

# Pupil Premium Strategy Statement 2025-26

3 Year Plan 2025-2028



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	444
Proportion (%) of pupil premium eligible pupils	12%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2026-29
Date this statement was published	December 2025
Date on which it has been reviewed	December 2025
Date of next review (as well as ongoing review)	July 2026
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	£68,175
Recovery premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£68,175

# 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, we strive to:**

- provide an inclusive learning environment in which all pupils are engaged, challenged and supported to achieve their full potential
- ensure that high quality teaching is the foundation of our provision for disadvantaged pupils
- use Pupil Premium funding strategically and creatively so that economic disadvantage is never a barrier to success
- work in partnership with parents and carers to ensure that all eligible pupils are identified and supported
- maintain a clear and shared understanding amongst staff of disadvantaged pupils as a key accountability group
- work collaboratively with teachers, teaching assistants, families and across the Rivers MAT to secure strong progress and positive outcomes for all eligible pupils

- monitor and track progress carefully, identifying barriers early and adapting provision responsively
- draw on research and effective practice to inform decisions about Pupil Premium spending
- enhance the breadth and quality of learning experiences for disadvantaged pupils, including access to enrichment, wider opportunities and personal development

## Challenges

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

Challenge number	Detail of challenge
1	Gaps in attainment and progress in reading, writing and mathematics  Pupils entering school with lower starting points and pupils having gaps in core skills, particularly in early reading, writing stamina and number fluency.
2	SEMH needs impacting engagement and learning  Social, emotional and mental health needs affecting emotional regulation, behaviour for learning, peer relationships and engagement in lessons.
3	Attendance and persistent absence  Attendance for disadvantaged children was 3% lower than for non-disadvantaged for 2024/25 and 24% of our disadvantaged children were persistent absentees.
4	Speech, language and communication  Delayed language development, limited vocabulary and reduced oracy skills, which impact comprehension, writing and access to the wider curriculum.
5	Enrichment and cultural Capital opportunities  Needed to develop confidence, self-esteem, aspiration and breadth of experience.

## 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>Disadvantaged pupils achieve strong outcomes in reading, writing and mathematics.</p> <p>Gaps between disadvantaged pupils and their peers narrow and close across the school.</p> <p>Disadvantaged pupils make at least good progress from their starting points.</p> <p>Disadvantaged pupils consistently experience high-quality, inclusive teaching.</p> <p>Evidence-informed strategies are embedded across classrooms.</p>	<p>Increased percentage of disadvantaged pupils meeting age-related expectations.</p> <p>Progress measures for disadvantaged pupils at least in line with non-disadvantaged peers.</p> <p>Improved phonics, fluency and arithmetic outcomes.</p>
<p>Disadvantaged pupils have timely access to pastoral and wellbeing support.</p> <p>Pupils develop resilience, emotional regulation and positive self-esteem.</p>	<p>Reduced incidents of dysregulation and behaviour-related removals from class.</p> <p>Improved engagement and readiness to learn.</p>
<p>Attendance for disadvantaged pupils improves and persistent absence reduces.</p> <p>Pupils show improved engagement and positive attitudes to learning.</p>	<p>Attendance of disadvantaged pupils moves closer to, or above, national averages.</p> <p>Reduction in number of disadvantaged pupils classed as persistently absent.</p>
<p>Language and communication needs are identified early.</p> <p>Pupils develop strong oracy and vocabulary.</p>	<p>Improved outcomes in reading comprehension and writing.</p> <p>Observed improvements in classroom talk and confidence.</p> <p>Reduced referrals for speech and language concerns over time.</p>
<p>Pupils access high-quality enrichment opportunities.</p> <p>Pupils develop confidence, aspiration and cultural capital.</p>	<p>Increased participation in clubs, trips and enrichment activities.</p> <p>Improved pupil confidence and aspirations reflected in pupil voice.</p>

## 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: £17,700

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>High-quality CPL</p> <p>Teacher Research Groups (TRGs) focusing on teaching principles, inclusive and SEMH-informed practice.</p> <p>CPL on inclusive classroom strategies, scaffolding, feedback and metacognition.</p> <p>Ongoing coaching and peer observation to embed best practice.</p>	<p>EEF: High-quality teaching (+2 months)</p> <p>EEF: Effective Professional Development</p> <p>EEF: Metacognition and self-regulated learning</p>	<p>1,2,4</p>
<p>Mathematics – number fluency and arithmetic</p> <p>Implementation of Success at Arithmetic across KS1 and KS2.</p> <p>Staff training and resources to strengthen conceptual understanding and fluency.</p>	<p>EEF: Improving Mathematics in KS1 &amp; KS2</p>	<p>1,</p>
<p>Early language and oracy</p> <p>Whole-class strategies to develop vocabulary, talk and language.</p> <p>Explicit teaching of tier 2 and tier 3 vocabulary across the curriculum.</p>	<p>EEF: Oral Language Interventions</p>	<p>1, 4</p>

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

Budgeted cost: £26,800

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Targeted reading support</p> <p>Structured phonics interventions.</p> <p>Reading fluency and comprehension explicit teaching.</p> <p>1:1 and small group reading where required.</p>	<p>EEF: Phonics (+4 months)</p> <p>EEF: Small Group Tuition (+4 months)</p> <p>EEF: One-to-One Tuition (+5 months)</p>	<p>1, 4</p>
<p>Targeted mathematics interventions</p> <p>Small group arithmetic and number fluency interventions.</p> <p>Pre-teaching and same-day interventions linked directly to classroom learning.</p>	<p>EEF: Small Group Tuition (+4 months)</p> <p>EEF: One-to-One Tuition (+5 months)</p>	<p>1</p>
<p>Speech, language and communication</p> <p>Targeted language interventions for identified pupils.</p> <p>Support for pupils with delayed expressive and receptive language.</p>	<p>EEF: Oral Language Interventions</p>	<p>1,4</p>

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

Budgeted cost: £23,675

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>SEMH and wellbeing support</p> <p>Pastoral support</p> <p>Interventions focusing on emotional regulation, resilience and self-esteem.</p> <p>Adult support during unstructured times where needed.</p>	<p>EEF: Social and Emotional Learning (+4 months)</p> <p>EEF: Behaviour Interventions</p>	2
<p>Attendance</p> <p>Targeted attendance monitoring and early intervention.</p> <p>Family engagement to reduce persistent absence.</p> <p>Practical support to address barriers to attendance.</p>	EEF: Parental Engagement	3
<p>Enrichment and cultural capital</p> <p>Trips, clubs and enrichment activities.</p> <p>Opportunities to broaden horizons, raise aspirations and build confidence.</p>	EEF: Arts participation / Outdoor learning	5

**Total budgeted cost: £68,175**

## 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.

Aims	Outcomes
<p>Outcomes in Social, Emotional Health and Wellbeing</p>	<p>There has been evidence of positive impact from our targeted SEMH and nurture provision for pupils eligible for the Pupil Premium.</p> <p>Motional assessments have demonstrated improvements for the majority of disadvantaged pupils, including:</p> <ul style="list-style-type: none"> <li>• Increased Pro-Social Behaviour scores</li> <li>• Improved Executive Function (e.g. emotional regulation, attention, impulse control)</li> <li>• Reductions in Blocks to Learning domain scores</li> </ul> <p>These improvements indicate that pupils are increasingly able to engage with learning, manage emotions, and build positive relationships, directly addressing Challenge 2 (resilience, anxiety and mental health).</p> <p>Engagement data further supports this impact:</p> <ul style="list-style-type: none"> <li>• 82% of disadvantaged pupils attended at least one sports club during the academic year 2024/25.</li> <li>• 56% have represented the school in a sporting event during the academic year 2024/25.</li> </ul> <p>This demonstrates improved confidence, social interaction and school engagement, particularly for pupils who previously struggled with anxiety or low self-esteem.</p> <p>In addition:</p> <ul style="list-style-type: none"> <li>• Pupil Wellbeing Champions have successfully led lunchtime clubs alongside established nurture provision, strengthening peer relationships and pupil voice.</li> <li>• Lunchtime nurture and before school breakfast club continues to reduce incidents of dysregulation and increase pupils' sense of belonging and safety in school.</li> </ul> <p>Overall, these outcomes show that embedded approaches, delivered consistently by trained staff are having a positive impact on pupils' wellbeing and readiness to learn, aligning strongly with EEF guidance and our intended outcomes.</p>

<p>Outcomes for Speech and Language development in Early Years</p>	<p>Baseline assessments in Reception continue to reflect significant language delay on entry for disadvantaged pupils, consistent with Challenge 1 and the ongoing impact of COVID-related disruption to early childhood experiences.</p> <p>Reception 2024/25 outcomes for disadvantaged pupils:</p> <ul style="list-style-type: none"> <li>• GLD: 50%</li> <li>• Listening, Attention and Understanding: 50%</li> <li>• Speaking: 100%</li> <li>• Comprehension: 50%</li> <li>• Word Reading: 50%</li> <li>• Writing: 50%</li> </ul> <p>The data indicates strong impact in expressive language, with 100% of disadvantaged pupils achieving expected levels in Speaking. This suggests that:</p> <ul style="list-style-type: none"> <li>• Targeted oral language interventions,</li> <li>• Structured talk,</li> <li>• Adult modelling and vocabulary rich environments</li> </ul> <p>are having a positive impact on pupils' confidence and ability to communicate orally.</p>
<p>Outcomes in KS1 Phonics Screening Check</p>	<ul style="list-style-type: none"> <li>• <b>50%</b> of disadvantaged pupils passed the Year 1 Phonics Screening Check.</li> </ul> <p>This outcome reflects:</p> <ul style="list-style-type: none"> <li>• Ongoing gaps in early language acquisition and phonological awareness on entry to school.</li> <li>• The complex needs of cohorts affected by disrupted early education.</li> </ul> <p>However, impact can be seen through:</p> <ul style="list-style-type: none"> <li>• Improved engagement with phonics sessions.</li> <li>• Increased confidence in blending and decoding among pupils receiving daily targeted support.</li> <li>• Early identification of pupils requiring further intervention, ensuring timely and tailored support moving into Year 2.</li> </ul> <p>The continued use of structured phonics teaching, oral language development and targeted intervention remains a priority to secure further improvement.</p>
<p>Outcomes in Reading, Writing and Maths</p>	<p>The impact of high-quality teaching, targeted intervention, and consistent CPD is increasingly evident at the end of KS2.</p> <p>Outcomes for disadvantaged pupils:</p> <ul style="list-style-type: none"> <li>• KS2 Reading: 60%</li> <li>• KS2 Writing: 60%</li> <li>• KS2 Maths: 80%</li> <li>• GPS: 70%</li> </ul>

	<p>In addition:</p> <ul style="list-style-type: none"> <li>• 89% of disadvantaged pupils achieved 20+ in the Multiplication Tables Check</li> <li>• 44% achieved a full score of 25/25</li> </ul>
Outcomes in attendance	<p>Attendance remains an area of focus; however, there are clear signs of impact from our inclusive attendance strategy.</p> <ul style="list-style-type: none"> <li>• Pupil Premium attendance: 92%</li> <li>• Non-Pupil Premium attendance: 95%</li> </ul> <p>While a 3% gap remains, positive impact is evident through:</p> <ul style="list-style-type: none"> <li>• Strong relationships with families.</li> <li>• Increased pupil motivation through rewards, celebrations and visible promotion of attendance.</li> <li>• Improved attendance for individual pupils as a result of targeted support and advocacy.</li> </ul> <p>Persistent absence remains a priority but current strategies are helping to stabilise attendance and improve engagement, supporting pupils' access to learning and well-being provision.</p>

## 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