The Rivers C.of E. Academy Trust

Pupil Premium Strategy Statement 2026-27

Burlish Park Primary School

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery 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 effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Burlish Park Primary
Number of pupils in school	447
Proportion (%) of pupil premium eligible pupils	14%
Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)**	2026-29
Date this statement was published	November 2026
Date on which it has been reviewed	July 2026
Date of next review (as well as ongoing review)	July 2027
Statement authorised by	Heather Lindley
Pupil premium lead	Rebecca Jelfs
Trustee lead	Richard Kieran

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£82,150
Recovery premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£82,150

Part A: Pupil premium strategy plan

Statement of intent

MAT INTENT:

Vision and mission

Through an extraordinary education, we empower pupils to be life-long learners who recognise their limitless potential. Respectful relationships and an unwavering focus on discovering talents and interests enable pupils to flourish as extraordinary people. Together, we spark aspiration and drive achievement so that pupils contribute positively to society and to their extraordinary futures in an ever-changing world.

Extraordinary Education

An extraordinary education ensures that:

- All pupils experience great teaching and develop the skills to know how to learn, enabling them to reach their true potential.
- Every pupil has access to an equitable education entitlement that extends beyond academic success to the deep development of character, interests, talents and aspirations.

Our strategic priorities

To realise this vision for disadvantaged pupils, our strategy is anchored in three Trust-wide priorities:

1. **Excellent teaching and provision**
   High-quality teaching, inclusive classroom practice and carefully designed provision ensure that disadvantaged pupils access ambitious learning experiences and achieve strong outcomes.
2. **High-quality support for vulnerable pupils**
   Targeted academic, pastoral and wellbeing support removes barriers to learning and enables pupils to engage fully, attend regularly and make sustained progress.
3. **Exceptional enrichment**
   Enrichment opportunities broaden horizons, raise aspirations and develop confidence, cultural capital and character, ensuring disadvantaged pupils flourish beyond the classroom.

Strategic aims for disadvantaged pupils

1. Outcomes and progress

- To ensure disadvantaged pupils achieve strong attainment in reading, writing and mathematics.
- To narrow and close gaps between disadvantaged pupils and their peers within the Trust and nationally.

- To ensure disadvantaged pupils make at least good progress from their starting points.

2. Quality of teaching and learning

- To ensure disadvantaged pupils consistently experience high-quality, inclusive teaching across all subjects.
- To embed evidence-informed strategies that meet the needs of disadvantaged pupils, including those with SEND.

3. Attendance and engagement

- To improve attendance for disadvantaged pupils so that it is strong and sustained.
- To reduce persistent absence through early identification, family engagement and targeted support.
- To strengthen pupils' engagement in learning through positive relationships and high expectations.

4. Wellbeing and mental health

- To ensure disadvantaged pupils have timely access to appropriate mental health and wellbeing support.
- To support pupils to develop resilience, emotional regulation and a positive sense of self, enabling them to engage confidently in learning.

5. Communication and language

- To identify and address language and communication barriers early and swiftly, particularly for younger pupils and pupils with EAL.
- To ensure disadvantaged pupils develop strong oracy, vocabulary and communication skills across the curriculum.

6. Enrichment, aspiration and character

- To ensure disadvantaged pupils fully access enrichment opportunities that develop talents, interests and cultural capital.
- To raise aspirations and support pupils to see themselves as successful learners with ambitious future pathways.

At Burlish Park Primary School:

- At Burlish Park Primary School, we believe that disadvantage should never determine a child's outcomes or limit their opportunities.
- Our strategy is rooted in the belief that the greatest lever for improving outcomes is consistently excellent teaching, supported by timely intervention, strong relationships and exceptional pastoral care. We know our pupils and families well and understand that barriers extend beyond financial disadvantage to include speech and language needs, social and emotional challenges, attendance, family circumstances and reduced access to wider opportunities.
- Our approach is therefore deliberately inclusive. We invest in high quality teaching for every classroom whilst providing carefully targeted academic, pastoral and enrichment support where additional barriers exist.
- Our strategy is fully aligned to the Rivers 2030 Strategy, our School Development Plan and the Education Endowment Foundation guidance on

effective use of Pupil Premium funding. Decisions are evidence informed and evaluated carefully to ensure funding has the greatest possible impact.

We will strive to:

- ensure disadvantaged pupils experience consistently excellent teaching through the Rivers Teaching Toolkit, DNAs and collaborative professional learning
- identify barriers to learning early and respond rapidly through targeted academic and pastoral support
- develop pupils' communication, vocabulary and language so that they can access the full curriculum confidently
- improve emotional literacy, resilience and self-regulation through our whole-school Zones of Regulation approach
- strengthen attendance and engagement through strong partnerships with families
- ensure disadvantaged pupils access the same rich curriculum, wider opportunities and extraordinary experiences as every other pupil
- monitor progress rigorously and continually refine provision to secure the best possible outcomes.

Challenges

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

Challenge number	Detail of challenge
1	High quality teaching. Maintaining consistently high quality teaching remains the greatest priority.
2	Vulnerability and complex needs A number of disadvantaged pupils experience multiple vulnerabilities including SEND, SEMH, family instability, safeguarding concerns and financial hardship which can affect attendance, wellbeing and engagement.
3	Early language, communication and reading. Many disadvantaged pupils begin school with delayed speech, language and communication skills. These impact vocabulary development, reading, writing and wider curriculum access.
4	Emotional regulation and wellbeing. Some disadvantaged pupils require additional support to develop resilience, emotional literacy, self-regulation and readiness for learning.

5	Attendance and engagement. Attendance for disadvantaged pupils remains below that of their peers and persistent absence continues to impact progress for some pupils.
6	Aspiration, enrichment and cultural capital. Some disadvantaged pupils have fewer opportunities to experience wider enrichment, leadership and cultural experiences outside school.

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
Disadvantaged pupils achieve strong outcomes across the curriculum.	Gaps continue to narrow. Progress is at least in line with peers. Internal and statutory outcomes improve.
High quality teaching consistently meets the needs of disadvantaged pupils.	Monitoring demonstrates consistent implementation of DNAs and Rivers Teaching Toolkit. Pupils access ambitious learning in every classroom.
Language and communication barriers are reduced.	Improved vocabulary, oracy, reading fluency and writing outcomes. Early identification leads to timely intervention.
Emotional wellbeing improves.	Pupils demonstrate improved self-regulation, resilience and engagement. Zones of Regulation is consistently embedded.
Attendance improves.	Attendance for disadvantaged pupils moves closer to national averages. Persistent absence reduces.
Pupils access wider opportunities.	Further participation in clubs, trips, leadership roles, sport and enrichment. Pupil voice demonstrates increased confidence and aspiration.

Activity in this academic year

This details how we intend to spend our pupil premium **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £41,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Embed Rivers Teaching Toolkit and DNAs through coaching, collaborative planning and instructional coaching	EEF: High-quality teaching	1
High quality phonics teaching with coaching and fidelity monitoring	EEF: Phonics RWInc	1,3
Vocabulary instruction and Word Aware	EEF: Oral Language	3
Developmentally appropriate Year 1 curriculum	EEF Preparing for Literacy	1,3
Ongoing professional development in adaptive teaching and inclusive practice	EEF SEND Guidance	1,2

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

Budgeted cost: £27,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Daily phonics tutoring	EEF Phonics	3
Reading fluency interventions	EEF Reading Fluency	1,2
Maths interventions – Success@arithmetic	EEF Small group tuition	1
Speech and Language interventions	EEF Oral Language	3
Provision mapping and targeted vulnerable pupil reviews	EEF SEND guidance	2

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

Budgeted cost: £14,150

Activity	Evidence that supports this approach	Challenge number(s) addressed
Zones of Regulation implementation	EEF Social and Emotional Learning	2,4
Attendance support and family engagement	EEF Parental Engagement	5
Breakfast Club and nurture provision	EEF Behaviour Interventions	2,4
Outdoor Learning and Learning through Landscapes	EEF Outdoor Learning	4,6

Total budgeted cost: £82,150

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 2025 to 2026 academic year.

Aims	Outcomes
Outcomes in attainment	**All pupils** **GLD** 83% (National 72%) Year 1 Phonic Screening Check 79.5% (National 82%) **MTC** 22.5 average (National 21.6) **KS2** Reading 82% (National 75%) Writing 77% (National 73%) Maths 90% (National 75%) Combined 73% (National 63%) GPS 78% (National 74%) **Pupils eligible for the Pupil Premium** **GLD** 60% Year 1 Phonic screening Check 60% **MTC** average score 22.5 **KS2** Reading 69%, Writing 63%, Maths 88%, Combined 63% and GPS 63%
Outcomes in Social Emotional and Mental Health	Our inclusive approach has enabled pupils to access timely support through nurture provision, individual pastoral interventions, breakfast club, lunchtime clubs, emotional check ins and strong partnerships with families. As a result, many disadvantaged pupils demonstrated improved confidence, resilience and readiness to learn over the course of the year. Participation in wider school life continued to strengthen pupils' wellbeing and sense of belonging. Disadvantaged pupils accessed sports clubs, enrichment activities, leadership opportunities and breakfast club, all of which contributed positively to confidence, relationships and engagement with school. Recognising that emotional wellbeing remains fundamental to academic success, the school has identified the further development of pupils' emotional literacy, resilience and self-regulation as a key priority within the 2026–27 School Development Plan. During 2025/26, leaders began introducing the Zones of Regulation approach, providing a strong foundation for consistent wholes school practice from September 2026. Overall, these strategies have strengthened pupils' wellbeing, increased their readiness to learn and reinforced our inclusive culture where disadvantaged pupils are supported to thrive both academically and personally.

Outcomes in attendance and PA	Whole school attendance is at 95% (National is 94.89%) % of PA is 10% (National is 18%) Although attendance for disadvantaged pupils (91%) was lower than that of their peers (96%), targeted attendance support, close partnership working with families and pastoral intervention have improved attendance for individual pupils and reduced barriers to regular school attendance.
Outcomes in Speech, language and Communication	Speech, language and communication remain a strategic priority at Burlish Park Primary due to the needs of our school community, with approximately 62% of pupils on the SEND register presenting with speech, language and communication needs. Throughout 2025/26, we continued to invest in a whole school approach that combined high quality class-room practice with targeted intervention for pupils requiring additional support. As an ELSEC school, staff have developed increasing expertise in supporting communication and language development. Word Aware strategies, explicit vocabulary instruction and structured opportunities for purposeful talk are now embedded across the curriculum, enabling disadvantaged pupils to develop the language needed to access learning successfully. The expertise within our Specialist Speech, Language and Communication Needs Resource Base continues to strengthen provision across the whole school. Staff are increasingly confident in adapting teaching, modelling language effectively and identifying barriers at an early stage, ensuring pupils receive timely support. This investment has contributed to improved communication skills across the school. Monitoring, pupil voice and classroom observations demonstrate that pupils are increasingly confident when discussing their learning, using subject specific vocabulary and explaining their thinking. This reflects the sustained focus on oracy and retrieval, successfully addressing the area for development identified in the previous Ofsted inspection. Early Years outcomes also demonstrate the positive impact of this approach. Children have achieved 83% Good Level of Development in 2026, reflecting significant improvements in the quality of provision, language rich learning environments and high quality adult interactions. Pupils enter Key Stage 1 with increasingly secure language foun-dations, although leaders recognise that some disadvantaged pupils continue to require targeted support to close gaps in vocabulary, comprehension and communication. Speech, language and communication will therefore remain a key priority in 2026/27 through continued implementation of ELSEC, Word Aware, high quality classroom dialogue and targeted intervention, ensuring disadvantaged pupils continue to develop the commu-nication skills needed to thrive academically and socially.
Outcomes in Enrichment and Cultural Capital opportunities	The school's My Extraordinary Experiences (MEE) programme has provided a structured approach to tracking and celebrating enrichment, ensuring disadvantaged pupils access a broad range of experiences that develop confidence, independence, aspiration and cultural capital. Pupil voice demonstrates that these opportunities have had a positive impact on pupils' enjoyment of school, willingness to try new experiences and confidence when discussing their achievements. Disadvantaged pupils have also benefited from a wide range of leadership opportunities, including roles such as Sports Leaders, Play Leaders, School Councillors, House Captains and Mental health and Wellbeing Ambassadors. These responsibilities have developed

	pupils' confidence, teamwork, communication skills and sense of belonging within the school community. Participation in sport continues to be a particular strength. A high proportion of disadvantaged pupils have represented the school in sporting events and attended extra-curricular clubs throughout the year, contributing positively to pupils' physical wellbeing, resilience and self-esteem. As a result, disadvantaged pupils leave Burlish Park with experiences that extend beyond the National Curriculum, helping to raise aspirations, develop character and ensure they are well prepared for the next stage of their education. Leaders remain committed to ensuring that every disadvantaged pupil can access the full breadth of opportunities available through Burlish Park's exceptional personal development offer.

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider