



Pupil premium strategy statement: Burnsall

This statement details our school's use of pupil premium for the 2025 to 2026 academic year 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 effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Burnsall Primary School
Number of pupils in school	47
Proportion (%) of pupil premium eligible pupils	15%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2025 – 2028
Date this statement was published	November 2025
Date last reviewed	November 2024
Date on which it will be reviewed	November 2026
Statement authorised by	W Thompson
Pupil premium lead	C Greenwood
Governor / Trustee lead	K Horn

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£8275
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£ 0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£8275

Part A: Pupil premium strategy plan

Statement of intent

Our aim is to overcome the barriers that our disadvantaged pupils are subject to as a result of their socio-economic context, to ensure that no pupil is left behind socially or academically. We believe that through the provision of a caring and stimulating environment, the delivery of excellent teaching, which meets individual needs and opportunities to learn both within the class and through further experiences, pupils can achieve their full potential.

We believe in maximising the use of the pupil premium grant (PPG) by following the School Improvement Plan. Through this we can blend short, medium and long-term interventions aligning pupil premium use with wider school improvements. Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

Our strategy has high-quality, first-class teaching at its heart, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefitting the non-disadvantaged pupils in our school. It is our intention to ensure that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our strategy is to be responsive to common challenges and individual needs and is based upon assessments which are robust and diagnostic. We ensure that the assessment, teaching and monitoring cycle of core and foundation subjects is rigorous leading to greater challenge, resulting in accelerated progress and a more informed approach to the teaching and learning within the subject.

Challenges

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

Challenge number	Detail of challenge
1	Irregular Attendance and Limited Access to Full-Time Learning Some pupils attend on a part-time or flexi-school basis, reducing exposure to consistent classroom teaching, peer learning, and the full breadth of the curriculum. This irregular access disrupts learning continuity and limits opportunities for sustained progress.
2	Gaps in Attainment and the Need for Catch-Up Support As a result of irregular attendance or challenging personal circumstances, some pupils have significant gaps in knowledge and skills. Targeted <i>catch-up programmes, structured</i>

	<i>interventions, and additional adult support</i> are essential to close these gaps, particularly in literacy and numeracy and to rebuild learning confidence.
3	<p>Emotional and Social Challenges Linked to Family Circumstances</p> <p>Pupils with family members who have SEND, or who are <i>Looked After Children (LAC)</i> themselves, may experience heightened emotional needs and instability. Some have experienced trauma, attachment difficulties, or frequent moves, which can affect concentration, trust, and relationships at school. Sustained <i>nurture-based</i> and <i>therapeutic support</i> is needed to help pupils regulate emotions, build resilience, and re-engage positively with learning.</p>
4	<p>Limited Parental Capacity and Engagement</p> <p>Parents and carers managing complex family or SEND needs may find it difficult to attend school meetings or provide consistent home learning support. Engagement with school initiatives or online learning platforms may be inconsistent, requiring proactive communication and flexible approaches.</p>
5	<p>Reduced Access to Enrichment and Wider Opportunities</p> <p>Limited parental engagement and financial constraints can restrict pupils' access to enrichment activities and wider learning experiences. This can affect the development of background knowledge, vocabulary, and cultural capital, hindering progress through the curriculum.</p>

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
<p>Irregular Attendance and Limited Access to Full Time Learning</p> <p>Intended Outcomes:</p> <ul style="list-style-type: none"> Improved attendance and engagement for pupils with low attendance, flexi-school or part-time arrangements. Greater consistency in participation, leading to sustained academic and social progress. Strengthened home-school partnerships supporting attendance expectations 	<p>Implementation:</p> <ul style="list-style-type: none"> Establish rigorous attendance monitoring systems, with weekly reviews by the attendance lead and SLT. Provide pastoral support to help pupils rebuild routines and motivation. Conduct regular family meetings to identify and remove barriers to attendance. Celebrate improved attendance through recognition systems. <p>Success Criteria:</p> <ul style="list-style-type: none"> Attendance for targeted pupils improves to at least 90%+. Persistent absence rates among disadvantaged pupils decrease term on term. Parents show increased commitment to supporting attendance plans.
<p>Gaps in Attainment and the Need for Catch-Up Support</p> <p>Intended Outcomes:</p> <ul style="list-style-type: none"> Learning gaps caused by disrupted education are identified and addressed. Pupils make accelerated progress, particularly in literacy and numeracy. Increased learner confidence and independence. 	<p>Implementation:</p> <ul style="list-style-type: none"> Conduct diagnostic assessments to identify gaps in literacy, numeracy, and wider curriculum areas. Deliver structured 1:1 and small-group tutoring sessions for targeted pupils, led by experienced teachers and TAs. Embed evidence-based catch-up programmes (e.g. phonics, reading fluency, number sense). Provide ongoing staff CPD on adaptive teaching and precision intervention. Monitor progress termly through teacher assessments and pupil progress meetings.

	<p>Success Criteria:</p> <ul style="list-style-type: none"> • Pupil Premium pupils make at least expected or accelerated progress from starting points. • Attainment gaps between PP and non-PP pupils reduce in reading, writing, and maths. • Intervention data shows measurable gains (e.g. +6 months or more over an academic year). • Teachers report improved confidence and independence in learning among targeted pupils.
<p>Emotional and Social Challenges Linked to Family Circumstances</p> <p>Intended Outcomes:</p> <ul style="list-style-type: none"> • Pupils feel emotionally safe, supported, and ready to learn. • Improved regulation, resilience, and relationships. • Enhanced engagement and attendance for vulnerable pupils. 	<p>Implementation:</p> <ul style="list-style-type: none"> • Embed nurture principles across the school through targeted groups and individual mentoring. • Provide regular sessions focused on emotional regulation, confidence, and resilience. • Assign key adults to support vulnerable pupils with daily check-ins and safe spaces. • Train all staff in trauma-informed, attachment-aware, and inclusive practices. • Work closely with external services (e.g. Virtual head, SENDCO , Educational Psychologists) to provide specialist support. <p>Success Criteria:</p> <ul style="list-style-type: none"> • Wellbeing assessments show measurable improvement. • Reduction in behaviour incidents, emotional outbursts • Improved attendance and engagement for pupils receiving emotional support. • Pupil voice reflects increased feelings of safety, belonging, and confidence in school.
<p>Limited Parental Capacity and Engagement</p> <p>Intended Outcomes:</p> <ul style="list-style-type: none"> • Stronger and more consistent engagement between home and school. • Parents feel confident supporting learning at home. • Improved communication and partnership working. 	<p>Implementation:</p> <ul style="list-style-type: none"> • Strengthen home–school communication through, phone calls, and regular updates. • Offer flexible parent meetings, drop-ins, and family learning workshops to increase engagement. • Provide resources and guidance for home learning, including reading support packs. • Deploy the pastoral team to maintain consistent, positive contact with hard-to-reach families. • Recognise and celebrate parental involvement through events and newsletters. <p>Success Criteria:</p> <ul style="list-style-type: none"> • Increased attendance of PP parents at meetings, workshops, and school events. • Improved communication records showing regular, positive contact. • Families report feeling more supported and connected to school life. • Greater evidence of home learning engagement (e.g. reading records, homework completion).
<p>Reduced Access to Enrichment and Wider Opportunities</p> <p>Intended Outcomes:</p>	<p>Implementation:</p> <ul style="list-style-type: none"> • Use Pupil Premium funding to subsidise trips, clubs, and residential for disadvantaged pupils.

<ul style="list-style-type: none"> Disadvantaged pupils have equal access to enrichment and extracurricular opportunities. Improved cultural capital, vocabulary, and engagement in learning. Enhanced confidence, aspiration, and sense of belonging. 	<ul style="list-style-type: none"> Map enrichment opportunities across the curriculum to ensure broad and balanced access. Monitor participation in clubs and enrichment activities, targeting underrepresented pupils. Provide aspirational opportunities such as pupil leadership, mentoring, and community projects. Promote enrichment achievements in assemblies, newsletters, and displays to raise visibility. <p>Success Criteria:</p> <ul style="list-style-type: none"> Increased participation of disadvantaged pupils in enrichment and extracurricular activities. Pupil voice indicates improved confidence, enjoyment, and sense of belonging. Teachers report stronger engagement and broader vocabulary in class. Clear evidence that enrichment experiences are enhancing progress and personal development.
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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 (for example, CPD, recruitment and retention)

Budgeted cost: £2,900

Activity	Evidence that supports this approach	Challenge number(s) addressed
Ongoing CPD in adaptive teaching, scaffolding, and high-quality instruction	EEF: High-quality teaching disproportionately benefits disadvantaged pupils. Professional development in evidence-based strategies leads to improved attainment.	2
Staff training in trauma-informed and attachment-aware practice	DfE and EEF: Training improves staff understanding of pupils' emotional and behavioural needs, supporting engagement and regulation.	3
Regular coaching and mentoring for teachers and TAs delivering interventions	EEF: Coaching ensures fidelity to intervention programmes and improves impact.	2
Curriculum development and sequencing, with focus on reading, vocabulary, and maths fluency	A well-sequenced curriculum supports progress and knowledge retention, reducing disadvantage-related learning gaps.	2 5

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

Budgeted cost: £3,300

Activity	Evidence that supports this approach	Challenge number(s) addressed
Small-group or one-to-one tutoring in reading, writing, and maths	EEF: One-to-one tutoring (+5 months) and small-group tuition (+4 months) significantly improve attainment.	2
Structured catch-up programmes (e.g. phonics, fluency, number sense)	Evidence-based interventions accelerate progress for pupils with identified gaps (EEF, 2020).	2
Deployment of skilled TAs to deliver precision teaching and intervention support	EEF: Trained TA-led interventions, delivered consistently, can lead to significant progress gains.	2
Use of diagnostic and formative assessments to identify learning gaps	EEF: Data-driven intervention planning ensures targeted and effective support.	2
Home learning resources and reading packs for PP families	Providing structured home-learning materials reinforces skills and strengthens home-school links.	2, 4

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

Budgeted cost: £ £2,075

Activity	Evidence that supports this approach	Challenge number(s) addressed
Attendance monitoring and mentoring programmes	DfE guidance: Targeted pastoral support and family engagement improve attendance and learning continuity.	1
Pastoral or trained TA nurture provision to support SEMH needs	EEF: Social and Emotional Learning programmes improve outcomes by +4 months; nurture approaches enhance resilience.	3
Pastoral and key adult support for vulnerable pupils	Consistent adult relationships reduce anxiety and increase engagement for pupils with unstable family backgrounds.	3
Parent workshops and family learning events	EEF: Parental engagement interventions can add +3 months' progress; strong home-school partnerships raise attainment.	4
Subsidised trips, clubs, and residential	Access to enrichment builds confidence, cultural capital, and vocabulary, closing the gap in wider knowledge and experience.	5
Tracking and targeting participation in enrichment activities	Ensures equitable access and improves motivation, attendance, and engagement across the curriculum.	5

Part B: Review of the previous academic year

We currently have 7 disadvantaged pupils in school. Our internal assessments during 2024/25 suggested that the performance of disadvantaged pupils is as follows:

Due to the small number of eligible pupils, specific data details are withheld to protect confidentiality

Pupil Premium funding has been used strategically to remove barriers to learning and support the progress and wellbeing of disadvantaged pupils. This has included investment in pastoral support to promote emotional wellbeing and engagement, and the deployment of teaching assistants to deliver targeted intervention programmes aimed at raising attainment in core subjects.

Funding has also supported continued professional development (CPD) for staff to strengthen quality-first teaching and enhance inclusive classroom practice. In addition, we have provided opportunities for pupils to participate in a range of extra-curricular and enrichment activities, designed to build confidence, broaden experiences, and develop cultural capital.

Further use of the funding has included small group support, attendance support, and the purchase of learning resources and technology to aid access to the curriculum. These initiatives work collectively to ensure that disadvantaged pupils make strong academic progress and are fully included in all aspects of school life.

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
Times-Tables Rockstars and Numbots	Maths Circle Ltd
White Rose Maths	White Rose Maths