

Pupil premium strategy statement - Burrough Green CofE Primary Academy

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.

Purpose of the Pupil Premium Strategy

The purpose of the Pupil Premium Strategy at Burrough Green Church of England Primary Academy is to secure high and rising standards for disadvantaged pupils by delivering a coherent blend of high-quality teaching, targeted academic support, and wider strategies that promote attendance, wellbeing, and parental engagement. This strategy is designed to ensure that every pupil, regardless of background, is known, valued, and supported to achieve their full potential.

*Our PP strategy is the operational heart of the Trust's **GROW** focus—guided by Christian values, realising potential, creating opportunity for all, and empowering our workforce. Its impact is secured through **ACT**—Accountability & Assurance, Community Collaboration, and Transformation through Sustainability. **Priority 5** ensures pupil voice and cultural capital are structural, visible and effective, so that disadvantaged pupils experience high-quality teaching, targeted support and rich opportunities as a matter of course, not exception.*

Alignment with ACT Strategic Themes

- **Guided by Christian Values (GROW: G):**

The strategy is rooted in the Academy's Christian ethos, nurturing a culture of love,

hope, and moral citizenship. This is reflected in our commitment to safeguarding, inclusion, and character development (see Sections 4 and 11).

- **Realising Potential (GROW: R):**

We believe every child has limitless potential. Our approach includes rigorous evaluation, SMART targets, and evidence-informed interventions to close attainment gaps and ensure excellence for all (see Sections 6, 7, and 8).

- **Opportunity for All (GROW: O):**

The strategy ensures equitable access to enrichment, leadership, and wider opportunities, proactively removing barriers for disadvantaged pupils. Subsidies, targeted support, and tracking of participation are central features (see Sections 8 and 11).

- **Workforce Empowered (GROW: W):**

Staff and governors are empowered through clear roles, ongoing CPD, and robust monitoring cycles, ensuring everyone is equipped to deliver and evaluate impact (see Sections 6, 9, and 10).

- **Accountability and Assurance (ACT: A):**

High standards of safeguarding, compliance, and risk management are maintained through regular QA cycles, governance oversight, and transparent reporting (see Sections 5, 9, 14, and Appendix A).

- **Community Collaboration (ACT: C):**

The strategy fosters strong partnerships with families, the Virtual School Head, and other stakeholders, promoting openness, trust, and shared responsibility for pupil outcomes (see Sections 8, 10, and 12).

- **Transformation through Sustainability (ACT: T):**

We are committed to sustainable improvement by scaling successful interventions, stopping ineffective practices, and ensuring value for money through termly reviews and cost–impact analysis (see Sections 4, 9, and 15).

In summary:

This strategy is not only a statutory requirement but a living document that embodies the ACT Multi Academy Trust’s vision for GROWTH and TRANSFORMATION. It ensures that disadvantaged pupils are at the heart of our mission, with every action cross-referenced to the Trust’s core values and strategic priorities.

Publication & Compliance

This strategy follows the Department for Education (DfE) template and menu of approaches and will be updated annually by 31 December. It sets out our challenges, evidence-informed activities (with indicative costs), monitoring and evaluation, and arrangements for PP+ and Service Pupil Premium (SPP). It aligns with Ofsted’s 2025 inspection framework and the operating guide/toolkit used by inspectors from November 2025.

Website publication date: no later than 31 December 2025

School overview

Detail	Data
Number of pupils in school	7
Proportion (%) of pupil premium eligible pupils	13.7%
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 The ACT PP strategy is also published on the website
Date this statement was published	December 2025
Date on which it will be reviewed	September 2026
Statement authorised by	David Sandford
Pupil premium lead	David Sandford
Governor / Trustee lead	Geoff Hayward

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£10,605
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>	£10,605

Part A: Pupil premium strategy plan

Statement of intent

You may want to include information on:

- What are your ultimate objectives for your disadvantaged pupils?
- How does your current pupil premium strategy plan work towards achieving those objectives?
- What are the key principles of your strategy plan?

Challenges

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

Challenge number	Detail of challenge
1	<p><u>Early Reading and Phonics fidelity</u></p> <p><u>Evidence and Data 2024-25</u> 20245-25, 100% phonics. Move to Little Wandle (2025-26) – in line with ACT Multi-Academy Trust.</p> <p><u>Likely issues</u> Staff training, potential inconsistent routines, fidelity language not being embedded, intervention delivery not aligned to programme.</p> <p><u>What success looks like by July 2026</u> <u>CHANGE OF PHONICS SCHEME TO LITTLE WANDLE – SEPT 2025</u> ≥90% observed fidelity, 100% correct book-match, daily reads for lowest 20% PP, Little Wandle delivered to model, fortnightly QA cycle in place.</p>
2	<p><u>EYFS oracy, vocabulary and curriculum mapping</u></p> <p><u>Evidence and Data 2024-25</u> EYFS GLD (2024): 100% all; (very small cohort). Y1, 100% phonics pass</p> <p><u>Likely issues</u> ECT replacing experienced EYFS/Y1 teacher. Curriculum progression and planning needs to be explicit; outdoor/indoor provision needs to be consistently aligned to taught vocabulary; role clarity and QA embedded.</p> <p><u>What success looks like by July 2026</u> Mapped progression across Prime Areas; planned language provocations; adults use agreed talk routines; PP GLD shows strong progress at regular milestones; termly EYFS QA shows impact.</p>
3	<p><u>KS1 attainment gaps</u></p>

	<p><u>Evidence and Data 2024-25</u> All pupil KS1 2025: R 67 / W 67 / M 67. PP: Y2 PP n=2, 50% EXS+ in R/W/M (Summer 2). <u>Likely root causes</u> Uneven scaffolding and feedback; limited precision-teaching cycles; insufficient diagnostic use in reading, writing and maths. <u>What success looks like by July 2026</u> KS1 PP gaps narrow markedly; improved marking and feedback; books show scaffolding → independence.</p>
4	<p><u>KS2 writing and combined outcomes</u> <u>Evidence and Data 2024-25</u> No data from 24/25. Current Y6 cohort SEND 33%, with a further 33% undergoing referrals, PP 333%. <u>Likely root causes</u> Inconsistent sentence-level accuracy; insufficient aligned tutoring/teaching; curriculum sequencing under development to meet need of all. <u>What success looks like in July 2026</u> KS2 PP reading, writing and maths rises to agreed milestone; curriculum sequences implemented; moderation confirms accuracy.</p>
5	<p><u>Attendance – sustain strengths, sharpen mid 90s triggers</u> <u>Evidence and Data 2024-25</u> Attendance above national. PP attendance broadly in line (≤1% gap), but all PP need focus <u>Likely root causes</u> Limited proactive focus on 93–95% band; need earlier family support offers. <u>What success will look like in July 2026</u> Fortnightly logs show <96/<93/<90 actions; cohort hotspots improved.</p>
6	<p><u>Quality Assurance of interventions and evaluations</u> <u>Evidence and Data 2024-25</u> Leaders track data, but implementation checks not frequent/rigorous. <u>Likely root causes</u> Over-reliance on headline data; lack of routine fidelity and impact logs. <u>What success looks like in July 2026</u> NEW PHONICS SCHEME SEPT 2025 – LITTLE WANDLE All interventions with fidelity checklists + entry/exit data; stop/iterate/scale decisions recorded termly.</p>
7	<p><u>Staff and governor role clarity</u> <u>Evidence and Data 2024-25</u> Teachers unclear of their roles within PP plan; PP governor seeks sharper focus and impact evidence. <u>Likely root causes</u></p>

	<p>Strategy communication and milestones not consistently embedded; visit focus not sufficiently precise.</p> <p><u>What success looks like in July 2026</u></p> <p>100% staff/governors can articulate roles; PP objective in appraisals; governor visit prompts used; milestone dashboard live.</p>
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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
1, Early reading & phonics fidelity	≥90% observed fidelity; 100% correct book-match; daily reads for lowest 20% PP; Little Wandle delivered to model; half termly QA cycle in place.
2, EYFS oracy, vocabulary & curriculum mapping	Mapped progression across Prime Areas; planned language provocations; adults use agreed talk routines; PP GLD progress improves from to agreed milestone termly. EYFS QA shows impact.
3, KS1 attainment gaps (R/W/M)	KS1 PP gaps narrow markedly; probe gains visible; books show scaffold → independence.
4, KS2 writing & combined outcomes	KS2 PP reading, writing and maths rises to agreed milestone; curriculum sequences implemented; moderation confirms accuracy.
5, Attendance – sustain strengths; sharpen mid-90s triggers	Weekly logs show <96/<93/<90 actions; cohort hotspots improved.
6, QA of interventions & evaluation	All interventions with fidelity checklists + entry/exit data; stop/iterate/scale decisions recorded termly.
7, Staff/governor role clarity	100% staff/governors can articulate roles; PP objective in appraisals; governor visit prompts used; milestone dashboard live.

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: £ 6000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Phonics fidelity reboot. New scheme – Little Wandle</p>	<p><u>Rationale and delivery</u> Training using provider videos; common routines & language; leader coaching; decodable book audits; daily reads for lowest-20% PP; fidelity drop-ins. <u>Research Tag</u> EEF: Phonics; Reading comprehension <u>Owner</u> Alice Leadbeter (EYFS Lead) and Lauren Patterson (class teacher) <u>QA and milestone</u> ≥90% fidelity; 100% book-match by Spring; fortnightly QA by phonics lead / ELT</p>	<p>1</p>
<p>EYFS language & provision mapping</p>	<p><u>Rationale and Delivery</u> Map Prime Areas progression; design indoor/outdoor provocations; adult talk routines; vocabulary into writing. <u>Research Tag</u> EEF: Oral language interventions <u>Owner</u> Alice Leadbeter (EYFS Lead) and Lauren Patterson (class teacher) <u>QA and Milestone</u> Half-termly EYFS audits; termly language samples.</p>	<p>2</p>
<p>Explicit instruction, scaffolding & feedback</p>	<p><u>Rationale and Delivery</u> Coaching; worked examples; I-We-You; responsive feedback; scaffold removal; checkpoint questions. <u>Research Tag</u> EEF: Feedback; Explicit instruction; Metacognition <u>Owner</u> ELT, SENCO, Class Teachers <u>QA and Milestone</u></p>	<p>3, 4, 6</p>

	Book looks & learning walks half-termly.	
KS1 precision teaching & number sense	<u>Rationale and delivery</u> Short, frequent, diagnostic-led sessions; CPA; retrieval; aligned to class sequences. <u>Evidence Tag</u> EEF: Small group tuition; Mastery learning <u>Owner</u> John Turner (Maths Lead) <u>QA and Milestone</u> Half-termly check, visible progress.	3, 4, 6

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

Budgeted cost: £3000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Targeted tutoring (R/W/M) <ul style="list-style-type: none"> • PIXL Therapies • Little Wandle • Precision Teaching • Marking and feedback 	<u>Rationale and Delivery</u> Time-limited cycles; clear entry/exit; aligned to class; PP pupil voice captured. <u>Evidence Tag</u> EEF: Small group tuition; 1:1 tuition <u>Owner</u> ELT, SENCO, Class Teachers <u>QA and Milestone</u> ≥80% positive exit gains; fidelity logs.	1, 2, 3, 4, 6

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

Budgeted cost: £ 1,605


Activity	Evidence that supports this approach	Challenge number(s) addressed
Attendance early-warning & family engagement	<u>Rationale and Delivery</u> Weekly PP dashboard; triggers <96/<93/<90; same-day contact; soft-start; home visits.	5

	<u>Evidence Tag</u> EEF: Parental engagement, DFE Attendance <u>Owner</u> John Turner (Attendance Lead) <u>QA and Milestone</u> +2.0pp; PA -25% by July.	
Pastoral/SEMH & enrichment access	<u>Rationale and Delivery</u> ELSA/Thrive; targeted subsidies (kit/transport); track PP uptake; remove barriers. <u>Evidence Tag</u> EEF: Social & emotional learning; Arts participation <u>Owner</u> David Sandford (SENCo), Helen Brown and Nicky Pizey (ELSA) £ <u>QA and Milestones</u> Termly uptake report; case studies.	7

Total budgeted cost: £10,605

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Intended outcome	Outcome																
<p>More pupils in receipt of Pupil Premium Funding will have reached the end of year expectations for their age or made at least good progress.</p>	<p>Graph below shows the PP progress in the Reading, Writing and Maths</p> <p>Green is EXPECTED</p> <p>Blue is ABOVE EXPECTED</p>  <table border="1"> <caption>Progress Overview for Pupils (from 2024-2025) who are pupil premium - 2024-2025 Autumn to 2024-2025 Summer PPA Judgement</caption> <thead> <tr> <th>Subject</th> <th>Below Expected</th> <th>Expected Progress</th> <th>Above Expected</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>22%</td> <td>73%</td> <td>18%</td> </tr> <tr> <td>Writing</td> <td>42%</td> <td>58%</td> <td>12%</td> </tr> <tr> <td>Maths</td> <td>42%</td> <td>58%</td> <td>12%</td> </tr> </tbody> </table>	Subject	Below Expected	Expected Progress	Above Expected	Reading	22%	73%	18%	Writing	42%	58%	12%	Maths	42%	58%	12%
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Reading	22%	73%	18%														
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Maths	42%	58%	12%														
<p>To ensure classroom provision is effective to meet the needs of the disadvantaged so that they make progress in line with, or greater than, their peers.</p>	<p>SLT monitoring of lessons, book studies and end of year data show that Pupil Premium pupils are making progress at least in line with national expectations</p> <p>Subject leaders/Class teachers have identified pupils who are at risk of underachievement and put termly plans in place according to Pupil Progress Meetings</p> <p>Pupils have been identified receive targeted teaching. This will address misconceptions and enable the pupils to 'bridge the gap' enabling them to achieve their full potential.</p>																
<p>To ensure the physical, behavioural, emotional and social needs are met (or mitigated) to enable pupils the best chance of learning.</p>	<p>Pupils are engaged with their learning.</p> <p>Pupils and parents report a noticeable difference according to the service they receive.</p> <p>There are fewer incidents of pupils' physical, behavioural, emotional and social needs impacting on their learning and that of others around them due to rigorous implementation of the behaviour policy</p>																
<p>To ensure the curriculum is enriched with</p>	<p>Pupil Premium children access the full curriculum, including visits and wrap around care</p>																

<p>experiences, visits and visitors.</p> <p>To sustain the range of cultural and sporting opportunities at school.</p> <p>To increase the participation of disadvantaged children (and their parents and carers) within school.</p>	<p>Pupil Premium children accessing clubs etc. is in line with (or exceeding) the school percentage of Pupil Premium pupils.</p>
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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
ELSA	Emotional Literacy
Zones of Regulation	Zones of Regulation
Drawing and Talking	Drawing and Talking
CTT	Cambridge Therapeutic Thinking

Service pupil premium funding (optional)

<p><i>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</i></p>
<p>n/a</p>
<p>The impact of that spending on service pupil premium eligible pupils</p>
<p>n/a</p>