

Pupil premium strategy statement – Burton Pidsea Primary School – 2025-2026

This statement details our school's use of pupil premium (and recovery 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	80 incl Nursery
Proportion (%) of pupil premium eligible pupils	18% (14/80)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2025/26 - 2027/28
Date this statement was published	
Date on which it will be reviewed	July 2026
Statement authorised by	Miss A Wright
Pupil premium lead	Miss A Wright
Governor / Trustee lead	Mrs S Fellows

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£17, 760
Recovery premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years (<i>enter £0 if not applicable</i>)	£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>	£17, 760

Part A: Pupil premium strategy plan

Statement of intent

At our small rural primary school, we are committed to ensuring that every child, regardless of background or circumstance, has the opportunity to achieve their full potential. The Pupil Premium Grant provides additional funding to help reduce the gap in attainment and opportunity between disadvantaged pupils and their peers. This funding supports pupils who have been eligible for free school meals at any point in the last six years, looked-after children, and children from service families.

Overcoming barriers to learning lies at the heart of how we use our Pupil Premium funding. We recognise that disadvantage can present in many ways — through academic gaps, emotional needs, limited access to wider experiences, or challenges within the home environment. As a small school, we know our pupils and families well and use this understanding to target support effectively.

Our approach is responsive and evidence-informed. We do not allocate a fixed amount per child; instead, we identify specific barriers to learning and direct funding where it will have the greatest impact — whether through individual interventions, small-group work, or whole-school strategies.

Our current Pupil Premium Strategy focuses on three key priorities:

1. High-Quality Teaching and Learning

- Investing in staff training, including CPD on phonics, reading, and instructional coaching, to strengthen classroom practice.
- Retaining additional classroom staff to provide targeted support and challenge, ensuring disadvantaged pupils make strong progress in reading, writing, and mathematics.
- Using structured interventions such as Lexia Reading Core5 to accelerate literacy development and close learning gaps.

2. Targeted Academic and Emotional Support

- Providing additional speech and language support, daily follow-up programmes, and one-to-one reading opportunities.
- Offering pastoral and emotional support through regular check-ins, mental health training for staff, and individual sessions with teaching assistants.
- Supporting service children and those facing challenging circumstances with timely, tailored emotional and practical assistance.

3. Wider Opportunities and Family Engagement

- Removing financial barriers by subsidising access to clubs, music tuition, trips, and uniform resources, ensuring all pupils can participate fully in school life.
- Strengthening communication with parents through online platforms, stay-and-learn sessions, and home-learning resources such as phonics videos and topic webs.
- Ensuring families know how to access wider support services and are signposted to appropriate help when needed.

Through this strategy, we aim to foster confident, resilient learners who are ready to succeed academically, socially, and emotionally. By combining high-quality teaching, targeted interventions, and strong home–school partnerships, we strive to ensure that disadvantage is never a barrier to opportunity.

Challenges

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

Challenge number	Detail of challenge
1	Many of our children experience speech and language difficulties, which can impact their vocabulary development, phonics progress, spelling, and ultimately their reading fluency. Access to external Speech and Language Therapy (SALT) support is limited due to high demand and stretched services. In addition, some children miss scheduled appointments for various reasons, which can lead to delays or removal from the programme and disrupt continuity of support.
2	Some of our children have additional learning needs and enter school below age-related expectations in reading, writing, and mathematics. The key challenge is to secure rapid and sustained improvement and help these pupils achieve their full potential. While not all pupils with additional needs will reach the expected standard for their age, our aim is to ensure they make strong, consistent progress from their individual starting points through targeted support and high-quality teaching.
3	Some of our families require the involvement of a range of external professional services for a variety of reasons. Effective coordination between these services is essential to ensure consistent and timely support for the children. At times, the school takes a key role in facilitating communication and directing services, ensuring that appropriate strategies and interventions are in place to meet each child's individual needs.
4	Some families face financial constraints, which can limit children's access to extra-curricular opportunities, enrichment activities, and residential visits. This can impact pupils' wider personal development and the breadth of their learning experiences beyond the classroom.
5	Linked to several other challenges, some children require additional emotional support to help them manage their feelings and relationships both at home and in school. Difficulties with friendships, confidence, or emotional regulation can affect their readiness to learn. These pupils often need regular or daily support, even though they may not be on the SEND register.

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
Children with speech and language difficulties receive high-quality, targeted support through effective therapy and carefully planned follow-up programmes delivered consistently in school. As a result, pupils demonstrate improved vocabulary development, greater confidence when using and understanding unfamiliar words, and enhanced communication skills that support progress across the curriculum.	Success will be measured by pupils' regular participation in high-quality speech and language sessions and consistent daily follow-up support in school. Over time, pupils will show greater confidence in speaking and listening, improved use of vocabulary, and clear progress in related areas such as phonics, reading, and writing.
Pupils with additional learning needs make strong, sustained progress from their individual starting points through targeted support and high-quality teaching, helping them move closer to age-related expectations in reading, writing, and mathematics.	Progress data and teacher assessments show pupils with additional learning needs are making steady, measurable gains from their individual starting points. Targeted support and interventions are implemented consistently and reviewed regularly. Pupils show improved confidence, engagement, and increasing independence in reading, writing, and mathematics.
Families receive timely, coordinated support from external services, with the school actively facilitating communication to ensure effective strategies are in place for each child's needs.	External services work together effectively to provide timely support for families. The school maintains clear communication with professionals and parents, ensuring agreed strategies are implemented consistently and lead to improved wellbeing and engagement for the children.
All pupils, regardless of financial circumstance, have access to a wide range of enrichment opportunities and experiences that support their personal development and broaden their learning beyond the classroom.	Pupil Premium funding ensures all children can participate in enrichment activities, clubs, and residential visits. Participation rates increase, and pupils show greater confidence, engagement, and curiosity through wider learning experiences beyond the classroom.

Pupils who require additional emotional support develop improved emotional regulation, confidence, and social skills, enabling them to build positive relationships and engage more effectively in learning.	Identified pupils receive regular emotional and pastoral support. Over time, they show improved emotional regulation, stronger friendships, increased confidence, and greater engagement in learning and school life. Attendance, behaviour, and wellbeing indicators reflect this positive progress.
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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: £ 5,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
CPD given to all new teachers and support staff to ELS Phonics scheme. Including staff moving area and new staff in EYFS.	The Education Endowment Foundation (EEF) identifies high-quality teaching of early reading and phonics as one of the most effective ways to improve literacy outcomes, particularly for disadvantaged pupils. Consistent training for all staff ensures a clear, structured approach and fidelity to the chosen phonics scheme. Ongoing CPD builds staff confidence and expertise, leading to more effective teaching, accurate assessment, and improved pupil progress in early reading and spelling.	1, 2
Maintain additional classroom staffing to provide targeted support and challenge for disadvantaged pupils across all year groups, helping to close gaps and support recovery from lost learning.	Research from the Education Endowment Foundation (EEF) highlights that high-quality, targeted support within the classroom—delivered by teachers and trained support staff—has a strong impact on pupil progress, particularly for disadvantaged learners. Small-group and one-to-one interventions, when closely linked to classroom teaching, are shown to be highly effective in	2, 5

	closing attainment gaps and supporting recovery from lost learning.	
Provide instructional coaching and regular CPD sessions for staff to strengthen teaching practice and promote consistently high-quality learning across the school.	Research from the Education Endowment Foundation (EEF) shows that sustained, high-quality professional development has a significant positive impact on pupil outcomes. Instructional coaching, in particular, is proven to be one of the most effective forms of CPD, as it offers personalised feedback, supports reflective practice, and helps teachers embed new strategies in the classroom. This approach leads to improved teaching consistency and stronger progress for all pupils, including those who are disadvantaged.	1, 2, 5

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

Budgeted cost: £6,760

Activity	Evidence that supports this approach	Challenge number(s) addressed
Targeted interventions to support reading/phonics. (Lexia)	Research and independent evaluations have shown that Lexia Reading Core5 helps to accelerate the development of key literacy skills. It provides personalised, adaptive practice and targeted instruction that supports pupils at all ability levels, particularly those who need additional help to close reading gaps. The structured, data-driven approach enables teachers to monitor progress closely and deliver timely, focused interventions.	1
Support staff provide targeted support during curriculum activities, including one-to-one reading and discussion sessions, to reinforce learning and develop	According to the Education Endowment Foundation (EEF), well-planned and structured support from teaching assistants can have a positive impact on pupil progress, particularly when focused on targeted interventions and one-to-one or	1, 5

pupils' confidence and understanding.	small-group work. Regular reading and discussion sessions help develop fluency, comprehension, and confidence, especially for disadvantaged pupils who may have limited opportunities to practise reading at home.	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £5500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Provide regular classroom-based opportunities to support pupils' emotional health and wellbeing, including frequent check-ins with identified children to monitor and respond to individual needs.	Research from the Education Endowment Foundation (EEF) and the Department for Education highlights that supporting pupils' social and emotional development can lead to improved behaviour, wellbeing, and academic outcomes. Regular check-ins and structured wellbeing activities help pupils feel valued and supported, strengthen relationships with staff, and build emotional resilience—particularly benefiting those facing disadvantage or additional challenges.	2, 5
Provide targeted training for identified staff on supporting children's mental health. Deliver one-to-one sessions with teaching assistants for Pupil Premium pupils to address individual needs, and offer additional emotional support for service children when required.	Research from the Education Endowment Foundation (EEF) and Public Health England shows that improving staff understanding of children's mental health enables earlier identification and more effective support for pupils in need. One-to-one pastoral sessions help build trusting relationships, improve emotional regulation, and promote engagement in learning. Additional support for service children helps reduce anxiety linked to mobility or family deployment, fostering greater stability and wellbeing in school.	2, 5

Subsidise access to out-of-school clubs, music tuition, and enrichment activities such as educational visits and residential trips, ensuring all pupils can participate regardless of financial circumstance.	Research from the Education Endowment Foundation (EEF) and the Department for Education highlights that participation in enrichment activities, including music, sports, and educational visits, contributes positively to pupils' academic progress, confidence, and social development. Subsidising these opportunities helps remove financial barriers, ensuring disadvantaged pupils can benefit equally from the wider experiences that enhance learning, wellbeing, and personal growth.	4
Ensure parents are aware of and able to access appropriate support pathways, including school-based and external services, to help meet their family and children's needs.	Research and guidance from the Education Endowment Foundation (EEF) and the Department for Education show that strong home-school partnerships have a positive impact on pupil outcomes. When parents are well informed about available support and know how to access it, families are better equipped to address challenges early. This leads to improved attendance, wellbeing, and engagement in learning for disadvantaged pupils.	3
Provide access to a uniform bank and essential resources to ensure all pupils have the clothing and equipment needed to participate fully in school life.	Research into barriers to learning highlights that ensuring pupils have access to appropriate clothing and essential school resources supports inclusion, attendance, and self-esteem. Removing financial pressures on families helps pupils feel a sense of belonging and readiness to learn, which in turn promotes engagement and positive attitudes towards school.	3, 4
Strengthen communication and engagement with families through online invitations to	Research from the Education Endowment Foundation (EEF) shows that effective parental engagement has a positive impact on pupil attainment, particularly in early	3

parents' evenings and resources for stay-and-learn sessions. Provide clear guidance and materials, such as phonics videos and topic webs, to help parents support their children's learning at home.	literacy and numeracy. Providing accessible information and resources helps parents feel more confident supporting learning at home, strengthens home-school partnerships, and reinforces key skills taught in the classroom.	
Provide additional pastoral support and resources for pupils and families during challenging times, ensuring emotional and practical needs are met to maintain engagement and wellbeing.	Research from the Education Endowment Foundation (EEF) and Public Health England indicates that timely pastoral support helps reduce the impact of emotional distress and family challenges on learning. Providing consistent, responsive support improves pupils' wellbeing, behaviour, and readiness to learn, particularly for those experiencing disadvantage or instability.	3, 5

Total budgeted cost: £ 17, 760

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

During the previous academic year, Burton Pidsea Primary School implemented the Pupil Premium Strategy as planned, with funding used effectively to address the identified barriers to learning for disadvantaged pupils. The strategy was followed consistently and supported pupils in the key areas outlined in the plan, including academic attainment, emotional wellbeing, attendance, parental engagement and access to wider opportunities.

Targeted academic support, including in-class support, small group and 1:1 interventions, and the use of evidence-based programmes such as Lexia, TTRS and RM Maths, helped pupils to make progress, particularly in reading.

Wider strategies focusing on emotional health and wellbeing were implemented effectively. Regular check-ins, pastoral support and access to staff enabled pupils to overcome barriers related to self-esteem and emotional readiness to learn. This support was particularly effective for pupils experiencing additional challenges.

Funding was also used to ensure disadvantaged pupils could fully access enrichment activities, trips and extra-curricular opportunities, supporting the development of cultural capital and confidence. Parental engagement was strengthened through improved communication, online invitations and support materials, helping parents to better support learning at home.

Overall, the pupil premium strategy had a positive impact. The planned approaches were delivered as intended and successfully supported disadvantaged pupils in the areas identified in the strategy, providing a strong foundation on which to further embed and build improvements in the following academic year.

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.

Programme	Provider
Lexia	
RM maths	
TTRS	
Essential Letters and Sounds	
Kapow	

Service pupil premium funding (optional)

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**

Service children spend 1:1 time with a TA during emotionally challenging times, talking about feelings and worries.

The impact of that spending on service pupil premium eligible pupils

This time is proving valuable for children who need additional emotional support to be able to access learning in the classroom.