Bursar Primary Academy



Pupil Premium Strategy Statement

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Date to be reviewed:	September 2026
Statement authorised by:	Mrs Kate Finney (HT)
Pupil Premium Lead:	Mrs Kate Finney
Governor Lead:	Siobahn Sylvester (Chair)

Summary of Academy Pupil Premium 2025-2026			
Amount received	£84,840		
PPF carried forward	£0		
Total budget for this academic year	£84,840		
Total number of pupils receiving allocation at September 2025	17% 48/277 (EY2 – Y6) (PP + EVER6)		
Year Group	**Number of children entitled to PP funding**	**Number of pupils in year group**	**Percentage of year group entitled to PP funding**
EY2	2	30	7%
Year 1	4	41	10%
Year 2	2	33	6%
Year 3	15	44	34%
Year 4	9	44	20%
Year 5	7	40	18%
Year 6	9	45	20%
Total pupils on roll September 2025	291 (including 14 EY1 pupils)		
Pupil Premium Plus – Total CLA pupils	5 pupils – varying amounts totalling £6,657.71		
Pupil Premium Plus – Total Post-CLA pupils	7@ £2,570 = £17,990		
Total Service Children	3@ £340 = £1,020		

NB: Totals of PP pupils on roll are subject to in year changes and therefore will not be an exact match with funding received in school.

Part A: Pupil Premium Strategy Plan

Statement of Intent

At Bursar Primary Academy, our aim is to inspire, engage and enthuse all of our children; encouraging them to foster a love of learning through a broad and balanced curriculum. Rich and diverse literature, along with stimulating and exciting topics drive our children's learning journeys. Our learning opportunities, support and guidance allow our children to adopt our core 'Bursar Values' and to flourish in all aspects of their school life.

Our mission is to close the attainment gap between disadvantaged pupils and others – within the school and nationally. We want to ensure that all pupils are given the same opportunities and experiences. We recognise that the causes of disadvantage are compound and complex. However, with carefully considered research underpinning the provision and strategies available in school, we aspire to make a profound difference.

Within our school community, we avoid making generalisations and believe that all pupils should be given equal opportunities. We have a plethora of information and data at a pupil level and use this to support us in understanding the needs and challenges of our disadvantaged pupils. Our aspiration is to allow all pupils to reach their very best potential, regardless of barriers to learning and background.

Evidence to support our approaches is detailed below in the 'Activities for this academic year' section and references the EEF Teaching & Learning Toolkit. These approaches are also underpinned by the principles identified in the Education Endowment Foundation – Using your Pupil Premium Funding effectively.

1. We ensure that staff know who our disadvantaged pupils are and what their levels of attainment are – a diagnostic assessment.
2. We use evidence to support our decision-making process.
3. We implement our strategy with carefully planned and executed activities.
4. We monitor and evaluate our strategy using succinct pupil tracking and analysis thus measuring the impact and making any necessary changes.

Challenges

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

Challenge number	Detail of challenge
1	<u>Writing</u> Assessments, work scrutiny, observations and discussions with pupils indicate that there is a gap in achievement at the expected standard in writing between disadvantaged pupils and others in school.
2	<u>Speech, Language and Communication</u> Baseline entry to Early Years shows that most children are not school ready on entry

	to Bursar Primary Academy. Many have limited oral language skills and vocabulary and have had little opportunity to enjoy books.
3	<u>Phonics Screening and Multiplication Check</u> Assessments, work scrutiny, observations and discussions with pupils indicate disadvantaged pupils generally have greater difficulties with phonics acquisition and multiplication recall than their peers.
4	<u>SEND/ Pastoral Support</u> Growing percentage of pupils with SEND requires greater curriculum adaptations/ bespoke provision; increased need for bespoke pastoral (well-being/mental health support)
5	<u>Broadening Experiences and Wider Opportunities</u> Observations and discussions with pupils indicate pupils have limited experiences outside of school. The majority do not attend out of school clubs or visit places of interest outside the local area.
6	<u>Attendance</u> Attendance data indicates that during 24-25, attendance for disadvantaged pupils is lower than for non-disadvantaged pupils; persistent absenteeism is higher for disadvantaged pupils compared to all other pupils. Our assessments and observations indicate that persistent absenteeism is negatively impacting disadvantaged pupils' progress.

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 by 2027-2028
To review our Bursar bespoke 2-year wider curriculum to ensure it builds on prior learning and is accessible to and engages all learners	• Quality of teaching is at least good in all classes over time (internally and externally moderated through a range of statutory and non-statutory arrangements) • Assessments, observations, work scrutiny and discussions with pupils demonstrate high levels of engagement amongst all pupils and no significant difference between disadvantaged pupils and others in school • Assessments confirmed by external assessment data and by external monitoring of the school
To improve outcomes in GLD, reading, writing, mathematics, Y1 phonics and Y4 multiplication checks	• % of disadvantaged pupils achieving GLD is approaching/ in line with the NA for all non-disadvantaged pupils nationally • % of disadvantaged pupils reaching the required standard in PSC is in line or above with NA for non-disadvantaged pupils nationally • % of disadvantaged pupils reaching the required standard in MTC is approaching/ in line with NA for all non-disadvantaged pupils nationally • % of disadvantaged pupils reaching EXS in writing in KS2 is approaching/ in line with NA for all non-disadvantaged pupils nationally

	On an annual basis we will aspire to: • Reach targets agreed with the Trust at EXS and GDS at the end of each Key Stage • Narrow gaps between disadvantaged pupils and other non-disadvantaged pupils when compared with previous year's outcomes across all measures
To improve well-being, social and emotional development and inclusion	High levels of inclusion/well-being is exemplified by: • Qualitative data from pupil voice surveys • Qualitative data from parental surveys • Reduction in the number of behavioural incidents recorded on CPOMS • Analysis of CPOMS data shows positive impact of school support • High levels of engagement in out-of-school activities by disadvantaged pupils • High levels of parental engagement in activities and workshops
To enhance the curriculum with wider opportunities whilst raising aspirations; including promoting high expectations	• Broaden opportunities for extra-curricular activities • Curriculum experiences mapped out – visits/ (inspirational people)/workshops/ experience days • Host Y5/6 bi-annual residential
To improve school attendance and reduce the incidences of persistent late arrivals/absentees; continue to provide targeted pastoral support	• To ensure whole school attendance continues to remain above primary national average and continues to improve year-on-year • To ensure persistent absenteeism continues to reduce year-on-year and remains below primary national average **On an annual basis we will aspire to:** • Continue to narrow/ close the absence gap between disadvantaged pupils and non-disadvantaged pupils • Narrow the gap between disadvantaged pupils and non-disadvantaged pupils in terms of PA • Reduce the number of pupils late and late after close of registration

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 (inc. CPD, recruitment and retention)

Budgeted cost: £52,500

Activity	Evidence that supports this approach	Challenge number (s) addressed
CPD for all staff: • In-house training, Trust-wide and national training with a focus on improving QfT £6,000 • Robust pupil progress meetings and phase meetings ensure staff are aware of challenges and barriers to learning for individual pupils £2,000 • Teachers to participate in in-house training and revisit objectives of the Teacher Development Programme and attend Trust Communities of Practice £5,000 • Professional development to support implementation of approaches, for example, training provided by a DfE validated systematic synthetic phonics programme, mastery based approaches to teaching or feedback £2,500 • Release of SLT members and in-house experts to provide support and model best practice though coaching/mentoring programme to further improve quality first teaching with a focus on high impact, evidence-based approaches (Trust Communities of Practice) £4,000 • Supporting the recruitment and retention of teaching staff, for example, providing	Education Endowment Foundation – Diagnostic Assessment – Evidence Insights The EEF state that with the information diagnostic assessments provide, teachers may: • decide to adjust the level of challenge of activities • reteach specific concepts or topics • adjust curriculum content in the medium or long term • provide pupils with feedback through which they can address their own areas for improvement • decide which pupils may need additional, targeted academic support	1,2,3,4

cover time to undertake professional development such as National Professional Qualifications (NPQs) £8,000 • Release of SENCO to support less experienced staff on meeting needs of all pupils with a focus on those with SEND/vulnerable £12,000 • Technology and other resources that support high-quality teaching, for example software to support diagnostic assessment £5,000 **Total: £44,500**		
Curriculum enhancement: Visits/visitors/workshops/curriculum experiences **Total: £8,000**	The EEF state: All children, including those from disadvantaged backgrounds, deserve a well-rounded, culturally rich, education	5

Targeted academic support

Budgeted cost: £5,500

Activity	Evidence that supports this approach	Challenge number (s) addressed
Phonics and reading catch-up/interventions: Purchase of resources to support Fast Track tutoring to secure accelerated catch up (RWI) £500 1:1 or small group intervention led by trained teaching assistants x2 £2000 Daily 1:1 fluency read for targeted children £1000 Year 6 after school tuition x3 small groups £1000 **Total: £4,500**	Education Endowment Foundation – T&L Toolkit – Small Group Tuition Education Endowment Foundation – T&L Toolkit – One to One Tuition • Studies comparing one to one tuition with small group tuition show mixed outcomes. The variability could be attributed to the quality of teaching as opposed to group size. • Evidence suggests that tuition should be additional to but explicitly linked with normal teaching and that teacher monitoring of progress is beneficial. Where tuition is delivered by volunteers or TAs, the evidence suggests that training and the use of structured programmes is key. • EEF state that schools should carefully consider how teaching assistants are used to support learners from disadvantaged backgrounds. There is evidence that when a teaching assistant is used to support specific pupils routinely in the classroom, the teacher may interact less with these pupils, meaning that those who	1,2,3,4

	need additional teacher monitoring and support may not receive it. Therefore, additional care should be given to how teachers respond to the deployment of teaching assistants and who they are supporting, particularly for previously low attaining or disadvantaged pupils. • However, well-evidenced teaching assistant interventions can be targeted at pupils that require additional support and can help previously low attaining pupils overcome barriers to learning and 'catch-up' with previously higher attaining pupils. • Schools should carefully monitor teaching assistant interventions to ensure they are well delivered, so that pupils receive the large benefits of structured interventions and not the limited impact of general deployment.	
Mathematics Tutoring: Year 6 after school tuition x3 small groups £1000	Education Endowment Foundation – Improving mathematics in Key Stages 2 and 3 Education Endowment Foundation – T&L Toolkit – Small Group Tuition • EEF state that small group approaches can support pupils to make progress by providing intensive, targeted academic support to those with low prior attainment or at risk of falling behind as it allows for greater levels of interaction and feedback. This helps pupils overcome barriers to learning and increases access to the curriculum. • It is important to ensure that tuition is informed by accurate diagnostic assessment and delivered by trained staff.	3

Wider strategies

Budgeted cost: £31,500

Activity	Evidence that supports this approach	Challenge number (s) addressed
Well-being, social and emotional development, inclusion: Pastoral and emotional wellbeing support £12,000 ELSA support, including supervision and resources £500 Healing Hands Therapy £6000 **Total: £18,500**	Education Endowment Foundation – T&L Toolkit – Social and Emotional Learning • Evidence suggests that children from disadvantaged backgrounds have, on average, weaker SEL skills at all ages than their more affluent peers. These skills are likely to influence a range of outcomes for pupils: lower SEL skills are linked with poorer mental health and lower academic attainment. • SEL interventions in education are shown to improve SEL skills and are therefore likely to support disadvantaged pupils to understand and engage in healthy relationships with peers and emotional self-regulation, both of which may subsequently increase academic attainment. • Schools should carefully consider how targeted approaches are deployed to support pupils with additional social or emotional needs. SEL needs will be based on a variety of factors that may	4

	not correspond to academic progress and should be carefully monitored. Education Endowment Foundation – T&L Toolkit – Meta Cognition and Self-Regulation • Evidence to suggest that disadvantaged pupils are less likely to use metacognitive and self-regulatory strategies without being explicitly taught these strategies. Explicit teaching of metacognitive and self-regulatory strategies could therefore encourage such pupils to practise and use these skills more frequently in the future. With explicit teaching and feedback, pupils are more likely to use these strategies independently and habitually, enabling them to manage their own learning and overcome challenges themselves in the future.	
Raising profile of attendance: • Strong attendance ethos led from the top with clear lines of accountability • Emotional Wellbeing, Behaviour & Attendance Officer • Clear policies – technical and legal compliance • Benchmark attendance • Regular monitoring and analysis – use of correct codes • Robust follow up of absence • Engagement with partner agencies • Good practice sought and shared • Use of DfE Attendance resources / strategies for improving attendance • Build positive relationships with parents • Intervene and support early with focus on support not punitive measures **Total: £8,000** Breakfast Club for disadvantaged pupils to encourage attendance and punctuality **Total: £5,000**	DfE - School attendance guidance DfE - Improving school attendance - support for schools and local authorities *DfE guidance based on cases studies with school with high levels of attendance.* • Pupils need to attend school regularly to benefit from their education. Missing out on lessons leaves children vulnerable to falling behind. Children with poor attendance tend to achieve less in both primary and secondary school.	6

Total budgeted cost for all priorities: £88,500

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.

Moderated in-school and LA data shows the following:

Early Years Foundation Stage

- 80% of all pupils achieved GLD (NA 68%)
- National attainment gap was -23; Bursar -23 (attainment gap identical to national)

Early reading and phonics/reading

Y1 Phonics screening check

- 80% of all pupils reached the required standard (NA 80%)
- National attainment gap was -17; Bursar 16 (gap eradicated)

Y2 Phonics screening check

- 82% of all pupils reached the required standard (NA 90%)
- National attainment gap was -11; Bursar -19 (attainment gap evident)

End of Key Stage 2 – Reading

- 84% of all pupils achieved EXS (NA 75%)
- National attainment gap was -18; Bursar -1 (attainment gap almost eradicated)

Attainment and progress in mathematics

End of Key Stage 2 – Maths

- 81% of all pupils achieved EXS (NA 74%)
- National attainment gap was -19; Bursar -7 (attainment gap evident – narrower than national)

Year 4 Multiplication Check

- 56% of all pupils achieved 100% (NA 37%)
- National attainment gap was -12 (achieving 100%); 26 (gap eradicated)

Attainment and progress in writing

End of Key Stage 2 – Writing

- 81% of all pupils achieved EXS (NA 72%)
- National attainment gap was -19; Bursar -11 (attainment gap evident – narrower than national)

Attainment and progress R, W, M combined

End of Key Stage 2 - School disadvantaged vs national disadvantaged – three-year average

- National gap was -22%; Bursar -14% (attainment gap evident – narrower than national)

Externally provided programmes

Programme	Provider
/	/

Further information

The total budgeted figure exceeds our Pupil Premium income but this reflects the fact that non-Pupil Premium pupils also benefit from some of the above. The above does not represent an exhaustive list of provisions made which benefit PP

pupils but is a reflection of the nature of our financial expenditure to ensure that all pupils thrive during their time in our school.