



Burrowmoor Primary Academy 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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	287 excluding Nursery 342 including Nursery
Proportion (%) of pupil premium eligible pupils	42% 126 children
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended – you must still publish an updated statement each academic year)	2023-2026 Updated September 2025
Date this statement was published	September 2025
Date on which it will be reviewed	October 2026
Statement authorised by	Ruth Bailey- Headteacher
Pupil premium lead	Ruth Bailey Headteacher
Governor / Trustee lead	To be concerned

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£
Recovery premium funding allocation this academic year <i>Recovery premium received in academic year 2023/24 cannot be carried forward beyond August 31, 2024.</i>	£ not being used
Pupil premium funding carried forward from previous years <i>(enter £0 if not applicable)</i>	£0
Total budget for this academic year	£190000

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress, understand and appreciate opportunities that expose them to a varied and rich life experience and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

We will consider the challenges faced by vulnerable pupils, such as those who have challenges around their social and mental health, who have a social worker or who are young carers. The plan we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is 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. 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.

Alongside high-quality teaching, we employ strategies and interventions to remove barriers which can be caused by personal circumstances or gaps in learning. When making decisions about using Pupil Premium funding, it is important to consider the context of the school and the subsequent challenges faced, alongside research conducted by the EEF.

Common barriers to learning for disadvantaged pupils:

- Attendance and punctuality issues
- Weak language and communication skills.
- Less support at home.
- More frequent behavioural issues.
- Lack of confidence.
- Social and emotional issues.
- Lack of breakfast at home.

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. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they're set
- act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve
- ensure that parents are supported additionally with secure and advantageous links with external agencies and support providers.

Challenges

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

Challenge number	Detail of challenge
1	Attainment in Writing.
2	Early Reading and Phonics.
3	Attainment in Maths.
4	Behaviour strategies and training.
5	Poor oral language, communication skills and vocabulary gaps in pupils from Reception through to Key Stage 2.
6	SEMH difficulties amongst children and our families.
7	Attendance for disadvantaged children and those with an additional Special Educational Need.
8	Parental engagement with supporting children's learning.
9	Early support for our families with a particular focus on disadvantaged families.
10	Cultural capital for our disadvantaged children.

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
Children to make the same progress as their peers in reading, writing and maths.	The progress data for children eligible for pupil premium funding is the same or better than that of their peers in reading, writing and maths.
Children to close the attainment gap between them and their peers in reading, writing and maths.	The attainment gap between those eligible for pupil premium funding that their peers in reading, writing and maths decreases each year.
Children close the attainment gap between them and their peers in Phonics.	Improved scores by the end of the year from initial baselines.
High level behaviour improves.	Reduction in Exclusions – 15 in Autumn 1 - 2023. Reduce further.
Learning behaviour across the school improves.	<p>Children take pride in their work and want to share their achievements with each other.</p> <p>Classrooms enable children to be independent and resilient learners.</p> <p>Passive learners identified and paired with appropriate learning partners to help support their learning behaviour.</p>
Improved oral language skills and vocabulary.	<p>Children identified and supported early for S + L support.</p> <p>Assessments and observations show significantly improved oral language among disadvantaged pupils throughout the school from their baselines.</p> <p>Training put in place for staff to work alongside the S+L teacher to ensure continued professional development.</p>
Children to have good mental health and general wellbeing, ready to learn	<p>Children are in school and ready to learn.</p> <p>Children are able to talk about their mental health.</p> <p>Staff will be able to provide strategies that support their management of the emotional well-being in school.</p>
Families mental health improved	<p>Children are in school and ready to learn.</p> <p>Families are ready for school- attendance and lates improve.</p>
Improved and sustained attendance and punctuality for all pupils, particularly our disadvantaged pupils.	<p>Sustained and high attendance from 2024- 2025 to 2025-2026 demonstrated by:</p> <ul style="list-style-type: none"> -the overall attendance of all pupils improves. -the gap between the attendance of non-disadvantaged and disadvantaged pupils closes.

	-percentage of persistent absentees improves mean children miss less education.
Early support for families which will in turn help support the children.	<p>Families are identified and support is put in when need is at a lower level. External low-level support is signposted to families.</p> <p>Continued support where external agencies are involved.</p> <p>Children are in school and ready to learn. (monitor attendance of those families who we are supporting).</p> <p>Help to improve children's long-term outcomes.</p> <p>Fewer families need higher level external support.</p> <p>Improved parental engagement.</p>
Children's learning experiences will be widened through supporting access to visits, visitors, clubs and extra-curricular opportunities.	<p>Increase knowledge of experiences that lends itself to in class learning.</p> <p>Disadvantaged children have access to visits, visitors, clubs and extra-curricular opportunities.</p>

Activity in this academic year

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

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: **£37,350**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance. We will fund 2 teacher release times to embed key elements of guidance in school and to access CPD (including implementing 'Mastering Number' programme across Reception and Key Stage 1).</p>	<p>The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches: Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk)</p> <p>The EEF guidance is based on a range of the best available evidence: Improving Mathematics in Key Stages 2 and 3 Focus on improving Mathematics in the Early Years and Key Stage 1</p> <p>Following attending the course we have been advised to follow the Oak Academy planning process – short sharp sections to the lesson. This has been trialled and will now be used in whole of KS2.</p> <p>TA x3 have also been trained and impact now should be seen. Project Impact study will be used for this as well.</p>	3
<p>Implementation of consistent approach to the teaching of Reading across school. Staff CDP and release time for Literacy Lead to research, plan and implement this new approach.</p>	<p>See EEF Toolkit: Reading comprehension strategies:</p> <p>Reading comprehension strategies focus on the learners' understanding of written text.</p> <p>Focus on Fluency – Art and Science of Teaching Primary Reading – C SUCH</p> <p>High quality teaching 'The best available evidence indicates that great teaching is the most important lever schools have to improve pupil attainment. Ensuring every teacher is supported in delivering high quality teaching is essential to achieving the best outcomes for all pupils, particularly the most disadvantaged among them.'</p> <p>Project Impact study will be used for this as well.</p> <p>CPD weekly for KS1 and TA training x3 a term in KS2</p>	2

	Whole staff meetings half termly 6x a year.	
Staff CPD- weekly TA training as well as external training opportunities for all.	High quality CPD is essential to follow EEF principles. This is followed up in staff meetings and training days.	All
Support of less experienced teachers.	High quality CPD is essential to follow EEF principles. National College Training NPQH – Assistant Headteacher to enable them to support teachers ECT – Training Peer on Peer observations - Cover	1, 2, 3, 4, 5
Purchase of standardised diagnostic assessments. Training for staff to ensure assessments are interpreted and administered correctly.	When used effectively, diagnostic assessments can indicate areas for development for individual pupils, or across classes and year groups: British Vocab Picture Scale. Diagnostic assessment EEF	1, 2, 3
Improve the quality of social and emotional (SEL) learning. SEL approaches will be embedded into routine educational practices and supported by professional development and training for staff.	There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers): Improving Social and Emotional Learning in Primary Schools EEF <ul style="list-style-type: none"> • ELSA Trained TAs to focus 3/4 days a week on PPG children. 2x TAs • Drawing and Talking 2 a week PPG • Play Therapy 3 of 5 a week PPG 	6, 9
Recruitment and Training of one additional MDS to support specific children at Lunchtimes.	There is evidence that shows when relationships are developed and secure children are able to develop independence and self regulation in situations when there is less routine and restrictions. TA Training time.	4, 6

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

Budgeted cost: £ 68540

Activity	Evidence that supports this approach	Challenge number(s) addressed
Structured interventions for Writing across school.	Pupils' historical attainment show pupils have gaps in their learning that need to be identified and effectively targeted in order for progress to be made. Gaps identified by diagnostic assessments. Small group tuition to support these children in closing the gap to their peers.	1
Structured interventions for Maths across school.	Pupils' historical attainment show pupils have gaps in their learning that need to be identified and effectively targeted in order for progress to be made. Gaps identified by diagnostic assessments. Small group tuition to support these children in closing the gap to their peers. https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/early-maths	3
Project Impact Makers	Following the EEF reciprocal reading research of focussed interventions this project will continue – every KS2 TA will be targeted with a child and trained accordingly with time given to complete the work. https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/reciprocal-reading	2 and 5
Speech and Language interventions for identified children led by a designated and trained SALT TA.	TA to carry out 1:1 sessions with children currently working with SALT to reinforce what has happened in these sessions. Oral language interventions can have a positive impact on pupils' language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment. The new reading approach – C SUCH will address this with the focus on Vocabulary and Fluency in reading.	5
Deployment of Key Stage 1 and 2 TAs.	Effective deployment of staff to deliver structured interventions or one-to-one support in addition to the above.	1, 2
Parental workshops	To work closely alongside families to ensure they are able to support the children's learning at home. EEF- Parental engagement	8

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

Budgeted cost: £ 85000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Relaunch – 2025 Whole staff training on behaviour management and anti-bullying approaches with the aim of developing our school ethos and improving behaviour across school. – Adapted Policy 2025</p>	<p>Training of MDS with Scripts Both targeted interventions and universal approaches can have positive overall effects: Behaviour interventions Teaching and Learning Toolkit EEF Ensure this is monitored closely as part of the monitoring schedule.</p>	4
<p>Embedding principles of good practice set out in the DfE’s guidance on working together to improve school attendance. This will involve training and release time for staff to develop and implement new procedures and appointing attendance/support officers to improve attendance.</p>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p>	7
<p>Play Therapy Lego Therapy Drawing and Talking</p>	<p>To support children’s social, emotional, cognitive, physical, creative and language development when dealing with uncertain previous and current situations. Play therapy helps support children in a nonthreatening way at the child’s pace. https://childtherapyservice.org.uk/schools/inspired-by-lego-based-therapy/</p>	6,7

	https://drawingandtalking.com/	
Providing early support to parents.	The main focus for early help is to improve outcomes for children.	6, 9
FUDGE days	Research by Parentkind & YouGov Survey (2023) underscores the potential for schools to improve outcomes by better welcoming and encouraging fathers' participation . The school will host two FUDGE days for Fathers, Uncles, Dads, Grandads and everyone to come and work in the Forest school with their children for the morning. See Book by Gary Wilson.	4, 6, 8, 9
To run parenting courses	The evidence -based programmes for parents, teachers and children reduce challenging behaviour in children and increase their social emotional learning and self-control skills. https://d2tic4wvo1iusb.cloudfront.net/production/eef-guidance-reports/supporting-parents/EEF_Parental_Engagement_Guidance_Report.pdf?v=1755162819	2, 9
Project Impact Makers to support SEMH and progress	To provide daily additional input by TAs for identified children to help their specific need and improve confidence and self-esteem through their relationship with the TA.	6
To use Elsa to allow them to support children with their emotional well being	SEL interventions are almost always perceived to improve emotional or attitudinal outcomes.	6, 7
Subsidised breakfast and afterschool club	Research shows that hungry children do not perform as well. Children have this time to talk and settle before entering the classroom. To also help the children where being late presents as an issue. Homework club for targeted children to access and be able to complete their homework. Booster club where necessary	6, 7, 9
Subsidised clubs and trips including residential	Children from lower income families may not be able to attend extra-curricular provision, trips or residential and this will disadvantage their access to a broad and balanced curriculum and give them the same opportunities to broaden horizons, inspire and raise aspirations.	4,6,10
Subsidised Music lessons	The average impact of arts participation on other areas of academic learning appears to be positive but moderate, about an additional three months progress. Wider benefits such as more positive attitudes to learning and increased well-being have also consistently been reported.	10
Parental workshops	To work closely alongside families to ensure they are able to support the children's learning at home. EEF- Parental engagement	8

	To work closely alongside families to ensure they are able to support the children's learning at home.	
Mental health lead to come into school to support children and school staff with support staff then continuing sessions afterwards.	Well-being warriors provide an evidence-based intervention to support children's mental health and well-being.	
Contingency fund for acute issues.	Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.	All

Total budgeted cost: £ 190,890

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Summary of 133 Pupils (who are pupil premium, in Years R-6)								
Attendance percentage School 89.5% National 94.8% Local Authority 95.0%			15-18 days missed School 6		19+ days missed 36		Absences <ul style="list-style-type: none"> 10.5% overall absence <ul style="list-style-type: none"> 8.9% authorised 1.6% unauthorised 28.6% persistent absence 0 pupils unauthorised absent for 10+ days 	
DfE penalty notice consideration threshold (10+ unauthorised absences in 10 rolling school weeks) <ul style="list-style-type: none"> 18 pupils previously met the threshold between 01/09/2024 and 19/07/2025 			Absence Patterns <ul style="list-style-type: none"> 6 pupils have been repeatedly late to school on the same day 63 pupils have been absent before or after a school holiday 5 pupils have recently improved from previous poor attendance 					
<input type="checkbox"/> Show all pupil names								
Pupil	Attendance	Days missed	Days missed through illness	Authorised absences	Unauthorised absences	Late before register closed	Late after register closed	Possible sessions
133 pupils — 100%	89.5%	2,501	1,241.5	8.9% (4,226)	1.6% (776)	886	99	47,510
Attendance Ranges								
School 133 pupils 5.3%		23.3%		16.5%		49.6%		5.3%
Legend ■ Severely absent (50% or more sessions missed) ■ Persistently absent (10% or more sessions missed) ■ At risk of persistent absence (5-10% sessions missed) ■ Good attendance (95-99%) ■ Excellent attendance (99%+)								
Outcomes:- Attainment Overview by Subject								
Year Group	Reading (PPG)	Reading (Non-PPG)	Writing (PPG)	Writing (Non-PPG)	Maths (PPG)	Maths (Non-PPG)		
Reception	67	50	60	50	80	59		
Year 1	25	70	8	70	50	83		
Year 2	44	80	31	53	69	60		
Year 3	55	46	32	46	36	54		
Year 4	46	76	38	56	42	80		
Year 5	44	70	26	57	37	53		
Year 6	50	71	56	60	38	64		
Themes and Trends								
Strengths:								
- Reception PPG children outperformed non-PPG in all subjects.								

- Year 2 Maths and Year 3 Reading saw PPG children exceed non-PPG peers.
- Year 6 Writing showed minimal attainment gap, suggesting effective interventions.

Challenges:

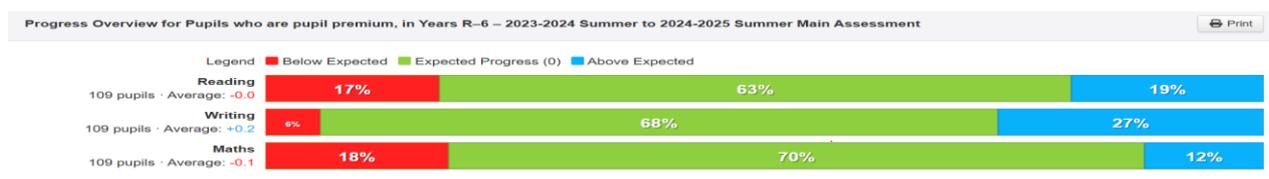
- Year 1 showed large attainment gaps across all subjects, particularly Writing. (Reception will begin to use Drawing Club and this will be continued in the Autumn term of year 1)
- Years 4 and 5 showed persistent underperformance for PPG pupils.
- Maths gaps widened significantly from Year 3 onward. (Maths Mastery and use of Oak Academy small steps planning has been put in place)

Recommendations:

1. Prioritise phonics and writing support in early years (Reception–Year 2). (Training and staff development planned)
2. Focus intervention efforts in Years 3–5 across all subjects. (Continue to use Project Impact)
3. Sustain and expand targeted support seen to be effective in Year 6, especially in Writing.
4. Use subject-specific approaches: Precision teaching, and adapted whole class Fluency approach to reading for comprehension.

Progress over the Academic Year – 2024 2025

1. This year, Pupil Premium children made the strongest progress in Writing, with 94% meeting or exceeding expectations and 27% making more than expected progress.
2. Reading outcomes were also positive, with 82% making expected or better progress and 19% exceeding expectations, though 17% did not make expected progress.
3. Maths remains an area of concern, with 82% making expected progress or better, but 18% making no progress.
4. While Writing is a clear strength, targeted support in Maths and Reading will be a priority moving forward.



Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.

Programme	Provider
Wellbeing Warriors	NHS Mental Health Team
Project Impact	In School program
Play Therapy	Willow Tree Services



ELSA	Cambridgeshire SEND Team Trained
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