

Pupil premium strategy statement – Burlescombe CoE 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	33
Proportion (%) of pupil premium eligible pupils	33%
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)	26/27
Date this statement was published	December 2026
Date on which it will be reviewed	September 2027
Statement authorised by	
Pupil premium lead	Kirsty Page
Governor / Trustee lead	

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£10850
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£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>	£10850

Part A: Pupil premium strategy plan

Statement of intent

Our ultimate objective is to ensure that every disadvantaged pupil develops the confidence, resilience and independence to thrive in their learning and achieve outcomes that are at least in line with their peers. We want pupils to feel proud of their achievements, take ownership of their learning, and be equipped with the skills, knowledge, and self-belief needed to pursue ambitious futures. Above all, we aim to foster a culture of high expectations so that all pupils see themselves as capable learners who can succeed.

Our pupil premium strategy provides targeted support to remove barriers to learning, whether academic, social, or emotional. We invest in high-quality teaching, evidence-based interventions, and carefully selected resources to build pupils' confidence and strengthen core skills. Opportunities are created for pupils to take responsibility for their progress, reflect on their learning, and set aspirational goals. Enrichment activities, mentoring, and curriculum adaptations ensure that pupils see the relevance of their education and are inspired to aim high for their future pathways.

Challenges

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

C h a l l e n g e n u m b e r	Detail of challenge
1	Attainment gap Some disadvantaged pupils attain below the expected standard in reading, writing, and maths compared to their peers, limiting future progress.
2	Confidence and independence A number of disadvantaged pupils lack self-belief, resilience, and independence in learning, which affects engagement and ownership of progress.
3	Gaps in core learning

	Specific gaps in phonics, reading fluency, comprehension, and mathematical fluency are more prevalent for disadvantaged pupils, requiring targeted intervention.
4	Aspiration and enrichment Limited access to enrichment opportunities, cultural capital, and role models reduces disadvantaged pupils' awareness of future possibilities and career pathways.
5	Whole-child development (attendance, behaviour, wellbeing) Some disadvantaged pupils experience lower attendance, reduced engagement, or social/emotional needs that impact their overall development and academic success.

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
High expectations for all Disadvantaged pupils are consistently challenged and supported to meet ambitious academic and personal goals, with no ceiling placed on their potential.	At least 75% of disadvantaged pupils achieve expected standards in reading, writing, and maths combined by the end of KS2 (or make accelerated progress if below age-related expectations). In-year tracking shows disadvantaged pupils making progress at least in line with national expectations (and peers within school). Work scrutiny evidences consistently high-quality outcomes that reflect challenge and ambition. .
Confidence and independence Pupils become confident, independent learners who take ownership of their learning journey.	80%+ of disadvantaged pupils can articulate their learning goals and next steps in pupil conferences. Lesson observations show disadvantaged pupils demonstrating resilience and independence in at least 75% of observed lessons.

	Pupil voice surveys show an increase in self-reported confidence and motivation in learning.
Targeted, evidence-based support Resources and interventions are carefully selected and effectively implemented to overcome individual barriers and accelerate progress.	Measurable improvement in intervention outcomes: 90% of pupils in phonics intervention achieve the Year 1 phonics screening check; targeted maths and reading interventions demonstrate at least 4+ months progress in 10 weeks (measured by standardised assessments). Monitoring shows disadvantaged pupils making sustained progress from their starting points (minimum of expected progress each term). Intervention reviews show positive impact in both academic and personal development measures.
Aspirational culture Pupils achieve both academically and personally, feeling included, valued, and capable of success.	100% of disadvantaged pupils participate in at least one enrichment or extra-curricular opportunity annually. Pupil voice evidences that at least 80% of disadvantaged pupils feel inspired and motivated about their learning and future goals. Careers/aspiration activities show disadvantaged pupils can articulate high aspirations for their next stage in education and beyond. .
Whole-child development Pupils achieve both academically and personally, feeling included, valued, and capable of success.	Disadvantaged pupils' attendance is at least 95% and persistent absence is reduced to below 8%. Behaviour records show a decrease in incidents year-on-year for disadvantaged pupils.

	Wellbeing surveys show 80%+ of disadvantaged pupils report feeling safe, supported, and confident at school. Evidence from teachers and learning walks shows disadvantaged pupils demonstrating progress in personal development skills (e.g. teamwork, communication, resilience).
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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: £5,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
High-quality CPD for teachers on adaptive teaching, feedback, and scaffolding to ensure high expectations for all pupils	EEF: High-quality teaching is the most important lever schools have to improve outcomes; feedback (+6 months) and mastery learning (+5 months) shown to have strong impact	1, 2
Embedding metacognitive strategies and self-regulated learning approaches into daily teaching	EEF: Metacognition and self-regulation strategies (+7 months) improve independence and confidence in learning	2
Investment in high-quality, evidence-based resources to support targeted teaching in phonics, reading, and maths	EEF: Phonics (+5 months), reading comprehension (+6 months), and small-group tuition (+4 months) support accelerated progress	3

Professional development for staff on developing an aspirational culture and raising disadvantaged pupils' confidence in setting goals	EEF: Social and emotional learning (+4 months); wider evidence shows aspiration-building linked to improved motivation and outcomes	4,5
Coaching/mentoring for early career teachers to secure retention and ensure consistency in high expectations for disadvantaged pupils	Strong induction and mentoring programmes shown to reduce staff turnover and improve pupil outcomes	1,5

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

Budgeted cost: £4,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Small-group and 1:1 tuition in reading, writing, and maths led by skilled teachers or TAs	EEF: One-to-one tuition (+5 months); small group tuition (+4 months); most effective when linked to classroom learning	1,3
Targeted phonics interventions for disadvantaged pupils at risk of falling behind	EEF: Phonics (+5 months) particularly beneficial for younger, disadvantaged pupils	3
Structured reading comprehension and vocabulary programmes	EEF: Reading comprehension strategies (+6 months); oral language interventions (+6 months) proven to accelerate literacy development	1,3
Use of diagnostic assessments to identify gaps and personalise support	EEF stresses importance of precise assessment to inform targeted interventions	1,2,3
Peer tutoring and collaborative learning approaches	EEF: Peer tutoring (+5 months) supports confidence, independence, and attainment	2,3

Wider strategies (for example, related to attendance, behaviour, wellbeing EEF: One-to-one tuition (+5 months); small group tuition (+4 months); most effective when linked to classroom learning)

Budgeted cost: £1,850

Activity	Evidence that supports this approach	Challenge number(s) addressed
Pastoral support and mentoring to build resilience, confidence, and self-regulation	EEF: Social and emotional learning (+4 months); mentoring (+2 months)	2,5
Enrichment opportunities (e.g. trips, clubs, music, sport) fully accessible to disadvantaged pupils	EEF: Arts participation (+3 months); wider evidence shows enrichment supports aspiration and engagement	4,5
Targeted attendance support and family engagement strategies	DfE: Consistent evidence links good attendance to improved attainment; EEF: Parental engagement (+4 months)	5
Mental health and wellbeing initiatives, including access to counsellors or emotional literacy programme/ Trauma Informed.	EEF: SEL programmes (+4 months); improves behaviour, attitudes, and learning engagement	5
Careers, aspiration and role-model programmes (visits, speakers, links with secondary schools and beyond)	Research: Exposure to role models and careers education raises aspirations and future attainment	4

Total budgeted cost: £ 10,850

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Pupil Premium Impact Statement 2025–26

*Across the previous academic year, disadvantaged pupils (PP) **made improved progress from their starting points**, with evidence of a positive impact from the support and interventions in place. Pupils increasingly accessed their learning with confidence and benefited from scaffolding, targeted intervention and pastoral support.*

*While progress improved across the year, **KS2 national assessment outcomes identified that disadvantaged pupils did not achieve as well as hoped**, with attainment remaining below national expectations in a number of key areas. This demonstrates that, although pupils were making progress, further work is needed to ensure that progress is accelerated so that more disadvantaged pupils achieve the expected standard by the end of Key Stage 2. Improving attainment and securing consistently strong outcomes for disadvantaged pupils will therefore remain a significant priority for the coming academic year.*

Assessment evidence provides a clear picture of both the progress made and the areas requiring further development:

- **Internal assessment and moderation** demonstrate improved progress for disadvantaged pupils from their individual starting points.
- **Summative assessments** show that gaps have begun to narrow for some pupils; however, progress has not yet been sufficiently rapid or consistent to ensure that all disadvantaged pupils reach age-related expectations.
- **KS2 national assessment outcomes** show that attainment for disadvantaged pupils remained below national expectations, highlighting the importance of continued focus on early identification of learning gaps and accelerated progress.
- **Wider evidence**, including staff observations and pastoral monitoring, demonstrates that disadvantaged pupils have benefited from support for their wellbeing, confidence and engagement, enabling them to participate more fully in school life.

*In response to this evaluation, a number of key developments have already been implemented for the 2026–27 academic year. A **new whole-school data tracking system** provides leaders and teachers with a clearer and more timely picture of pupil attainment and progress. Regular **Pupil Progress Meetings** have been introduced to*

ensure that the progress of disadvantaged pupils is closely monitored, barriers to learning are identified and appropriate provision is put in place swiftly.

Alongside this, a **Foundation Skills Tracker** has been introduced to identify gaps in essential knowledge and skills at an earlier stage. This enables teachers to target teaching and intervention more precisely and ensure that disadvantaged pupils who are working below age-related expectations receive timely support to make accelerated progress.

Our priority for the coming year is to build on the improved progress already seen while ensuring that this translates into stronger attainment. Through robust assessment, early identification of gaps, high-quality teaching, carefully targeted intervention and regular review of impact, we aim to ensure that disadvantaged pupils make accelerated progress and achieve increasingly well in both internal and national assessments.

Externally provided programmes

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

Programme	Provider

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information: **How our service pupil premium allocation was spent last academic year**

The impact of that spending on service pupil premium eligible pupils

Further information

Our Pupil Premium strategy is rooted in a whole-school commitment to equity and high expectations for all. Strategic planning is informed by national research, local context, and the Education Endowment Foundation (EEF) guidance, while also reflecting our in-depth knowledge of individual pupils and families. We regularly evaluate the impact of our approaches through pupil progress meetings, work scrutiny, pupil voice, attendance data, and wellbeing surveys. This ensures that provision remains sharply focused on removing barriers and securing long-term improvement.