



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	209
Proportion (%) of pupil premium eligible pupils	46 children 21.9%
Academic year/years that our current pupil premium strategy plan covers	2024-2025
Date this statement was published	December 2024
Date on which it will be reviewed	December 2025
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	£59,200
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>	£59,200

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	Vocabulary development in disadvantaged pupils has been demonstrated through academic research, to be delayed when compared to their none disadvantaged peers. This can have a significant, life-long impact on children's educational and career opportunities.
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.
4	Increasingly there are a number of children who are demonstrating SEMH needs, including attachment and school avoidance. Burtonwood CP school looks to support all children who demonstrate such challenges, but this is especially prevalent with disadvantaged children who face increasingly complex needs.
5	Data analysis shows that Pupil Premium children make good progress over the course of their time at Burtonwood, however attainment of disadvantaged pupils at the end of Key Stage 2 remains below national average when compared to all pupils, and below their peers within school. Increasing the level of attainment and continuing to close the gap to their peers remains a priority.
6	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.
7	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.

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
<p>Maintain high standards in early literacy skills, specifically phonics and reading.</p>	<ul style="list-style-type: none"> • An external review of EYFS curriculum, environment, provision & practice will have taken place • All children make good progress from their entry points. Disadvantaged pupils achieved highly with 100% of children achieving a Good Level of Development (GLD) by the end of EYFS. The target is for this to be sustained. • Year 1 phonics screening check outcomes show that 100% of disadvantaged pupils achieved the expected standard in 2023- 2024. The target is for this to be sustained. • Children are more confident in their reading and have greater access to all areas of the curriculum. • Staff have the skills to teach phonics in an effective and systematic way. • High-quality resources used consistently across EYFS and Key Stage 1, to support effective teaching of phonics and early reading, including the use of phonetically decodable reading books.
<p>Improved oral language skills and vocabulary among disadvantaged pupils.</p>	<ul style="list-style-type: none"> • Assessments and observations indicate significantly improved oral language among disadvantaged pupils. The curriculum is tailored to identify and promote language development, increasing children’s vocabulary development.
<p>Improved standards in early literacy sustained and built upon throughout Key Stage 2</p>	<ul style="list-style-type: none"> • High quality teaching and learning along with robust assessment resulting in improved outcomes for all pupils. • Key Stage 2 reading outcomes in 2023/24 show that 60% of disadvantaged pupils without complex needs achieve the expected or higher standard. 75% of disadvantaged pupils with complex needs met the expected standard in reading. We will aim for 80% of disadvantaged pupils without

	<p>complex need to achieve the expected standard in reading.</p> <ul style="list-style-type: none"> • Key Stage 2 writing outcomes in 2023/24 show that 100% of disadvantaged pupils without complex needs achieve the expected or higher standard. We will aim for this to be sustained.
<p>Improved attainment levels for all pupils in combined Reading, Writing and Maths.</p>	<ul style="list-style-type: none"> • Any attainment gaps will have been identified for all pupils and those who are disadvantaged, are identified during baseline assessments in Autumn Term. • Accelerated progress is made to close identified gaps and ensure that children previously achieving at age-related expectations remain on track to achieve these. • Key Stage 2 Maths outcomes in 2023/24 show that 100% of disadvantaged pupils without complex needs achieve the expected or higher standard. We will aim for this to be sustained.
<p>Raise levels of aspiration, self-confidence and resilience of disadvantaged pupils.</p>	<p>High levels of aspiration, self-confidence and resilience from 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> • Qualitative data from student voice, student and parent surveys and teacher observations • A significant increase in participation in enrichment activities, particularly among disadvantaged pupils. • A significant proportion of disadvantaged pupils will have accessed a wide and varied range of experiences which enable them to expand their knowledge and views of the world and develop as well-rounded adults. • Develop their self-esteem, enjoyment, knowledge, vocabulary and well-being.
<p>Raise attendance of disadvantaged pupils to 96% or higher.</p>	<ul style="list-style-type: none"> • Attendance data for the academic year 2023-2024 shows that the regular attendance of disadvantaged children was 94.5%, with the whole school attendance being 95.2%. This is a 0.7% difference. Absence across all primary schools was recorded as 94.6% for all pupils, meaning that the attendance of disadvantaged pupils at Burtonwood is broadly in line with all pupils nationally. In 2024/ 2025, we will

	<p>am to increase the attendance of disadvantaged pupils to at least 95%.</p> <ul style="list-style-type: none"> • Robust monitoring in conjunction with the local authority attendance team, and in line with the Trust Attendance Charter, ensures that attendance of disadvantaged pupils remains in line with that of the wider school community and that persistent absence is challenged effectively and in a timely manner. • A graduated approach is embedded with supportive measures in place to address barriers to attendance, including early help and praise.
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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: £13,500

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>1. 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, 5

<p>Professional development to support implementation of approaches</p>	<p>Teacher professional development EEF 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 Facilitated Self- Evaluation.</p>	<p>1, 2, 5, 7</p>
<p>Mentoring and coaching for teachers</p>	<p>Four reasons instructional coaching is currently the best-evidenced form of CPD – Sam Sims Quantitative Education Research Leadership Monitoring will provide a range of feedback relating to the various whole school priorities. Key focus areas this year are Scientific Enquiry, Adaptive Practices and Transcription in Writing. Although each of these area 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.</p>	<p>1,2, 5, 7</p>
<p>Supporting the recruitment and retention of teaching staff</p>	<p>Teacher recruitment and retention in England - House of Commons Library 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. 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 83% of colleagues providing a positive response when asked about general job satisfaction.</p>	<p>5, 7</p>

<p>Technology and other resources that support high-quality teaching</p>	<p>New EEF guidance report published: 'Using Digital Technology to... EEF 3 Takeaways from the Digital Technology... Bradford Research School</p> <p>Technology can enhance explanations and models</p> <p>Technology can enhance purposeful practice <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 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>	<p>1, 2, 5, 7</p>
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Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £56,400

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>1-to-1 and small group tuition</p>	<p>One to one tuition Teaching and Learning Toolkit EEF 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. Finding show that tuition is more likely to make an impact if it is</p>	<p>2, 5, 7</p>

	<p>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) 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>1, 2, 4, 5, 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</p>	<p>4, 5, 7</p>

	<p>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 around fine and gross motor skills are addressed through targeted interventions.</p>	
<p>Teaching assistant deployment and interventions, for example by supporting high-quality provision within the classroom or delivering structured interventions</p>	<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.</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. 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>	<p>1, 2, 4, 5, 7</p>

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

Budgeted cost: £17,730

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Supporting pupils' social, emotional and behavioural needs</p>	<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</p>	<p>4, 6</p>

	<p>children who have recognised SEMH needs, including those who are disadvantaged. This 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>	
Supporting attendance	<p>working together to improve school attendance.</p> <p>Supporting attendance EEF</p> <p>The school runs a number of initiatives aimed at improving attendance. We use a 'Give Me 5' approach with children gaining rewards in 5 different areas, including attendance. 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.</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>	6
Extra-curricular activities, including sports, outdoor activities, arts, culture and trips	<p>An unequal playing field: extra-curricular activities, soft skills and social mobility - GOV.UK</p> <p>Arts participation EEF</p> <p>Physical activity EEF</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>Clubs, such as those that enhance physical activity including rugby and football, all for increased exercise. Archery, guitar and art</p>	3

	<p>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
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 children's mental health. These can also be delivered by external partners, with</p>	3, 4, 6

	<p>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. 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: £74,130