluency or retention of information, and that this is likely to have a positive impact on learning.”</i></p> <p>A number of resources have been utilised to allow children the opportunity to develop basic skills in the core areas of Literacy and Maths. iPads are provided within school, with various apps being provided which can be accessed at home. These are shared with parents through our homework overviews.</p> <p>Other platforms, such as WellComm, allow the development of speech and language by assessing and enhancing children's vocabulary. This development enhances word knowledge and recognition, improving early reading and allowing pupils wider access to all aspects of the curriculum.</p>	
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Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £68,138

Activity	Evidence that supports this approach	Challenge number(s) addressed
1-to-1 and small group tuition	<p>One to one tuition Teaching and Learning Toolkit EEF</p> <p>Small group tuition Teaching and Learning Toolkit EEF</p> <p>The EEF states that small group tuition has an average impact of four months' additional progress over the course of a year.</p> <p>The EEF states that on average, one to one tuition is very effective at improving pupil outcomes. One to one tuition might be an effective strategy for providing targeted support for pupils that are identified as having low prior attainment or are struggling in particular areas. Findings show that tuition is more likely to make an impact if it is additional to and explicitly linked with normal lessons.</p> <p>When specific needs are identified for a child or a group of children following a summative assessment (these take place at least termly)</p>	2, 4, 7

	<p>intervention is put in place to address these gaps. These include 1:1 TA tuition and timetabled small group intervention on a daily basis. The impact of these activities is that disadvantaged children make accelerated progress towards identified targets.</p> <p>Our adaptive practices also support this approach with children receiving pre and post taught sessions in order to address any misunderstanding and to challenge any misconceptions. These are provided by both TAs and Class teachers.</p>	
<p>Targeted interventions to support language development, literacy and numeracy</p>	<p>Improving Literacy in Key Stage 1 EEF Improving Literacy in Key Stage 2 EEF Improving Literacy in Secondary Schools Reading comprehension strategies EEF</p> <p>Acquiring disciplinary literacy is key for students as they learn new, more complex concepts in each subject:</p> <p>Reading comprehension, vocabulary and other literacy skills are heavily linked with attainment in all subjects:</p> <p>Intervention is provided with a specific focus on phonics, reading fluency, guided reading (for comprehension) and basic number skills including times tables. These occur daily and look to build on the basic skills introduced and taught within lessons. As part of this process, the children's progress is used using both formative and summative assessment. These assessments take place to review progress in phonics understanding, reading fluency (assessed at an age-appropriate level) and maths knowledge. These are also a focus for homework, which increases the children's ability to reflect on their individual learning.</p>	<p>2, 4, 6, 7</p>
<p>Targeted interventions and resources to meet the specific needs of disadvantaged pupils with special educational needs and disabilities (SEND)</p>	<p>Special Educational Needs in Mainstream Schools EEF</p> <p>Special educational needs are identified at the earliest possible point. Many interventions take place while the children are in Reception, ensuring that any physical or academic needs is recognised and interventions to support this need are put in place. This would be the case for all pupils, but our needs tracker specifically identifies children who are disadvantaged, summer born, have an identified SEND need, or demonstrate complexity through a combination of any of these factors.</p> <p>Speech and language programmes are delivered when required, and physical needs</p>	

	around fine and gross motor skills are addressed through targeted interventions.	
Teaching assistant deployment and interventions, for example by supporting high-quality provision within the classroom or delivering structured interventions	<p>Teaching Assistant Interventions Teaching and Learning Toolkit EEF</p> <p>Making Best Use of Teaching Assistants EEF</p> <p>All colleagues have received training around the EEF guidance on 'Making the Best Use of Teaching Assistants'. This has meant that increasingly, these skilled individuals are utilised within class in order to effectively support our disadvantaged pupils.</p> <p>Teaching Assistants participate in regular training, and they each have an individual development plan, meaning that they enhance their knowledge of specific areas, such as phonics, TEAM teach and pupil well-being. They have also completed EBSA training and a course provided by the Autism Education Trust.</p> <p>The focus on adaptive practice has been shared with all colleagues, meaning that increasingly, teaching and learning is effective in meeting the needs of all pupils before, during and following the lesson.</p> <p>Teaching Assistants are becoming increasingly confident at scaffolding and modelling learning for the children, especially those who have an identified need or are disadvantaged.</p>	1, 2, 4, 6, 7

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

Budgeted cost: £18,747

Activity	Evidence that supports this approach	Challenge number(s) addressed
Supporting pupils' social, emotional and behavioural needs	<p>Social and emotional learning EEF</p> <p>Improving Social and Emotional Learning in Primary Schools EEF</p> <p>Improving Behaviour in Schools EEF</p> <p>An ELSA (Emotional Literacy Support Assistant) has been appointed to the school and this provides targeted support for those children who have recognised SEMH needs, including those who are disadvantaged. This</p>	1, 5

	<p>allows a programme to be run 4 afternoons per week. There has also been significant investment in a nurture room that allows children with specific sensory needs to receive planned and spontaneous support when at crisis point.</p> <p>A further focus for supporting children with SEMH needs relates to reinstating the provision within our Forest School. All children have access to this provision, but a number of disadvantaged children have been provided with additional, tailored sessions to support their development.</p>	
<p>Supporting attendance</p>	<p><u>working together to improve school attendance.</u></p> <p><u>Supporting attendance EEF</u></p> <p>The school runs a number of initiatives aimed at improving attendance. We announce the winning classes attendance each week in our good work assembly, and we highlight attendance on our newsletter. Children with 100% attendance are also recognised on a termly basis.</p> <p>Regular meetings are held between our attendance lead and the local authority, with support being provided to families, especially those who are disadvantaged, when attendance becomes of concern. The trust attendance charter sets out our approach to supporting families and how to address concerns that arise.</p> <p>As part of our trust charter, a number of initiatives have been introduced to support children's attendance, including 'nudge' letters when attendance falls below 95% and '2 minutes for 10 days', which is designed to engage children in school and develop a sense of belonging.</p>	<p>1, 5</p>
<p>Extra-curricular activities, including sports, outdoor activities, arts, culture and trips</p>	<p><u>An unequal playing field: extra-curricular activities, soft skills and social mobility - GOV.UK</u></p> <p><u>Arts participation EEF</u></p> <p><u>Physical activity EEF</u></p> <p>The participation of disadvantaged children in after-school clubs is monitored and costed, ensuring that all children, especially Pupil Premium, have extended opportunities within and outside of the curriculum.</p> <p>Opportunities to go on trips allow children to develop the cultural capital, withdrawing financial restrictions as a barrier to such opportunities.</p>	<p>1, 3, 5</p>

	<p>Clubs, such as those that enhance physical activity including rugby and football, all for increased exercise. Archery, guitar and art club, develop those skills that children may otherwise not have the opportunity to experience.</p> <p>Because the participation in clubs is monitored so closely, children who are disadvantaged can be targeted to ensure that they receive as many opportunities as possible. This has been successful in increasing participation of these identified pupils.</p>	
Breakfast clubs and meal provision	<p>Free school breakfast provision EEF</p> <p>Breakfast and after-school provision is provided on-site, and although this is delivered by a private provider, we have a close working relationship with this organisation.</p> <p>There have been occasions when school have provided funding for a disadvantaged pupils in order for the children to attend out of hours provision. This allowed the foster carer to continue to work and support their existing and extended family.</p> <p>Breakfast is provided for disadvantaged pupils in the form of toast and milk. Pupil Premium can order this as required.</p>	3, 5
Communicating with and supporting parents/carers	<p>According to the EEF, the average impact of the Parental engagement approaches is about an additional four months' progress over the course of a year. There are also higher impacts for pupils with low prior attainment</p> <p>EEF-Parental-Engagement-Guidance-Report.pdf</p> <p>As a school, we have worked tirelessly to engage with all pupils, but especially those with complex needs and/or those who are disadvantaged. We provide support through the Early Help process, and this is an important part of our statutory work around safeguarding. We have 4 Designated Safeguarding Leads, each with a high level of training, allowing us to provide significant support, when required.</p> <p>We offer a number of parent courses, including around the teaching of phonics, managing behaviour and support</p>	1, 5

	<p>children's mental health. These can also be delivered by external partners, with whom we have very positive relationships.</p> <p>We meet with parents at least 3 times per year. This is in the form of a meet and greet, parents' evening and learning showcase, where children demonstrate what they have been learning in class. Parents are also invited to a number of different performances, both in school and locally. This helps to develop a real community spirit.</p> <p>All of these activities have been introduced to build positive relationships with parents, with families turning to school in a time of crisis and advise them on how best to support their children's learning.</p>	
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Total budgeted cost: £101,440