Bursar Primary Academy

Pupil Premium Strategy Statement

2026 - 2029

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Date to be reviewed:	September 2027
Statement authorised by:	Mrs Kate Finney (HT)
Pupil Premium Lead:	Mrs Kate Finney
Governor Lead:	Siobahn Sylvester (Chair)

Summary of Academy Pupil Premium 2026 - 2027			
Amount received	£87,440		
PPF carried forward	£0		
Total budget for this academic year	£87,440		
Total number of pupils receiving allocation at September 2026	19% 51/275 (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	4	25	16%
Year 1	3	32	9%
Year 2	4	45	9%
Year 3	3	37	8%
Year 4	17	45	38%
Year 5	11	45	24%
Year 6	9	46	20%
Total pupils on roll September 2026	296 (including 20 EY1 pupils)		
Pupil Premium Plus – Total CIOC pupils	4 pupils – varying amounts totalling approximately £2,000		
Pupil Premium Plus – Total PP Plus pupils	6@ £2,690 = £16,140		
Total Service Children	1@ £340 = £340		

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; this total also includes ex-Year 6 pupils (10 pupils)

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>Speech, Language and Communication</u> Internal assessment, baseline entry data and observations indicate that a significant proportion of disadvantaged pupils (and non-disadvantaged pupils) enter EYFS with speech, language and communication skills below age-related expectations. This includes: • Limited vocabulary knowledge • Delayed expressive language • Reduced opportunities for high-quality language interactions • Difficulty understanding and following instructions • Poor speech sound development • Reduced confidence in speaking and listening These barriers impact literacy development, social communication and future academic success.
2	<u>Phonics Screening (Year 1 and Year 2)</u> Data indicates that less disadvantaged pupils successfully passed the PSC check in Year 1 and in Year 2 than non-disadvantaged pupils. Data, observations and

	assessments show that a proportion of disadvantaged pupils require further phonics intervention due to weak decoding and blending skills affecting reading fluency. Limited reading practice outside of school also contributes to reduced vocabulary and oral skills impacting literacy development.
3	<u>Maths</u> Data indicates that less disadvantaged pupils successfully achieved the expected standard in Maths at the end of Key Stage 2 than non-disadvantaged pupils. Data, observations and assessments show that a proportion of disadvantaged pupils have gaps in number fluency, problem solving and reasoning and recall of key facts.
3	<u>SEND/ Pastoral Support</u> The growing percentage of pupils with SEND requires greater curriculum adaptations/ bespoke provision; increased need for bespoke pastoral (well-being/mental health support).
4	<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.
5	<u>Attendance</u> Attendance data indicates that during 25-26, 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 2028-2029
To improve speech and language skills in EYFS, enhancing vocabulary acquisition through early identification of need. Improved early literacy outcomes. Greater parental engagement. Sustained improvement through KS1.	• Increased proportion of disadvantaged pupils achieving age-related expectations in Communication and Language • Children confidently use and retain taught vocabulary across different contexts • All pupils screened on entry and appropriate interventions implemented swiftly • Increased attainment in phonics, reading and writing for disadvantaged pupils • Parents equipped to support language development at home, supported through workshops within school • Reduced language gap between disadvantaged and non-disadvantaged pupils.
To sustain/ improve outcomes further in GLD, Y1 and Y2 phonics, Y4 multiplication checks and RWM combined (end of KS2)	• % of disadvantaged pupils achieving GLD is in line or above the NA for all non-disadvantaged pupils nationally • % of disadvantaged pupils reaching the required standard in PSC is in line or above the NA for non-disadvantaged pupils nationally • % of disadvantaged pupils reaching the required standard in MTC continues to be in line or above the NA for all non-disadvantaged pupils nationally, this is consistent year-on-year • % of disadvantaged pupils reaching combined R,W,M at the end of KS2 continues to be in line or above the NA for all

	non-disadvantaged pupils nationally, this is consistent year-on-year. **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/ eradicate 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 • Development of Enrichment Benchmarks/ Inclusion strategy.
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 • Development of Enrichment Benchmarks/ Inclusion strategy.
To improve school attendance and reduce the incidences of persistent late arrivals/absentees; continue to provide targeted support	• To continue to drive whole school attendance, ensuring attendance is above primary local and 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 **this academic year** to address the challenges listed above.

High-quality teaching (inc. CPD, recruitment and retention)
Budgeted cost: £47,500

Activity	Evidence that supports this approach	Challenge number (s) addressed
Continue to promote a language-rich curriculum across EYFS. Explicitly teach Tier 2 and topic-specific vocabulary. Use high-quality story times and dialogic reading daily. Prioritise quality interactions between adults and children (SHReC model). Plan structured opportunities for speaking and listening throughout the school day. Plan and deliver CPD for all staff, including staff release and cover to attend training. Monitor through learning walks, fidelity checks, coaching opportunities. £6500	Education Endowment Foundation (EEF) recommends: • Explicit vocabulary instruction. • Structured questioning. • Purposeful dialogue. • Adults modelling high-quality language *(EEF, Evidence and resources, Teaching and Learning Toolkit, Oral Language Interventions).*	
Continue to embed high-quality SSP (RWI) with fidelity. Ensure daily phonics teaching in Reception, Year 1 and Year 2. Deliver additional practise sessions for disadvantaged pupils. Main high expectations for participation and progress – track, monitor and evaluate. Provide weekly RWI coaching focusing on the identification of misconceptions. Undertake CPD RWI development days; disseminate to wider staff team, including staff release and cover to attend training. Monitor through learning walks, observations, staff voice, coaching records, data. £7500	Education Endowment Foundation (EEF) recommends: Effective phonics teaching requires strong subject knowledge and pedagogical expertise from all staff *(EEF, Improving Literacy in Key Stage 1, Summary of recommendations document; EEF Evidence and resources, Teaching and Learning Toolkit, Phonics).*	
Embed a mastery approach in Maths, ensuring that lessons focus on fluency, reasoning and problem solving. Use assessment to identify misconceptions promptly.	Education Endowment Foundation (EEF) evidence: 'Mastery learning approaches show positive impact when pupils secure understanding before moving on. Effective	

Deliver adaptive teaching to meet pupil needs. Ensure lessons promote mathematical oracy, increasing the opportunities for pupils to explain their thinking. Regular CPD by maths lead disseminating CPD by the Maths Hub, including staff release and cover to attend training. Monitor and coach through observations, learning walks, book looks, pupil progress meetings and data analysis/ assessments. £7500	classroom practice is fundamental to closing attainment gaps.' *(EEF Evidence and resources, Teaching and Learning Toolkit, Mastery learning).* 'Developing mathematical thinking and structured discussion supports deeper understanding and improved outcomes. Oral language and metacognitive approaches support learning across subjects, including mathematics.'	
Enrichment and inclusion: Develop a whole-school enrichment strategy and progression map Audit and track pupil participation using an enrichment via Arbor (MIS system) Ensure enrichment opportunities are planned within curriculum schemes of work – curriculum experiences map/ enrichment offer Target disadvantaged pupils and those with SEND for additional access and support Monitor impact through pupil voice, attendance data, participation rates, and progress measures – termly data analysis. £18000	The Education Endowment Foundation (EEF) highlights that pupils with SEND have the greatest need for excellent teaching and that effective inclusion begins with creating a positive, supportive environment where all pupils can access high-quality teaching. The EEF's guidance report, Special Educational Needs in Mainstream Schools, recommends that schools: 1. Create a positive and supportive environment for all pupils. 2. Build an ongoing, holistic understanding of pupils and their needs. 3. Ensure all pupils have access to high-quality teaching. 4. Complement teaching with targeted interventions where necessary. 5. Deploy teaching assistants effectively. The EEF further emphasises that good teaching for pupils with SEND is good teaching for all pupils and identifies effective strategies including: • Explicit instruction. • Flexible grouping. • Scaffolding. • Cognitive and metacognitive strategies. • Appropriate use of technology.	
Curriculum enhancement: Supporting teachers through CPD opportunities to evaluate the impact of their curriculum subjects	The EEF states: 'All children, including those from disadvantaged backgrounds, deserve a well-rounded, culturally rich, education.'	

Visits/ visitors/ workshops/ curriculum experiences Development of Enrichment Benchmarks and Inclusion strategy to ensure attendance, attainment and belonging for all pupils, targeted disadvantaged pupils for maximum impact, enjoyment and success £8000 **TOTAL: £47,500**		

Targeted academic support

Budgeted cost: £8,000

Activity	**Evidence that supports this approach**	**Challenge number (s) addressed**
Early Language Screening and Assessment: Conduct baseline assessments within the first six weeks of EYFS entry. Use speech and language screening tools. Identify disadvantaged pupils requiring additional support. Track progress half-termly. £2000	The Education Endowment Foundation (EEF) states: Effective implementation relies on identifying pupils who need additional oral language support and matching intervention to need.	
Year 6 after school tuition x3 small groups delivered by qualified teacher – maths Year 6 after school tuition x3 small groups delivered by qualified teacher – reading Year 6 after school tuition x3 small groups delivered by qualified teacher – spelling, punctuation and grammar (writing) Conduct baseline and exit assessments; intervention tracking; termly reviews. £6000 **TOTAL: £8000**	The EEF states: '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. *(The Education Endowment Foundation (EEF) – Improving mathematics in Key Stages 2 and 3 Education Endowment Foundation – T&L Toolkit – Small Group Tuition)*	**3**

Wider strategies

Budgeted cost: £33,000

Activity	Evidence that supports this approach	Challenge number (s) addressed
Well-being, social and emotional development, inclusion: Pastoral and emotional wellbeing support £14,000 ELSA support, including supervision and resources £1000 Healing Hands Therapy £5000	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 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.	4
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	DfE - School attendance guidance DfE – Working Together to Support School Attendance - support for schools and local authorities Similar Schools report *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

• 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 • Trust CoP and key attendance improvement documents to support Total: £8,000 Breakfast Club for disadvantaged pupils to encourage attendance and punctuality Total: £5,000 **TOTAL: £33,000**		

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 2025 to 2026 academic year.

Moderated in-school and LA data shows the following:

Early Years Foundation Stage

- 78% of all pupils achieved GLD (NA 72%)
- National attainment gap was -21; Bursar -26 (attainment gap evident; based on 2 disadvantaged pupils)

Early reading and phonics/reading

Y1 Phonics screening check

- 80% of all pupils reached the required standard (NA 82%)
- National attainment gap was -18; Bursar 11 (attainment gap evident – narrower than national)

Y2 Phonics screening check

- 92% of all pupils reached the required standard (NA 89%)
- National attainment gap was -11; Bursar -17 (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

- 53% of all pupils achieved 100% (NA 37%)
- National attainment gap was -12 (achieving 100%); Bursar 43 (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
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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.