

Pupil premium strategy statement - Burton CE Primary School

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	265
Proportion (%) of pupil premium eligible pupils	16.6% (44 pupils)
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)	2025-2028
Date this statement was published	Nov 2025
Date on which it will be reviewed	Nov 2026
Statement authorised by	Alison Timmings
Pupil premium lead	Alison Reeves
Governor / Trustee lead	Pauline Stevens

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£90,450
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>	£90,450

Part A: Pupil premium strategy plan

Statement of intent

At Burton Primary School, our vision is that all pupils—regardless of background—are given the opportunity to achieve their potential, thrive emotionally, and develop as confident learners. We recognise that disadvantage is not a barrier to success and that high expectations, quality-first teaching, and inclusive practice make the greatest difference.

Our strategy is built on evidence-based approaches that focus on:

- Improving **teaching and learning** for all pupils, including targeted professional development.
- Delivering **early intervention** for pupils who need additional support.
- Enhancing **attendance, wellbeing, and engagement**, ensuring children are ready to learn.

We aim to diminish the difference between disadvantaged pupils and their peers, with a focus on reading, writing, and maths attainment, as well as wider outcomes such as confidence, participation, and attendance.

Our Christian Ethos and most centrally, our Core Christian Values of Compassion, Friendship and Reverence form the foundations of our approach to teaching and learning and our interactions with pupils, parents and colleagues. We firmly believe that developing strong, positive relationships with the children is the bedrock on which we can support them to engage and excel. We want to send our pupils on to secondary school and out into the wider community as well-rounded, competent, confident and compassionate young people with aspirations and the desire to make a difference.

Challenges

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

Challenge number	Detail of challenge
1	Lower attainment in reading and maths (strong upward trend in writing): <i>Some disadvantaged pupils struggle to maintain age related expectations when transitioning into KS2; the gap is not consistently narrowing by the end of KS2.</i>
2	Vocabulary and oral language development (SLCN): 50% of our SEND pupils have speech, language and communication needs as their primary area of need. Limited language and vocabulary exposure early on affect comprehension, writing, and communication. <i>Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps on entry among</i>

	<i>disadvantaged pupils. These are more prevalent among our disadvantaged pupils than their peers (33.33%).</i>																																
3	Increasing number of pupils with varying and significant SEND/SEMH needs: An increasing number of children in school with SEND needs, many requiring support for emotional regulation, resilience, and readiness to learn. <i>Teacher referrals for support remain relatively high. 31 pupil referrals autumn term 2025 (12 of whom are pupil premium eligible). 28.33% of pupils are on SEND register for SEMH as primary need and 37 pupils currently (Nov 2025) require additional support with SEMH needs in school (21 of whom are pupil premium eligible).</i>																																
4	Attendance and punctuality: Persistent absence (below 90%), and lateness (above 5%) among some disadvantaged pupils reduces learning time. <i>Our attendance data over the last 3 years indicates that persistent absence among disadvantaged pupils shows a slight upwards trend, in comparison to persistent absence among all pupils, which shows a downward trend.</i> <i>All Pupils – persistent absence</i> <table><tr><th>Year</th><th>Cohort</th><th>School</th><th>National</th></tr><tr><td>2024/25</td><td>251</td><td>13.5%</td><td>14.3%</td></tr><tr><td>2023/24</td><td>277</td><td>16.2%</td><td>14.6%</td></tr><tr><td>2022/23</td><td>288</td><td>16.0%</td><td>16.2%</td></tr></table> <i>FSM6 - persistent absence</i> <table><tr><th>Year</th><th>Cohort</th><th>School</th><th>National</th></tr><tr><td>2024/25</td><td>58</td><td>34.5%</td><td>24.4%</td></tr><tr><td>2023/24</td><td>61</td><td>31.1%</td><td>27.1%</td></tr><tr><td>2022/23</td><td>60</td><td>33.3%</td><td>29.3%</td></tr></table> <i>Current data:</i> <i>Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils’ progress.</i> <i>(Autumn Term 2025) 12 out of the 18 (66.6%) persistently late pupils are PP; 5 are also SEND.</i>	Year	Cohort	School	National	2024/25	251	13.5%	14.3%	2023/24	277	16.2%	14.6%	2022/23	288	16.0%	16.2%	Year	Cohort	School	National	2024/25	58	34.5%	24.4%	2023/24	61	31.1%	27.1%	2022/23	60	33.3%	29.3%
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5	Parental engagement and home learning: <i>A large proportion of families need support to engage effectively with school, including learning at home. An increased number of children lacking in independence, resilience and life skills.</i>																																

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
Improved reading attainment among disadvantaged pupils at the end of KS2.	Over the next three years, data/internal tracking/teacher assessments/evidence in books show improved reading outcomes in KS2; an upward trend in their attainment and progress scores in reading. Proportion of children working at the expected standard to have shown an increase than in the previous year and to narrow the gap between disadvantaged and non-disadvantaged children.

Improved maths attainment among disadvantaged pupils at the end of KS2.	Over the next three years, data/internal tracking/teacher assessments/evidence in books show improved maths outcomes in KS2; an upward trend in their attainment and progress scores in maths. Proportion of children working at the expected standard to have shown an increase than in the previous year and to narrow the gap between disadvantaged and non-disadvantaged children.
Improved oral language acquisition and vocabulary among disadvantaged pupils.	Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including evidence in books, engagement in lessons and learning walks, demonstrating an increased use of rich vocabulary in spoken and written work; improved outcomes in reading comprehension.
Improved inclusion and SEND provision across the school	Evidence in books and learning walks show that there is effective use of adaptive teaching, reasonable adjustments and graduated approaches to ensure the best outcomes for all pupils. Early intervention, graduated response used consistently within school, reasonable adjustments put in place at the point of need. Positive feedback from staff, parents, and pupils evident.
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	Sustained high levels of wellbeing by 2027/28 demonstrated by: • qualitative data from student voice, student and parent surveys and teacher observations • an increased number of pupils engaging in lessons, coming into classrooms ready to learn • a significant increase in participation in enrichment activities, particularly among disadvantaged pupils
Increased parental engagement	Higher attendance at workshops and meetings; improved home learning participation.
To achieve and sustain improved attendance and punctuality for all pupils, particularly our disadvantaged pupils.	Sustained high attendance by 2027/28 demonstrated by: • the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced. • the percentage of all pupils who are persistently absent being significantly reduced (particularly among disadvantaged pupils).

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: £9,650

Activity	Evidence that supports this approach	Challenge number(s) addressed
Investment in staff CPD to improve the quality of teaching and learning, including supporting children with SLCN Regular LSA training delivered by SENDCo (1x/month)	EEF and DfE evidence highlight that improving the quality of teaching benefits all pupils, particularly those who are disadvantaged or have SEND. EEF evidence shows that improving teacher practice has the greatest long-term impact on disadvantaged pupils.	1, 2, 3
Whole-school focus on high-quality, inclusive teaching – embedding consistent approaches to instruction, AfL, scaffolding, total communication and feedback across all classes. Inclusive Leaders Course (6 days/year)	Supports inclusive classroom practice and ensures staff can meet diverse needs effectively. Consistent whole-school approaches benefit <i>all pupils</i> (including disadvantaged and SEND) through consistent, inclusive classroom practice.	1, 2, 3

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

Budgeted cost: £55,942

Activity	Evidence that supports this approach	Challenge number(s) addressed
Small-group and/or 1:1 tutoring and intervention used effectively to support classroom learning Staff training and funded time to share effective practice	Evidence from the education endowment foundation shows that small group tuition, when used effectively, can mean children make up to four months additional progress.	1, 2, 3
Daily targeted small-group teaching led by qualified teacher and SEN LSA (focus on KS2 - POD).	Accelerated progress, from their starting points, in core subjects for identified pupils. Teaching and learning targeted at specific needs, key knowledge gaps, improving motivation and confidence in learning is an effective method to support low attaining pupils or those falling behind.	1, 2, 3
SLC Champion to support staff in delivering targeted Speech and Language support, monitor provision and liaise closely with school's SLT	Improved oral language and communication skills in pupils, which translates into classroom learning, improved outcomes and better progress	2, 3

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

Budgeted cost: £24,875

Activity	Evidence that supports this approach	Challenge number(s) addressed
Emotional Literacy Support Assistants (ELSA), Draw and Talk Therapists and full time PCW 'Dolphins' resource base for SEMH provision delivered by trained THRIVE Practitioners	Extensive evidence shows the positive effects of supporting pupils social, emotional and mental health and well-being on attainment, progress and improved outcomes (EEF research – Social and Emotional learning Impact +4months) The Thrive approach is a trauma-sensitive approach to meeting the emotional and social needs of children and young people. Improved wellbeing, self-regulation, and classroom readiness.	3, 4
Attendance Manager and Family Support Worker to monitor attendance and build family relationships.	Improved attendance, reduced persistent absence, improved parental engagement and strengthened family relationships.	4, 5
PCW and Thrive Practitioners lead regular parental workshops	EEF research – Parental engagement (Impact +4months – Moderate impact for very low cost based on extensive research)	
Counselling / 1:1 Therapy	Art Therapy/Play Therapy targeted for individuals who need intervention from a trained professional to support their SEMH needs.	3
Staff training in emotion coaching, Zones of Regulation, and sensory strategies.	Enhances staff capacity to support SEMH and SEND pupils effectively to improve outcomes and readiness to learn	3
Subsidising enrichment opportunities (trips, clubs, music lessons, holiday club).	Ensures equality of access and raises aspiration. EEF research indicates improved outcomes have been identified academically where pupils attend such extra-curricular activities.	1, 3
Forest School sessions and outdoor learning programme (SEND and YC extra sessions).	Supports emotional wellbeing, resilience, teamwork, and connection with nature; particularly effective for pupils with SEMH or SEND needs.	3

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

1. *Pupils receive high quality teaching and targeted intervention and support to make accelerated progress and bridge gaps in learning.*

2024-2025 SEN Areas of Need:

SEN Need	No. of Students ↓	% of SEN Students with this Need	% of Students with this Need
Speech, Language and Communication Needs	31	50%	11.65%
Social, Emotional & Mental Health	18	29.03%	6.77%
SEN Support, No Specialist Assessment	10	16.13%	3.76%
Autistic Spectrum Disorder	8	12.9%	3.01%
Attention Deficit (Hyperactivity) Disorder	7	11.29%	2.63%
Global developmental delay	3	4.84%	1.13%
Severe Learning Difficulty	1	1.61%	0.38%
Dyslexia	1	1.61%	0.38%
Atypical autism	1	1.61%	0.38%
Vision Impairment	1	1.61%	0.38%
Specific Learning Difficulty	1	1.61%	0.38%

Development of the 'POD' began to create opportunities for targeted and bespoke learning for pupils working at a level well below their peers.

Monthly CPD for all of our Learning Support Assistants (LSAs) delivered by the school's SENDCo, with a focus on inclusion, intervention, special educational needs and Assessment for Learning (AfL).

Introduction of LSA 'Champions' for more effective training and support for staff and pupils across the school.

2. *Parents are actively engaged in their child's learning and promote a positive attitude towards education. They understand they can make a positive contribution to their child's achievement in school by engaging with and recognising that parental involvement makes a difference.*

Parental workshops and information sessions as well as Inclusion Parent Afternoons (drop-in) for regular advice and support for parents continued. We are still seeing low numbers of parents attending these. For this reason, our Pastoral Care Worker is working more closely with families and parents to encourage a triangulated approach to support. Families feel supported and nurtured.

3. Increased attendance rates for pupils eligible for Pupil Premium

All pupils - Attendance

Year	Cohort	School	National	National distribution banding	Sch trend vs Nat trend	School context
2024/25	251	95.5%	94.9%	Close to average	Relative improvement	-
2023/24	277	93.8%	94.5%	Close to average	Relative decline	-
2022/23	288	94.0%	94.1%	Close to average	Relative improvement	-

2018/19	303	95.6%	96.0%	Close to average	Not available	-
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► [Chart](#)

FSM6 - Attendance

Year	Cohort	School	National	National distribution banding	Sch trend vs Nat trend	School context
2024/25	58	92.3%	92.6%	Close to average	Relative improvement	-
2023/24	61	89.9%	92.0%	Below	Relative decline	-
2022/23	60	90.7%	91.6%	Close to average	In line	-

2018/19	50	93.5%	94.4%	Close to average	Not available	-
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The three-year trend shows a slight improvement each year in attendance of our disadvantaged children. However, persistent absences among our disadvantaged children remains above national (see below). This is our rationale to put a greater focus on persistent absence. Our Pastoral Worker works closely with our Attendance Manager to support families with persistent attendance and lateness to improve outcomes for children.

All pupils - Persistent absence

Year	Cohort	School	National	National distribution banding	Trend	School context
2024/25	251	13.5%	14.3%	Close to average (non-sig)	No sig change	-
2023/24	277	16.2%	14.6%	Close to average (non-sig)	No sig change	-
2022/23	288	16.0%	16.2%	Close to average (non-sig)	Sig increase	-

2018/19	303	8.6%	8.2%	Close to average (non-sig)	Not available	-
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► [Chart](#)

FSM6 - Persistent absence

Year	Cohort	School	National	National distribution banding	Trend	School context
2024/25	58	34.5%	24.4%	Above (non-sig)	No sig change	-
2023/24	61	31.1%	27.1%	Close to average (non-sig)	No sig change	-
2022/23	60	33.3%	29.3%	Close to average (non-sig)	Sig increase	-

2018/19	50	16.0%	16.1%	Close to average (non-sig)	Not available	-
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Performance Data

Expected standard

All pupils - Reading, writing and mathematics expected standard

Year	Cohort	School	National	National distribution banding	Trend
3-year	161	56%	61%	Close to average (non-sig)	Not applicable
2025	47	51%	62%	Below (non-sig)	No sig change

Disadvantaged pupils - Reading, writing and mathematics expected standard

Year	Cohort	School disadvantaged compared to national disadvantaged			School disadvantaged compared to national non-disadvantaged		
		School	National	National distribution banding	National (non dis)	Gap	Gap Trend
3-year	44	48%	46%	Close to average (non-sig)	68%	-20	Not applicable
2025	14	43%	47%	Close to average (non-sig)	69%	-26	Widening

Although our disadvantaged pupils at school are attaining above national in R, W and M, the gap between disadvantaged and national non-disadvantaged children widened last year. A note of caution would be that out of the 14 pupils who were eligible for PP, 6 of those children were SEND(42.9%); 2 with EHCPs. 8 out of 14 (57.1%) were being supported pastorally within school.

Disadvantaged pupils - Reading expected standard

Year	Cohort	School disadvantaged compared to national disadvantaged			School disadvantaged compared to national non-disadvantaged		
		School	National	National distribution banding	National (non dis)	Gap	Gap Trend
3-year	44	61%	62%	Close to average (non-sig)	80%	-18	Not applicable
2025	14	57%	63%	Close to average (non-sig)	81%	-23	Widening

Disadvantaged pupils - Writing expected standard

Year	Cohort	School disadvantaged compared to national disadvantaged			School disadvantaged compared to national non-disadvantaged		
		School	National	National distribution banding	National (non dis)	Gap	Gap Trend
3-year	44	64%	59%	Close to average (non-sig)	78%	-14	Not applicable
2025	14	64%	59%	Close to average (non-sig)	78%	-14	Widening

Disadvantaged pupils - Mathematics expected standard

Year	Cohort	School disadvantaged compared to national disadvantaged			School disadvantaged compared to national non-disadvantaged		
		School	National	National distribution banding	National (non dis)	Gap	Gap Trend
3-year	44	52%	60%	Close to average (non-sig)	80%	-27	Not applicable
2025	14	50%	61%	Close to average (non-sig)	80%	-30	Widening

Overall, the progress and attainment of our disadvantaged pupils in reading and maths fell below national, and in writing this was slightly above national. The gap between disadvantaged and non-disadvantaged was shown to be widening. Therefore, a greater focus on reading and maths has been taken this year.

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

Further information (optional)

Adaptations and Resources for Inclusive Learning

An additional £12,200 was awarded for the creation of a sensory-friendly learning space that fosters an environment where all vulnerable students can thrive, after a successful application.

The development of an area (The POD) to facilitate:

- a space for vulnerable children to feel safe and learn well (without the fear of an overwhelming and pacey mainstream classroom environment)
- bespoke and targeted learning (children with an EHCP/EHCPNA/identified)
- a safe and comfortable space for vulnerable children during unstructured times (break and lunch)
- small group and 1:1 targeted (reduced curriculum) learning and emotional support for vulnerable children during the afternoons (for those who find the school day traumatic/overwhelming), Champion Check-ins (i.e. neurodiversity)

The development of resources and provision: Outreach support

- specialised learning materials (concrete manipulatives, smart board, access to bespoke learning resources)
- specialised and well-planned resources
- bespoke curriculum's to support professional recommendations
- an environment that is conducive to individual needs

Expected Outcomes:

An inclusive and supportive learning environment for some of our most vulnerable children.

- Improved academic performance, self-esteem, confidence and wellbeing for our vulnerable pupils.
- Enhanced social and emotional development.
- Increased engagement and participation in school and classroom activities.
- Better integration and interaction with peers, fostering a sense of belonging.