

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2024 to 2025 academic year) 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	Burneston CE VA Primary
Number of pupils in school	117
Proportion (%) of pupil premium eligible pupils	9.4%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2025-2026 2026-2027 2027-2028
Date this statement was published	1.12.25
Date on which it will be reviewed	1.12.26
Statement authorised by	Suzy Smart
Pupil premium lead	Suzy Smart
Governor lead	Richard Barker

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£12,740
Recovery premium funding allocation this academic year	£724
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£13,464

Part A: Pupil premium strategy plan

School: Burneston CE VA Primary School (Voluntary Aided Primary)

Pupils on roll: 117 | % FSM: 9.4% | % SEN: 11.1% (1.7% EHCP) | Attendance: 96.8% overall

1. Statement of Intent

Ultimate objectives for disadvantaged pupils

- Ensure disadvantaged pupils make sustained, strong progress from their varied starting points so that attainment in reading, writing and mathematics matches or exceeds national expectations for their age by the end of each key stage.
- Remove non-academic barriers that prevent pupils from accessing full school life (attendance, engagement in enrichment, parental engagement, navigation of SEND processes).
- Reduce the risk of “double disadvantage” by proactively identifying and supporting pupils with both disadvantage and SEND so they receive timely assessment, high-quality in-class adaptations and appropriate specialist input.
- Ensure disadvantaged pupils develop the knowledge, vocabulary, handwriting and grammar skills needed to record learning fluently across the curriculum and the cultural capital to succeed at transition to secondary school.

How this strategy works towards those objectives

- The strategy follows the DfE Menu of Approaches and the EEF tiered model (Tier 1: High-quality teaching; Tier 2: Targeted academic support; Tier 3: Wider strategies). We prioritise high-quality teaching as the first line of action while deploying targeted interventions and wider approaches where evidence shows impact or where local barriers require them.
- Activities are chosen because they are supported by high-quality research (principally Education Endowment Foundation evidence and DfE guidance) and because they can be implemented sustainably in a small rural school with mixed-age classes.
- Interventions and wider strategies are designed to be tightly linked to classroom teaching so that gains in small-group or 1:1 work transfer to everyday lessons.

Key principles

- Evidence-informed: decisions are grounded in EEF/DfE guidance (menu of approaches) and research on effective implementation and evaluation [EEF Guide to the Pupil Premium; DfE Using Pupil Premium guidance]. [Evidence: EEF; DfE]
 - [Education Endowment Foundation — Develop your strategy](#)
 - [Department for Education — Using pupil premium: guidance for school leaders \(2025\)](#)
- “Least-but-best” approach: select a small number of priorities and resource them well; implementation fidelity will be monitored and supported.
- Whole-school responsibility: closing the gap is a core school priority; all staff understand the strategy and their role.
- Context sensitivity: activities are adapted for small cohorts, mixed-age classes and rural setting; monitoring will use cohort-appropriate measures and case studies as well as quantitative data.
- Transparent evaluation: success criteria and review points are set for every activity; governors will review impact termly.
- Framework note: the strategy aligns with DfE requirements to use the Menu of Approaches and with the EEF tiered framework. OFSTED considerations are embedded in the monitoring and curriculum-related priorities (curriculum implementation, writing/spelling/handwriting).

2. Challenges

	Detail of challenge
1	Attainment gap: disadvantaged pupils (across several year groups) have overall lower attainment in core subjects (reading, writing, mathematics) compared with peers in internal assessment data. Small numbers mask wide variance but, overall, disadvantaged attainment is below that of peers (some pupils achieve GDS, but cohort average is lower).
2	Attendance & access: while whole-school attendance is high (96.8%), a small number of disadvantaged pupils are persistently absent or at risk of persistent absence; because numbers are small these pupils represent a large share of the disadvantaged cohort and their absence significantly affects their progress.
3	Engagement in enrichment: disadvantaged pupils participate less frequently in extracurricular clubs, trips, music lessons and additional sporting activities (financial/transport/engagement barriers), reducing access to wider curriculum, cultural capital and healthy routines.
4	Double disadvantage / SEND navigation: pupils who are both disadvantaged and have SEND face increased risk of poor outcomes and may receive delayed or sub-optimal access to statutory SEND processes and specialist support (Sutton Trust evidence of “double disadvantage”).

Sources informing identification of these challenges: internal assessment data supplied by the school, Ofsted 2023 findings on writing/handwriting, DfE and EEF guidance on common barriers and the EEF Pupil Premium tiered model [EEF; DfE], and the Sutton Trust research on double disadvantage [Sutton Trust].

- [Education Endowment Foundation — Develop your strategy](#)
- [Department for Education — Using pupil premium: guidance for school leaders \(2025\)](#)
- [Sutton Trust — Double Disadvantage?](#)

3. Intended Outcomes

Intended Outcome	Success Criteria
1. Raise attainment in reading, writing and maths for disadvantaged pupils so that progress across the year equals or exceeds that of non-disadvantaged peers.	- Internal assessment termly tracking shows disadvantaged pupils' progress rates at least in line with peers; by end of year the proportion of disadvantaged pupils achieving ARE increases year-on-year (target: reduce attainment gap by 50% vs current internal baseline). - Evidence of transfer from targeted support into classroom outcomes (work scrutiny, moderation, internal monitoring)
2. Improve writing accuracy, spelling application, grammar and handwriting fluency for disadvantaged pupils.	- Increased application of taught spelling/grammar patterns in independent writing across subjects; handwriting standard improved according to agreed writing/presentation rubric (teacher moderation). - Reduction in teacher-identified presentation/spelling issues in termly book trawls.
3. Reduce persistent absence among disadvantaged pupils.	- Persistent absence for disadvantaged pupils reduced to 0% where possible and at least to equal non-disadvantaged persistent absence rate (school average of PA = 2.1%). - Targeted action plans in place and logged for every pupil at risk; engagement metrics (first-day response, home visits, attendance meetings) show improved contact and reduction in unauthorised absence.
4. Increase disadvantaged pupil participation in extracurricular activities, music lessons and trips.	- Uptake of extracurricular activity increases for disadvantaged pupils to match overall pupil uptake (monitor termly). Any financial barriers are removed for disadvantaged families; school records show parity of attendance at school trips and enrichment events.
5. Ensure disadvantaged pupils with SEND receive timely navigation and support so progress is sustained.	- For any pupil with both disadvantage and SEND, timely reviews/EHCP processes are supported by school (evidence: minutes of meetings, referral dates). - Where appropriate, access to targeted interventions and external agencies is secured within termly timescales and documented.

Evidence informing success criteria: EEF guidance on strategy development and early years/early literacy impacts; DfE menu of approaches (priority to high-quality teaching).

- [Education Endowment Foundation — Early literacy approaches \(Early Years Toolkit\)](#)
- [Department for Education — Using pupil premium: guidance for school leaders \(2025\)](#)

4. Activity in This Academic Year

All activities are mapped to the DfE Menu of Approaches / EEF tiered model and to the school's specific challenges. Challenge numbers in the right-hand column correspond exactly to the Challenges section above.

Notes on evidence: where EEF guidance or DfE guidance supports a chosen action we cite the relevant source (links below). Where an approach addresses early years or parental engagement we reference the EEF Early Years Toolkit pages used in planning. See evidence column for hyperlinks.

Teaching (Tier 1: High-Quality Teaching - CPD, curriculum, resources, recruitment/retention)

Activity	Evidence that supports this approach (link to source)	
<p>1. Whole-school CPD programme focused on high-quality teaching of writing (spelling/grammar, handwriting, transcription), using the Great Teaching Toolkit and supported by half-termly coaching cycles and peer observation. Specific CPD on how improving the quality of teaching for disadvantaged pupils benefits all learners, the effects of double disadvantage and on aspects of teaching (scaffolding and modelling, feedback) which have the most reliable evidence base for improving outcomes.</p>	<p>EEF and DfE emphasise prioritising high-quality teaching and professional development as the first use of Pupil Premium funding; targeted PD and coaching supports consistent implementation and disproportionately benefits disadvantaged pupils [EEF Guide; DfE]. Education Endowment Foundation — Develop your strategy ; Department for Education — Using pupil premium guidance (Menu of approaches)</p>	1
<p>2. Further embed a validated systematic synthetic phonics programme (Little Wandle) and ensure EYFS/KS1 staff training where appropriate. Use phonics data to target early readers. English Hub support and CPD for building fluency in KS2 readers through the Bridge to Comprehension training: PP/English lead to attend and then train LKS2 staff.</p>	<p>DfE recommends validated SSP programmes and English Hubs for primary schools; EEF early literacy approaches show consistent positive impact (+4 months). [DfE Using pupil premium guidance; EEF Early literacy approaches]. Department for Education — Using pupil premium guidance (Menu of approaches) ; EEF — Early literacy approaches</p>	1
<p>3. Implement routine diagnostic assessment and feedback cycles (termly standardised reading/maths checks and use in-the-moment live marking/modelling, as well as same-day/next-day feedback techniques in class to close gaps. Provide training for staff on using assessment to target teaching and small-group instruction.</p>	<p>EEF and DfE highlight diagnostic assessment to identify needs and link targeted support to classroom teaching; feedback and formative assessment have strong evidence for impact. [EEF Guide; DfE]. Education Endowment Foundation — Develop your strategy ; Department for Education — Using pupil premium guidance</p>	1
<p>4. Adapt the format of School Improvement Committee to include dedicated analysis of attainment for disadvantaged pupils as a group in school, and also carry out anonymised case studies to add accountability and challenge leaders on how individual disadvantaged learners' needs are being met.</p>	<p>The NGA states that governors who focus on the performance of disadvantaged pupils and understand the use of pupil premium funding are better positioned to support school improvement. Their role in monitoring, questioning, and supporting strategic decisions is linked to stronger school performance and reduced attainment gaps.</p>	

<p>5. CPD for teachers/TAs on adapting curriculum for mixed-age classes (teaching for mastery in maths in mixed-age classes, scaffolding, sequencing of knowledge, retrieval practice for foundations across foundation subjects) to reflect Ofsted priority on curriculum implementation and knowledge recall.</p>	<p>EEF implementation guidance stresses the importance of aligning PD with curriculum and monitoring; DfE Menu of Approaches prioritises curriculum and high-quality teaching. [EEF — Putting Evidence to Work; EEF Guide]. Education Endowment Foundation — Develop your strategy</p>	<p>1</p>
<p>6. Invest in classroom resources and small-group teaching materials (structured handwriting programmes, spelling resources, reading books matched to SSP) and software for diagnostic tracking.</p>	<p>DfE Menu of Approaches and EEF toolkit highlight technology/resources to support high-quality teaching; matched reading materials and handwriting resources support transfer of taught skills into writing across curriculum. [DfE Using pupil premium guidance; EEF Guide]. Department for Education — Using pupil premium guidance</p>	<p>1</p>

Targeted Academic Support (Tier 2: 1:1 / small group tuition, structured interventions)

Activity	Evidence that supports this approach (link to source)	
<p>7. Targeted small-group tuition (in curriculum areas where diagnostic assessment identifies gaps) linked to classroom learning and implemented for short, intensive cycles (6–12 weeks). Prioritise disadvantaged pupils and those at risk of falling behind.</p>	<p>The EEF/DfE evidence base shows that high-quality small-group and 1:1 tuition is an effective targeted approach when linked to classroom teaching; DfE guidance highlights tutoring as a valid targeted use of Pupil Premium. [DfE Using pupil premium guidance; EEF guidance]. Department for Education — Using pupil premium guidance ; Education Endowment Foundation — Develop your strategy</p>	<p>1</p>
<p>8. Deploy teaching assistants to deliver structured interventions under class teacher direction (small reading groups, guided handwriting practice), with weekly CPD slots for TAs to ensure fidelity.</p>	<p>EEF toolkit indicates well-deployed TAs delivering structured interventions linked to classroom teaching can be effective; EEF and DfE recommend linking interventions to classroom practice. [EEF Guide]. Education Endowment Foundation — Develop your strategy</p>	<p>1</p>
<p>9. Seek CPD and training on peer/reciprocal reading and paired tutoring for older pupils (Y3–Y6) through Bridge to Fluency scheme, with teacher oversight and materials to support effective peer tutoring.</p>	<p>Peer tutoring is included in DfE Menu of Approaches and has supportive evidence in EEF resources when structured and monitored. [DfE Using pupil premium guidance; EEF Teaching and Learning Toolkit]. Department for Education — Using pupil premium guidance</p>	<p>1</p>

Wider Strategies (Tier 3: attendance, parental engagement, enrichment, wellbeing)

Activity	Evidence that supports this approach (link to source)	
<p>10. Dedicated pastoral/attendance lead time to conduct early contact, family meetings, home visits where necessary, and coordinated attendance plans for disadvantaged pupils at risk of persistent absence. Increase TA hours to build capacity for meeting SEMH needs of disadvantaged pupils, ensuring smooth home-school transitions, removal of barriers to learning for individual pupils and delivering small-group SEMH interventions such as Lego Therapy and Time to Talk.</p>	<p>DfE guidance identifies attendance as a major barrier; schools should use pupil premium to support attendance where appropriate. EEF also provides resources on supporting attendance and removing barriers to attendance. [DfE Using pupil premium guidance]. Department for Education — Using pupil premium guidance</p>	2
<p>11. Introduce a soft start to mornings across school, creating both a calm and low-stimulation environment to help pupils to regulate and transition effectively from home to school, and also build capacity into the school day to support pupils who find this transition difficult. Small increase in TA hours in order to provide time to prepare and organise soft start activities in advance, ensuring a calm and low-stakes start to the school day for children who need it.</p>	<p>The DfE’s ‘Readiness to Learn’ model (The engagement model - GOV.UK) highlights the need to create the right environment for pupils to feel safe, regulated and ready before any learning can take place.</p>	2 , 1
<p>12. Reduce financial barriers to enrichment: subsidised/free places for clubs, music lessons, school trips and residential for disadvantaged pupils; targeted transport help for rural families; active encouragement and bespoke offer-finding for families.</p>	<p>DfE Menu of Approaches includes extra-curricular activities and trip support as wider strategies; EEF evidence shows enrichment has non-academic benefits and can support engagement (though academic evidence is mixed), and removal of barriers increases uptake. [DfE Using pupil premium guidance; EEF Outdoor/Adventure learning]. Department for Education — Using pupil premium guidance ; Education Endowment Foundation — Outdoor adventure learning</p>	3
<p>13. SEND navigation and family support: allocate SENCO time to casework for disadvantaged families (support with EHCP applications, referrals, attendance at multi-agency meetings), and use Pupil Premium to fund short-term specialist assessments where appropriate to avoid delays.</p>	<p>Sutton Trust research identifies “double disadvantage” and recommends active school support to navigate the SEND system; DfE and EEF note targeted support for SEND pupils is within the Menu. [Sutton Trust; DfE]. Sutton Trust — Double Disadvantage? ; Department for Education — Using pupil premium guidance</p>	4
<p>14. Wellbeing and social/emotional provision (small SEMH groups, staff training linked to ELSA/Nurture approaches such as Lego Therapy and Time to Talk) to support readiness to learn. Additional TA hours to deliver this.</p>	<p>EEF guidance on social and emotional learning shows positive effects on attitudinal and some academic outcomes (+3 months average), and DfE Menu includes social, emotional and behavioural support. [EEF SEL guidance; DfE]. Education Endowment Foundation — Improving Social and Emotional Learning in Primary Schools (Guidance Report) ; Department for Education — Using pupil premium guidance</p>	2 , 4

Monitoring, Evaluation and Governance

- Implementation leads: Headteacher, SENCO and Senior Teacher, Governor with Pupil Premium remit (termly review).
- Implementation of a tracking system for the attainment, attendance and engagement in enrichment of disadvantaged pupils, to be used to monitor the full range of classroom support in place for individual pupils, to share best practice and effective strategies and provide teachers and leaders with oversight of the progress and areas to further develop.
-
- Data & monitoring:
 - Termly assessment cycles (reading, spelling/grammar, maths) and termly progress reports for disadvantaged pupils – recorded both through whole-school data system and inclusion tracker detailed above.
 - Challenge and discussion on both internal and statutory data for disadvantaged pupils at School Improvement Committee once a term, following assessment cycles and informing a report to the full governing body.
 - Individual anonymised case studies carried out by School Improvement Committee in order to provide top-down accountability for the progress and outcomes of those pupils facing disadvantage, as well as to provide a more nuanced picture of current priorities and provision.
 - Internal monitoring to include assessment of the performance of disadvantaged pupils in order to check transfer of taught skills and acquisition/application of knowledge.
 - Attendance: weekly monitoring by HT/PP Lead, termly attendance reports for disadvantaged pupils, agenda item at full governing body meetings
 - Participation in enrichment: termly registers; school to develop a system to monitor uptake and attendance by pupil premium status.
 - SEND double-disadvantage: log of referrals, EHCP application/meeting dates and outcomes.
- Evaluation: at the end of each term the Pupil Premium link governor will meet with the Pupil Premium Lead in order to produce an impact report for Governors against the success criteria in Section 3, including case studies for small-number cohorts (to avoid misinterpretation of percentages in small cohorts). The annual published Pupil Premium Strategy will summarise outcomes and next-steps.

Key implementation resources and support

- Use Research Schools / English Hub support for phonics and literacy implementation as required.
Evidence: [Education Endowment Foundation — Develop your strategy](#)
- Use EEF Early Years resources when designing EYFS/KS1 unit adaptations and early-years interventions (communication & language, early literacy).
Evidence: [EEF — Early Years Toolkit](#)
- Use DfE Pupil Premium guidance (menu of approaches) to ensure compliance and alignment.
Evidence: [Department for Education — Using pupil premium guidance \(2025\)](#)
- Monitor risk of double disadvantage and adopt Sutton Trust recommendations to actively support families in navigating SEND processes.
Evidence: [Sutton Trust — Double Disadvantage?](#)

Resource and Rationale Summary (how funding will be targeted)

- CPD and teacher coaching time (top priority): to improve quality-first teaching across mixed-age classes (addresses Challenge 1 & 5).
- Targeted tuition & short-cycle interventions (teacher or trained tutor delivered): to accelerate learning where assessments identify gaps (addresses Challenge 1 & 5).
- TA deployment and small-group resources: to deliver structured interventions and guided practice (addresses Challenge 1).
- Pastoral/Attendance lead hours and targeted family support budget: to reduce persistent absence and barriers to attendance (addresses Challenge 2).
- Subsidy budget for trips/clubs/music and transport support: to raise enrichment uptake and cultural capital (addresses Challenge 3).
- SENCO time and small budget for assessments/advocacy: to reduce delays for disadvantaged pupils with SEND (addresses Challenge 4).
- Early years targeted programmes (NELI / communication & language approaches) and staff training: to support early literacy and oracy (addresses Challenge 5).

All spending will be mapped to the DfE Menu of Approaches and to the EEF evidence base; the school will publish the annual Pupil Premium Strategy statement on the school website and report impact to Governors and the DfE (as required).

Total budgeted cost: £14,815

Appendices — Key Evidence Sources (selected)

- Education Endowment Foundation — Develop your strategy (Pupil Premium guidance & EEF tiered approach): [Education Endowment Foundation — Develop your strategy](#)
 - Department for Education — Using pupil premium: guidance for school leaders (2025): [Department for Education — Using pupil premium guidance \(2025\)](#)
 - Education Endowment Foundation — Early Years Toolkit (communication & language, early literacy, parental engagement summaries): [EEF — Early Years Toolkit](#)
 - Education Endowment Foundation — Outdoor adventure learning (evidence & considerations for enrichment): [EEF — Outdoor adventure learning](#)
 - Sutton Trust — Double Disadvantage? (evidence on disadvantaged pupils with SEND): [Sutton Trust — Double Disadvantage?](#)
-

This strategy is owned by the Headteacher and Governing Body of Burneston CE VA Primary School. It will be reviewed termly and updated on the school website by 31 December each year in line with DfE guidance.

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 2024 to 2025 academic year.

Analysis of internal assessments during 2024/25 suggested that the performance of disadvantaged pupils was variable as against non-disadvantaged pupils in reading, writing and maths, due to extremely small cohort sizes and individual need profiles.

	Reading	Writing	Maths
EYFS (1 pupil) Did not reach GLD due to writing	100% ARE	0% ARE	100% ARE
Year 1 (1 pupil)	0% ARE (100% PSC)	0% ARE	0% ARE
Year 2 (1 pupil)	0% ARE	0% ARE	0% ARE
Year 3 (1 pupil)	0% ARE	0% ARE	0% ARE
Year 4 (2 pupils. 1 EHCP)	50% ARE (GDS)	50% ARE	50% ARE (GDS)
Year 5 (1 pupil)	100% ARE (GDS)	100% ARE (GDS)	100% ARE (GDS)

The data is heavily affected by very small cohorts. Within our Y5 cohort, 33% of pupils have significant SEN (EHCP submitted).

Externally provided programmes

Programme	Provider
Times Tables Rock Stars	Maths Circle
Mathletics	3P Learning
Little Wandle Phonics	Wandle Learning Trust
White Rose Maths	White Rose Maths

Service pupil premium funding

Measure	Details
How did you spend your service pupil premium allocation last academic year?	Pastoral support throughout deployments for pupils and parent at home. Places at wraparound care.
What was the impact of that spending on service pupil premium eligible pupils?	Positive relationships maintained between school and home Internal data not shared due to small numbers making pupils identifiable