

Pupil Premium Strategy Statement

This statement details our school's use of pupil premium 2024 to 2027 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

Details	Data
School name	Burnside Primary School
Number of pupils	2024-2025 495 (Budding Explorers – Year 6) 2025-2026 487 (Budding Explorers – Year 6)
Proportion (%) of pupil premium eligible pupils	2024-2025 (Reception – Year 6) 9% (46 children) 2025-2026 10.2% (50 children)
Academic year(s) that the current pupil premium strategy plan covers (3-year plans are recommended)	2024/25-2026/27
Date this statement was published	September 2024
Date on which it will be reviewed	October 2025 July 2026
Statement authorised by	Jane Ramsay Headteacher
Pupil Premium Lead	Jill Williams Deputy Headteacher
Governor	Michelle Brooks-Woodcock

Funding Overview

Details	Amount 24/25	Amount 25/26
Pupil premium funding allocation this academic year		
FSM	£51215.00	£52165.00
PLAC	£25258.00	£24052.50
LAC	£2119.00	£2399.17
Services	£1429.00	£1320.83
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0	
Total budget for this academic year 2024 - 2025	£80021.00	£79937.50
If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	N/A	N/A

Part A: Pupil premium strategy plan

Statement of intent

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. At Burnside our pupil premium pupils are a small group. Each and every one of them is precious to us. Some of our pupil premium pupils have additional vulnerabilities which pose further barriers to achievement.

We intend for all of our pupil premium pupils to leave Burnside as confident individuals who are the best person they can possibly be. They will read fluently and widely, forming opinions on books and authors. They will write to express their views confidently, solve mathematical problems fluently, gain wider knowledge of the world around them through a carefully constructed curriculum and real-life experiences. They will have opportunity to compete in a team and/or play a musical instrument/ join choir. Pupil premium pupils will have aspirations similar to those of their peers. They will have experienced the opportunity to be a leader and feel successful.

Alongside our pupil premium pupils, we will consider the challenges faced by other vulnerable pupils, such as those who have special educational needs. The activity we have outlined in this statement is also intended to support their needs.

High- quality teaching is at the heart of our approach. Implicit in the intended outcomes detailed below, is the intention that all other pupils' attainment will be sustained and improved alongside progress for pupil premium pupils.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure pupil premium pupils are challenged in the work that they're set
- act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for pupil premium pupils' outcomes and raise expectations of what they can achieve.

What are the key principles of your strategy plan?

At Burnside Primary, we are committed to ensuring that every child, regardless of background or circumstance, has the opportunity to achieve their full potential. Our use of Pupil Premium funding is designed to raise attainment, close gaps in achievement, and ensure pupils are well prepared for the challenges ahead.

We believe that the most effective way to maximise progress and outcomes for disadvantaged pupils is through consistently excellent teaching, every day, in every classroom. High-quality, evidence-informed teaching lies at the heart of our approach. Funding is used strategically to strengthen staffing capacity, enabling our most effective teachers to work closely with those who need the greatest support, beginning with early identification of barriers to learning.

Our curriculum is carefully designed to support mastery, fluency, and progression. We promote metacognitive and self-regulated learning strategies so that pupils know more, remember more, and apply their learning with confidence. Decisions about funding allocation are guided by high-quality research, including recommendations from the Education Endowment Foundation (EEF), ensuring that our actions have the greatest possible impact.

We also recognise that social and emotional wellbeing plays a vital role in academic success. Supporting pupils' mental health, resilience, and sense of belonging is central to our provision. Through strong pastoral systems, targeted interventions, and work with external partners, including Children North East, we actively "poverty proof" the school day to remove social and financial barriers.

Accountability, reflection, and high expectations are embedded in our culture. Staff are supported and challenged to evaluate the impact of their work on pupil outcomes, and progress is closely monitored through open dialogue and regular review.

At Burnside Primary, we believe that success is a shared responsibility. Through aspiration, collaboration, and continual learning, we aim to ensure every pupil—regardless of background—thrives academically, socially, and personally.

Challenges

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

Challenge Number	Detail of Challenge
1. EYFS To increase the proportion of disadvantaged pupils achieving a Good Level of Development (GLD) by the end of the Early Years Foundation Stage.	Baseline assessments show an increasing number of children are entering school below age-related expectations compared with previous years and historical school data. Many disadvantaged pupils start Nursery with lower starting points, particularly in Communication and Language (CLL) and Personal, Social and Emotional Development (PSED), and although they make good progress, gaps remain by the end of the EYFS. Some pupils, often those who would benefit most from additional teaching and practice, are less likely to engage voluntarily in key learning activities, which impacts their rate of progress.
2. Phonics To ensure outcomes for disadvantaged pupils in phonics remain at least in line with, and ideally above, national averages, and that high-quality phonics teaching continues to support pupils in becoming confident, fluent readers.	Historically, outcomes for disadvantaged pupils in phonics have been strong and exceeded national averages. Sustaining this success requires continued focus on high-quality, consistent delivery of phonics teaching. A secure foundation in early reading is essential for pupils to access the wider curriculum and make strong progress in all subjects.
3. Outcomes Key Stage 1 To ensure the progress and attainment of disadvantaged pupils are at least in line with national averages, and to diminish differences between disadvantaged (PP) and non-disadvantaged (NPP) pupils.	Assessment data and classroom observations show that some disadvantaged pupils in Years 1 and 2 are not yet achieving age-related expectations in reading, writing, and mathematics. Assessments, pupil voice, and teacher observations indicate that many disadvantaged pupils have underdeveloped oral language skills and limited vocabulary, which impacts both academic progress and confidence in communication.

	Targeted support and high-quality teaching are required to accelerate progress and close attainment gaps, particularly in early literacy and numeracy.
4. Outcomes Key Stage Two To ensure disadvantaged pupils make accelerated progress so that attainment gaps are reduced over time and that, by the end of Key Stage 2, pupils are fully prepared for the next stage of their education.	Disadvantaged pupils generally take longer to reach age-related expectations (ARE) than their peers, with outcomes varying between cohorts and subject areas. Data shows that disadvantaged pupils performed broadly in line with non-disadvantaged peers in reading, maths and spelling, punctuation and grammar (SPaG). Fewer disadvantaged pupils achieve greater depth (GD) compared with non-disadvantaged pupils. Assessments, observations, and pupil discussions highlight ongoing gaps in oral language development and vocabulary, which impact writing quality and overall attainment.
5. Parental Engagement To strengthen parental engagement and increase the effectiveness of home reading so that school and home work in partnership to improve pupil outcomes, particularly for disadvantaged pupils.	Parental engagement in supporting reading at home has decreased in recent years, leading to reduced reading frequency and fluency among some pupils. Continued focus and support are needed to rebuild strong home-school reading routines. Children's reading fluency has slowed, with staff spending more time on 1:1 reading to address gaps, this is particularly evident among disadvantaged pupils. The increasing size of the school has made classroom-based parental engagement activities more logistically challenging, requiring new and creative approaches to maintain strong links between school and families.
6. Behaviour and Attitudes To improve attendance rates and reduce persistent absenteeism among disadvantaged pupils so that attendance for all pupils is consistently high and in line with national expectations.	Attendance data over the last year indicates that attendance for most pupils is good, however for a small minority of pupils, they are persistently absent from school (below 90%). 25.71% of Pupil Premium pupils (9 students) have been persistently absent compared to 15.24% (64 students) of non-disadvantaged pupils during 2023-2024. (these figures do not include Nursery or Budding Explorers)

	37.78% of Pupil Premium (17 students) pupils have been persistently absent compared to 9% (37 students) of non-disadvantaged pupils during 2024-2025. (these figures do not include Nursery or Budding Explorers) 30.6% of Pupil Premium (15 students) pupils have been persistently absent compared to 5.75% (22 students) of non-disadvantaged pupils during 2025-2026. (these figures do not include Nursery or Budding Explorers) Our assessments and observations indicate that absenteeism is negatively impacting some pupil premium pupils progress.
7. Personal Development To support and strengthen the emotional, social, and mental health of pupils and families so that children are ready and able to access learning effectively. To increase opportunities for pupils to make positive contributions to the school, local community, and wider society.	A number of pupils face social and emotional challenges that can negatively affect their ability to engage with learning and make sustained academic progress. Internal assessments and observations identify a proportion of pupils, many of whom are disadvantaged, who require additional support to develop emotional regulation, resilience, and positive relationships. An increasing number of families require support in establishing effective routines, boundaries, and structures at home, which can impact both attendance and learning outcomes for children.

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	Actions
EYFS To increase the proportion of disadvantaged pupils achieving a Good Level of Development (GLD) by the end of the Early Years Foundation Stage.	Children in Nursery make strong progress in the prime areas of learning, achieving outcomes in line with national expectations. The overall percentage of pupils achieving GLD is at least in line with national comparators. An increased proportion of pupils meet the expected standard in reading, writing, and number. Gaps in attainment between key groups (disadvantaged pupils) are reduced over time. Outcomes for disadvantaged pupils improve in Communication and Language, reading (word recognition and comprehension), and writing. Children are well prepared for the next stage of learning and able to access the Year 1 curriculum confidently.	Deliver high-quality, targeted teaching in Nursery and Reception focusing on the prime areas of learning, particularly Communication and Language (CLL) and Personal, Social, and Emotional Development (PSED). Provide additional adult support and small-group interventions for disadvantaged pupils to accelerate progress in reading, writing, and number. Use ongoing formative assessment to identify gaps early and plan targeted activities that meet the needs of pupils who are furthest behind. Embed structured opportunities for speaking, listening, and vocabulary development across all areas of the EYFS curriculum. Ensure children are actively engaged in all learning activities, using strategies to encourage participation from pupils who are less likely to opt in independently.

		Track and monitor progress of disadvantaged pupils closely, reviewing impact regularly with the EYFS leader to adjust teaching and interventions as needed. Engage families in supporting learning at home, providing guidance on communication, reading, and early literacy and numeracy activities.
Phonics To ensure that disadvantaged pupils achieve at least in line with national expectations in phonics and develop the skills to become confident, fluent readers.	Outcomes for disadvantaged pupils are at least in line with national data, with no significant gap compared to other pupils nationally. Children can decode confidently and have a secure foundation in phonics, enabling them to progress to reading with fluency and comprehension. Teachers demonstrate high levels of skill in phonics instruction, evidenced through observations, training feedback (e.g., Read Write Inc. development days), and pupil progress data. Resources supporting early reading, including decodable texts linked to RWI and a wide range of classroom and library books, are effectively used to accelerate progress and foster a love of reading.	Embed a consistent Read Write Inc. (RWI) phonics programme across Nursery, Reception, and Key Stage 1, ensuring high-quality daily delivery. Identify disadvantaged pupils who are behind in phonics and provide targeted, small-group interventions to accelerate progress. Provide ongoing professional development for all staff in phonics teaching, including refresher sessions and RWI development day feedback implementation. Ensure a rich and engaging reading environment with decodable texts and wider reading materials to support both phonics practice and reading for pleasure. Monitor pupil progress regularly through assessments, observation, and tracking,

	Children who did not pass the Phonics Screening Check (PSC) in Year 1 make rapid progress and achieve the expected standard by the end of Year 2.	adjusting interventions as needed to ensure children keep pace. Plan additional support for pupils who did not pass the PSC, including focused 1:1 or small-group sessions to secure phonics skills before Year 2 assessments. Engage parents in supporting phonics at home through guidance, workshops, and resources to reinforce learning and reading habits.
Key Stage 1 Outcomes To ensure that disadvantaged pupils make strong progress and achieve age-related expectations across reading, writing, and mathematics so that gaps between disadvantaged (PP) and non-disadvantaged (NPP) pupils are reduced.	End-of-Key Stage 1 data shows disadvantaged pupils attaining in line with national averages, and the attainment gap between PP and NPP pupils has significantly diminished. Through pupil voice and lesson observations, disadvantaged pupils read confidently, progressing beyond decoding to comprehension and fluency. Reading materials are engaging and matched to pupils' phonic/reading levels; KS1 book corners provide challenging texts to foster reading for pleasure. Basic writing skills, including handwriting, spelling, and punctuation, are increasingly fluent and evident in pupils' books over time.	Deliver high-quality, targeted teaching in reading, writing, and mathematics, ensuring that daily lessons address the needs of disadvantaged pupils. Provide small-group and 1:1 interventions for disadvantaged pupils who are behind in phonics, reading, writing, or numeracy, with clear progress tracking. Use assessment data, observation, and pupil voice to identify gaps and adapt teaching and interventions accordingly. Ensure reading materials are carefully matched to pupils' abilities and provide opportunities for reading for pleasure and comprehension practice.

	Pupils demonstrate growing vocabulary in both speaking and writing, including subject-specific terms, supported consistently by classroom practice. Disadvantaged pupils have well-developed numeracy skills and apply them confidently in a variety of contexts, showing early elements of mastery; age-appropriate mathematical vocabulary is used regularly. Retrieval practice is embedded, ensuring pupils know more and remember more, evidenced through assessments, observations, and pupil voice. Pupils have the essential knowledge and skills to access the Key Stage 2 curriculum successfully, with learning embedded in long-term memory. Oral language skills for disadvantaged pupils are strengthened, supporting communication, comprehension, and learning across the curriculum.	Embed structured vocabulary teaching across subjects, reinforcing both general and subject-specific terms in daily lessons. Build opportunities for retrieval practice, problem-solving, and mastery in mathematics to strengthen fluency and conceptual understanding. Monitor writing progress through regular book scrutiny and observations, ensuring basic skills are applied consistently. Engage parents in supporting learning at home, particularly reading and number skills, through guidance and resources. Track the progress of disadvantaged pupils closely and adjust interventions to ensure pupils are “next-stage ready” for Key Stage 2.
Key Stage 2 Outcomes To ensure disadvantaged pupils make accelerated progress so that attainment gaps are reduced over time and, by the end of Key Stage	KS2 outcomes in reading, writing, and mathematics continue to show improvement, with the attainment gap between disadvantaged (PP) and non-disadvantaged (NPP) pupils narrowing.	Deliver consistently high-quality teaching and learning across all subjects, ensuring that disadvantaged pupils are fully supported and challenged to make accelerated progress.

2, pupils are fully prepared for the next stage of their education.	Interim data across year groups demonstrates rising attainment for disadvantaged pupils, with differences between PP and NPP pupils reducing over time. Pupil voice, lesson observations, and Reading Plus data show disadvantaged pupils read confidently and fluently; reading materials are well-matched to ability and foster reading for pleasure. Writing fluency, including spelling, punctuation, and grammar, becomes increasingly automatic, allowing pupils to focus on composition and creativity. By Year 6, disadvantaged pupils' attainment in writing is in line with national standards (validated by internal and external moderation). Retrieval practice is embedded in all subjects, ensuring pupils know more and remember more, with pupils developing independence in planning, monitoring, and assessing their own learning. Oral language skills are strengthened, improving confidence and clarity in communication.	Use pupil progress meetings and regular assessments to track attainment and identify any gaps, providing timely interventions where needed. Implement targeted small-group and 1:1 support in reading, writing, and mathematics to close identified gaps and build fluency. Embed daily opportunities for reading fluency and comprehension using Reading Plus and other evidence-based programmes. Ensure classroom reading materials, book corners, and the lending library offer high-quality, age-appropriate, and diverse texts that promote engagement and enjoyment. Continue professional development in writing instruction, focusing on developing automaticity in basic skills (spelling, punctuation, grammar) and improving writing composition. Embed retrieval practice, metacognitive strategies, and vocabulary development across the curriculum to support long-term retention and independent learning.
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	By the end of Year 6, disadvantaged pupils are well prepared for Key Stage 3, with secure subject knowledge and the confidence to articulate their ideas effectively.	Strengthen the teaching of oracy across the curriculum through structured discussion, debate, and presentation opportunities. Moderate writing and maths outcomes internally and externally to ensure consistency and accuracy of assessment. Prepare pupils for transition to Key Stage 3 through targeted teaching of study skills, resilience, and self-regulation.
Parental Engagement To raise parental engagement and improve the consistency and effectiveness of home reading so that parents and school work together to strengthen children's reading fluency, comprehension, and enjoyment.	Questionnaires, reading records, and pupil data indicate increased parental participation in reading at home. Parents demonstrate greater confidence in supporting their child's reading using strategies shared by school. Reading fluency, comprehension, and vocabulary show measurable improvement across all key stages, particularly among disadvantaged pupils. Staff report reduced time spent on compensatory 1:1 reading, enabling a stronger focus on wider reading interventions and strategies.	Provide practical, accessible workshops and links to short video guides for parents on supporting reading at home, including phonics, comprehension, and reading for pleasure. Introduce clear, structured communication with parents (e.g., regular reading updates, model videos, newsletters) to reinforce the importance of daily reading at home. Strengthen the use of reading diaries or digital logs to encourage accountability and celebrate home reading successes. Offer more informal opportunities (e.g., "Stay and Read" sessions, family reading mornings, or reading cafés) to build positive habits and make engagement less intimidating.

	Reading becomes a valued part of the home-school culture, reflected in improved pupil attitudes to reading and greater reading stamina.	Use pupil premium funding to enhance access to high-quality take-home books, ensuring texts are matched to ability and interest. Target support for families less engaged with reading, through home-school link workers or direct teacher communication, emphasising the long-term benefits of reading. Gather regular parent voice feedback to identify barriers and adapt strategies accordingly. Ensure all staff consistently communicate that reading at home is essential, not optional, and part of every child's success journey.
Behaviour and Attitudes To improve overall attendance and reduce rates of persistent absenteeism so that all pupils, including those eligible for Pupil Premium, attend regularly and are fully engaged in school life. To ensure all children demonstrate positive attitudes and behaviours for learning, underpinned by Burnside's core values – Be Safe, Be Smart, Be Kind	Whole school attendance target of 96% is achieved and sustained across all groups, including disadvantaged pupils. Persistent absenteeism for PP children reduces significantly and is at least in line with National figures. Attendance data shows sustained improvement over time, particularly for key vulnerable groups. Children display positive attitudes to learning and behaviour that reflect Burnside's values	Strengthen the attendance monitoring system with daily analysis by the Deputy Headteacher (Attendance Lead) and weekly review meetings with the Headteacher. Continue proactive, early intervention for pupils at risk of persistent absence through phone calls, home visits, and individual attendance action plans. Celebrate good and improved attendance through communication with families. Maintain clear, consistent communication with parents regarding the importance of

	of respect, responsibility, resilience, and kindness. PP children are next stage ready in terms of behaviour, attitude, and values — prepared to transition successfully to the next phase of education.	attendance and punctuality through newsletters, texts, and workshops. Develop closer working partnerships with the Education Welfare Officer to challenge and support families where attendance remains a concern. Provide additional pastoral support for families where barriers to attendance relate to wellbeing, transport, or routines. Ensure attendance data is reviewed termly by SLT and Governors to monitor the impact of interventions and identify patterns or emerging trends. Continue to embed and promote Burnside's core values across the curriculum and assemblies to support positive attitudes and high expectations for all pupils. Provide staff with ongoing training in behaviour management, positive reinforcement strategies, and restorative approaches to ensure consistency across the school. Use pupil voice and behaviour data to identify trends and inform further actions to sustain the
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		school's strong culture of behaviour and learning.
Personal Development To support and strengthen the emotional, social, and mental health of children and families so that pupils are ready and able to access learning effectively. To further increase opportunities for children to develop confidence, resilience, and a sense of responsibility, enabling them to make a positive contribution to the school, local community, and wider society.	Pupils demonstrate improved emotional resilience and self-regulation, enabling them to engage positively in learning. Parent feedback indicates improved confidence in supporting their children's wellbeing and emotional development at home. Internal behaviour data (including time out of class and exclusions) remains consistently low, reflecting positive wellbeing and engagement. PP children and other vulnerable groups show sustained improvement in their ability to manage emotions and behaviours, preparing them effectively for the next stage of education. Children actively participate in school and community initiatives, showing increased confidence, leadership, and social awareness.	Continue to prioritise social, emotional, and mental health (SEMH) within the curriculum and through targeted interventions led by trained staff. Provide parent workshops focused on emotional wellbeing, resilience, and positive behaviour support at home. Maintain close partnerships with external professionals (e.g., educational psychologists, school health, behaviour support) to provide early intervention and specialist input where needed. Use wellbeing and emotional check-ins to identify pupils requiring additional support and monitor progress over time. Continue to develop a nurturing, inclusive environment where every child feels valued, supported, and safe. Embed opportunities within the curriculum and assemblies for pupils to explore personal development themes such as teamwork, empathy, respect, and diversity.

		Encourage participation in student leadership roles (e.g., School Council, Eco Committee, Sports Leaders) to promote pupil voice, responsibility, and contribution. Regularly review and monitor the impact of SEMH interventions to ensure they are effective in improving wellbeing and engagement. Celebrate and share success stories where children have demonstrated resilience, positive behaviour, and contributions to school life.
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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: 2024-2025 £48,000

2025-2026 £45,000

Activity/Actions	Evidence that supports this approach	Challenge number addressed
Build fluency in foundational knowledge to enable children to succeed across the curriculum. Actions SLT to review findings from research ‘strong foundations’ in the first years of school’ and evaluate against provision at Burnside. Year 2 additional actions: ● EYFS Lead released to complete learning walks, to identify best practice and any areas of weaker practice. ● Regular meetings to facilitate CPD on curriculum, teaching and achievement for ALL staff ● Develop further systems for specific checks on pencil grip, letter and number formation, grapheme / phoneme correspondence, automatic recall of number bonds so that staff know exactly what children can do and it informs next steps.	Research such as “<i>Strong Foundations in the First Years of School</i>” highlights that secure early knowledge underpins later academic success. The report identifies key priorities for early learning, including: 1. Language as the foundation of thinking and learning. 2. The importance of oral composition, handwriting, spelling, and fluent reading in establishing strong early literacy and numeracy skills. These findings emphasise the need for systematic teaching of foundational knowledge and regular opportunities for children to practise and apply these skills.	1, 2, 3, and 4

● Further refine information shared at transition to Y1 (Initial focus on PP)		
Boost pupils' language capability and vocabulary throughout school to support their reading, writing, and confident communication. Actions Provide release time for the Literacy Team to review the writing process and plan opportunities to develop oracy across lessons. Increase structured speaking and listening opportunities across the curriculum. SLT and subject leaders to review the wider curriculum to maximise planned vocabulary teaching and ensure it is embedded across subjects. SLT to review research from Strong Foundations in the First Years of School and evaluate current provision at Burnside. Provide CPD on foundational knowledge and implement checks to ensure consistency and effective practice. Source and deliver CPD on high-quality interactions to support teacher-pupil dialogue and communication skills.	Children's early vocabulary — the number of words they know and use — is one of the strongest indicators of disadvantage. Equipping them with a richer vocabulary as part of their early educational experience enables them to access and utilise new learning opportunities more effectively. Vocabulary development is also fundamental to becoming confident readers and writers. 'Speaking and listening are at the heart of language — not only as foundations for reading and writing but also as essential skills for thinking and communication.' <i>(Improving Literacy Reports: KS1 and KS2, Education Endowment Foundation).</i> EEF Guidance Report – Literacy in Key Stage 2	1,3,4

Allocate time for all staff to review and evaluate measures taken to enhance oracy and vocabulary development. Further develop collaborative learning strategies to complement metacognitive approaches, improving speaking, listening, and vocabulary skills (additional CPD provided as needed). Year 2 additional actions: ● Twilight CPD for all staff on high quality interactions – focus on scaffolding, modelling, extending and developing their ideas.		
Ensure staff have sufficient training and resources to effectively teach early reading and RWI phonics so that all children become fluent and confident readers. Actions Continue the ongoing development of the RWI programme, including RWI Development Days, to maintain and enhance staff knowledge (CPD and release time). Incorporate RWI training videos into cohort meetings to reinforce learning and good practice.	The systematic teaching of phonics has consistently proved successful at Burnside Primary, with an improving trend and PP children achieving above national averages. The <i>EEF evaluation project on Read Write Inc. and Fresh Start</i> demonstrates the positive impact of structured phonics teaching on reading attainment. https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/read-write-inc-and-fresh-start/ The <i>Reading Framework (2021)</i> highlights that improving reading standards is fundamental to a child's future academic achievement, wellbeing, and success in life. Fluency in reading and proficiency in Standard English are key to accessing a knowledge-rich curriculum. Pupils who	1, 2, 3, and 4

Provide targeted training for new staff and those teaching early reading beyond KS1. Review the provision of RWI in Years 2 and 3 to improve fluency, automaticity, and reading confidence. Purchase additional books for class book corners to promote reading for pleasure and support phonics progression. Increase staffing capacity to ensure children are grouped effectively, with the most qualified staff working with those who need the most support. Review and purchase new decodable reading books across LKS2 to build on KS1 phonics teaching and ensure systems support independent, 1:1, and group reading. Deploy additional HLTA capacity in KS2 (focus: Year 5/6 PP/SEND) to support reading and writing development. Ensure all support staff are confident in implementing the RWI approach in 1:1 and small group reading, including KS2 support for decoding.	struggle to read risk falling behind across all subjects. Reading fluency is also a key predictor of success in further education and employment. “The reading and writing of Standard English, alongside proficient language development, is the key to unlocking the rest of the academic curriculum. Pupils who struggle to read struggle in all subjects, and the wonders of a knowledge-rich curriculum pass them by unread.” (<i>Reading Framework, DfE, 2021</i>) At Burnside, <i>learning to read and reading to learn</i> remains a central driver of our curriculum. From early decoding to developing a lifelong love of reading, staff training, high-quality resources, and consistent teaching practices are pivotal to ensuring all children — particularly those from disadvantaged backgrounds — have the strongest possible start.	
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Develop a more cohesive approach to reading across the curriculum, integrating phonics, literacy sessions, writing, and guided reading. Deliver bespoke Reading Plus training to ensure maximum impact and staff confidence. SLT to review research from Strong Foundations in the First Years of School and evaluate current provision at Burnside. Ensure reading diary feedback is purposeful, guiding parents to support reading at home effectively. Expand reading for pleasure initiatives, including library visits. Year 2 additional actions: ● Review and further improve implementation of the reading curriculum in KS2 so that outcomes at the higher standard increase. ● Define the structure of a whole class reading session to develop fluency (set text in context, read text, vocab check, quick fire retrieval, deeper discussion of text through comprehension style questions) ● Lead staff training on effective implementation / modelling / sharing best practice/coaching		
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Ensure staff have sufficient expertise to enable children to develop strong transcription skills — spelling, handwriting, and sentence construction — so that, over time, focus can shift towards writing composition and children become fluent, confident writers. Actions Refine and embed the writing process across the school, ensuring opportunities to practise basic transcription skills (spelling, handwriting, sentence construction) are delivered effectively through both writing sessions and additional basic skills lessons, supported by in-class guidance and PPA/planning time. Source and deliver any additional training needed to strengthen staff expertise in transcription and writing development. Conduct writing deep dives where SLT and the Literacy Team review foundational knowledge and adapt the writing process and SPaG sessions as required. Deliver whole-staff training on fluent handwriting using RWI and Penpals handwriting, monitoring expectations and implementation across all year groups.	The <i>EEF Improving Literacy in Key Stage 2</i> guidance report (Recommendation 5) highlights that fluency in transcription — including spelling, handwriting, and sentence construction — directly supports composition by freeing pupils’ cognitive resources to focus on the content and quality of their writing. Embedding opportunities for children to practise these foundational skills both within and beyond the writing process is key to long-term success. The <i>Strong Foundations in the First Years of School</i> research emphasises that the development of fluent handwriting, spelling, and sentence composition must begin early and be explicitly taught. It identifies that foundational knowledge includes composing simple sentences orally, holding a pencil correctly, and forming letters and numbers accurately — skills essential for automaticity and writing fluency. At Burnside, handwriting and spelling are taught discretely within basic skills sessions, with further opportunities for practice embedded throughout the writing process. Sentence construction is taught explicitly through the writing sequence, ensuring progression and consistency across the school. By investing in staff training, strengthening foundational knowledge, and embedding consistent approaches to transcription, pupils — including those eligible for Pupil	1,3,4
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Literacy Team to monitor and assess writing progress across the school, with a particular focus on Pupil Premium and boys, implementing guided groups and targeted interventions where necessary. Provide additional staffing capacity to run targeted groups, addressing gaps in transcription so that it does not become a barrier to writing, with a focus on Year 5/6. Year 2 additional actions: ● Review and refine the spelling curriculum intent. ● Evaluate current system for teaching spellings for all groups of pupils ● Purchase RWI spelling programme ● Familiarise with intent and implementation of programme ● Training for staff ● Implement programme ● Monitor programme ● Evaluate impact of programme	Premium — develop the fluency and confidence needed to become proficient, independent writers.	
Ensure staff have sufficient expertise to enable children to develop secure foundational knowledge in number and embed the mastery approach in mathematics teaching and learning so that children become confident, fluent mathematicians. Actions	The <i>EEF Improving Mathematics in Early Years and Key Stage 1 (2020)</i> report highlights that developing firm mathematical foundations early is critical to long-term success. It states that “developing a sound understanding of mathematics when we are young is essential. Children’s early mathematical understanding is strongly associated with their later school achievement. It has,	3,4

SLT to review research from Strong Foundations in the First Years of School and evaluate current mathematics provision at Burnside. Implement the White Rose Maths (WRM) package, including online training, to develop staff subject knowledge and ensure continued excellent outcomes, building on progress from the Mastering Number programme into KS2. Use White Rose Maths/Master the Curriculum in Nursery and monitor impact, reviewing its effectiveness as the main teaching resource. Explore additional support from NCETM and other programmes to provide curriculum breadth and coherence. Engage with local Maths Hubs and participate in the Sustaining Teaching for Mastery programme. Attend and disseminate Mastering Number training across EYFS, KS1, and Year 3 and NumberSense Times Tables, evaluating impact on teaching and learning. Maths team to assess further training needs linked to WRM/NCETM to ensure all teachers, including new staff and ECTs, are confident in implementing the curriculum effectively.	therefore, a major impact on young people’s educational progress and life outcomes.” Similarly, the <i>EEF Improving Mathematics in Key Stages 2 and 3</i> guidance report identifies the importance of high-quality, consistent teaching, secure subject knowledge, and opportunities for reasoning and problem-solving as central to tackling disadvantage and improving long-term outcomes. At Burnside, continued investment in staff professional development — including the <i>White Rose Maths</i> (WRM) package and engagement with <i>NCETM</i> Maths Hubs — ensures teachers and teaching assistants are confident and consistent in delivering the mastery approach. The use of evidence-based programmes such as <i>Mastering Number</i>, <i>NumberSense Times Tables</i> and <i>TT Rockstars</i> further supports the development of fluency and automaticity. The focus on strong number foundations, reasoning, and problem-solving across all phases ensures that Pupil Premium children are well-prepared mathematically for the next stage of their learning, enabling them to thrive academically and beyond.	
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SLT member to continue working in Year 6 (focus: GDS) to increase the percentage of children achieving Greater Depth by the end of KS2. Maintain access to online platforms (e.g. TT Rockstars) to support fluency development across school. Provide appropriate homework support materials in Year 6 (e.g., CGP maths books) to ensure continued strong outcomes for Pupil Premium children. SLT to review teaching of reasoning and geometry (shape) across the school and purchase CPD where necessary. Year 2 additional actions: ● Maths Lead to work in Year 5 to improve the % of children achieving ARE by the end of KS2 ● To increase the % of children who pass the multiplication check in Y4 and maths fluency in Y5 ● Identify PP children in current Y5 who did not meet the required standard of the multiplication check. Share with Y5 staff ● Provide targeted teaching for this group to address specific gaps identified		
Develop children's executive function to strengthen learning and well-being, ensuring metacognition continues to positively impact outcomes for disadvantaged pupils across all areas of the curriculum.	According to the <i>EEF Guidance Report on Metacognition and Self-Regulated Learning</i>, when effectively embedded, metacognitive strategies can accelerate learning by an average of +7 months, particularly benefiting disadvantaged pupils. Explicitly teaching pupils how to plan, monitor, and evaluate their learning significantly	1,3,4

Actions Review current metacognition practice in light of previous training, implementing any changes as a staff and monitoring their impact over time. A member of SLT to lead on metacognition, focusing on its impact for disadvantaged pupils, and disseminate training received from Newcastle Teaching Schools. Allocate release time for staff to implement recommended changes. Deliver further metacognition CPD, revisiting the plan to review modelling, task design, evaluation, and pupil motivation. Ensure explicit teaching and modelling of metacognitive strategies is embedded in lessons, maintaining challenge while promoting independence and strategy application. Review and refine retrieval practices across the school to ensure pupils “know more, remember more,” including transitioning from floor books to electronic systems where appropriate. Continue to access high-quality CPD via National College and other reputable providers to support staff development in metacognition and effective teaching strategies.	improves independence, motivation, and long-term retention. At Burnside, staff have previously received metacognition training, which has informed changes in planning formats and classroom approaches — including the use of <i>spaced retrieval</i>, <i>activation of prior knowledge</i>, and <i>structured modelling</i>. Continued professional development will build on this foundation to deepen teachers’ understanding of how to develop pupils’ executive function skills and intrinsic motivation. Embedding metacognition across the curriculum ensures that pupils “know more, remember more,” and apply strategies independently, supporting both academic progress and emotional well-being.	
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Implement targeted school-specific actions to improve outcomes for Pupil Premium children in all curriculum areas, informed by data, pupil voice, and professional research. Year 2 additional actions: ● Review retrieval methods in school to ensure children know more, remember more. ● SLT to research evidence based programmes to support children reflecting on their learning.		
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: 2024-2025 £12, 021

2025-2026 £12935.50

Activity / Actions	Evidence that supports this approach	Challenge Number
Improve early language skills through the introduction, delivery, and embedding of the Early Talk Boost language intervention Actions: Provide ongoing professional development and training to ensure staff implement Early Talk Boost effectively. Allocate release time for staff to deliver sessions, scrutinise assessments, and plan next steps. Purchase any required resources to support the intervention. Maintain and utilise the Tales Toolkit to reinforce language development. Year 2 additional actions: ● Use WELCOM to assess children who are not making progress from starting points on entry.	Early Talk Boost is a targeted early language intervention for three- to four-year-old children. Strong speech, language, and communication skills are essential for accessing all areas of the Early Years Foundation Stage (EYFS) curriculum. The programme supports children who need focused help to catch up with their peers. Designed by specialist teachers and speech and language therapists in collaboration with early years practitioners and parents, Early Talk Boost focuses on developing oral language through structured speaking and listening activities. Evidence shows that interventions targeting oral language can have a significant positive impact on children's language skills and overall attainment (EEF Oral Language Interventions: link).	1

Improve reading across the school through high-quality interventions and targeted 1:1 support Actions: Research and, if necessary, purchase evidence-based reading interventions for KS1 to support children who need additional support. Provide targeted interventions for children requiring extra RWI sessions or overlearning, extending provision into Year 2 and beyond as needed. Ensure TAs have the training and expertise to deliver interventions effectively and support 1:1 reading. Evaluate current KS2 interventions (Reading Plus and Lexia), reviewing impact and re-purchasing if appropriate. Maintain a Reading Plus subscription to develop reading fluency and comprehension, enabling children to access complex texts and the wider curriculum.	There is extensive and consistent evidence that intensive small-group and 1:1 interventions can have a significant impact on learning, particularly when additional support is delivered in school and focused on reading. With this in mind, it is essential to ensure that our current approach to boosting reading in KS1 and KS2 maximises impact. This includes ensuring that staff are well-trained, interventions are delivered effectively, and existing resources are used efficiently. Phonics approaches have a strong evidence base demonstrating positive effects on the accuracy of word reading, particularly for disadvantaged pupils (EEF Phonics: link). Additional evidence-based guidance on reading interventions includes: • EEF Improving Literacy in KS2: https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2 • EEF Early Literacy Approaches: https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks1 • Reading Framework (DfE, 2021): Emphasises the importance of systematic phonics, decoding, and fostering reading for pleasure as central to closing gaps for disadvantaged pupils. This evidence underlines the importance of structured, targeted reading support alongside high-quality phonics instruction to ensure all children, especially those from disadvantaged backgrounds, develop strong reading skills.	2,3,4
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Invite authors to engage pupils, increase reading for pleasure, and link reading to wider life experiences; purchase related texts for the library to benefit Pupil Premium children. Review and refine guided reading practices to ensure consistency and quality across all year groups. Ensure rigorous continuity in reading instruction as children transition into Year 3. Embed the Launch Pad for Literacy across Early Years and KS1 to establish strong foundations in reading.		
Improve maths outcomes across the school Actions: Source additional maths interventions and extend the number of staff trained in First Class @ Number. Implement these in targeted KS1 and KS2 year groups, evaluate impact against starting points, and plan for sustained implementation. Purchase and utilise resources to support fluency in number facts and times tables,	The Education Endowment Foundation (EEF) evaluated the effectiveness of First Class @ Number and found that: “Pupils who received First Class @ Number made, on average, two months’ additional progress in maths compared to pupils in the control group. This result has a high security rating.” This highlights that the intervention is most beneficial for pupils just below Age-Related Expectations (ARE) who are at risk of not meeting ARE. Following the EEF’s guidance on the effective use of teaching assistants (TAs), the intervention will be delivered in line with the programme, following appropriate training. The Department for Education (DfE) non-statutory guidance for teaching mathematics in KS1 and KS2 has been produced in	1,2

including Mastering Number and NumberSense Times Tables. Provide additional HLTA capacity to target Year 6 maths, ensuring strong end-of-KS2 outcomes and increasing the percentage of children achieving Greater Depth Standard (GDS). Extend the Mastering Number programme to Year 3, supporting basic number acquisition. Ensure staff receive appropriate training and purchase any required resources. Purchase and implement PLUS 1 and Power of 2 workbooks for targeted children, delivered daily by support staff to reinforce core number skills. Use TT Rockstars club as catch-up and keep-up sessions for children below Age-Related Expectations (ARE) or struggling with fluency. Maintain additional capacity in Year 6 to target ARE and GDS, ensuring all children benefit from smaller group teaching. Year 2 additional actions:	collaboration with the National Centre for Excellence in the Teaching of Mathematics (NCETM) and is based on evidence-informed approaches. Key references and guidance: • DfE: <i>Mathematics guidance for KS1 and KS2</i> – Link • EEF: <i>Early Mathematics Guidance Report</i> – Link • EEF: <i>Mathematics KS2–3 Guidance Report</i> – Link This evidence underpins the planned interventions and supports the structured approach to accelerating progress in maths for disadvantaged and underachieving pupils	
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● Provide extra capacity in year 5 to target ARE and ensure that all children benefit from smaller group sizes		
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: : 2024-2025 £20,000

2025-2026 £22,000

Activity /Actions	Evidence that supports this approach	Challenge Number
Deputy Head to maintain and sustain systems and procedures linked to attendance and support families to improve children’s attendance. Actions Work with the Welfare Support and Guidance Officer to develop strong relationships with key families. Embed principles of good practice from the DfE guidance on improving school attendance, including training and release time for staff to implement and refine procedures. Implement and regularly review the attendance policy, making adaptations in collaboration with SLT as required. Develop and implement strategies to communicate more effectively with parents (particularly PP and persistent absentee families), ensuring messages are	Research consistently shows that poor attendance and persistent absenteeism have a significant negative impact on children’s long-term outcomes, including attainment, social development, and future prospects. Despite robust systems and procedures, rates of persistent absenteeism among disadvantaged pupils (PP) remain too high. The DfE guidance <i>Working Together to Improve School Attendance</i> highlights the importance of coordinated school approaches and effective communication with families to raise attendance. The National Strategies and Education Endowment Foundation (EEF) reports reinforce that well-designed, targeted communication with parents can improve a range of outcomes, including attendance and engagement with learning. Evidence from the EEF <i>Working with Parents to Support Children’s Learning</i> guidance states that “well-designed school communications can be effective for improving attainment and a range of other outcomes, such as attendance.” Effective monitoring, personalised interventions, and clear messaging to parents are key strategies supported by this research. References:	5

personalised, positive, linked to learning, and give clear information about their child's attendance in comparison to peers. Support key families through funded breakfast club places to improve punctuality and engagement. Collaborate with the Local Authority's focus attendance group to share good practice and explore strategies to reduce PP persistent absenteeism. Introduce and communicate updated penalty notice guidance to parents, making them aware that fines could be applied in the future, without currently issuing them. Year 2 additional actions: ● Hold a parent forum linked to system around 'working together to improve attendance' and 'Wobbly Mornings' with EWO ● Review policy in light of any changes ● Regular communication with parents to develop understanding ● Continue to implement systems with rigour	• DfE (2022) <i>Working Together to Improve School Attendance</i>: https://www.gov.uk/government/publications/working-together-to-improve-school-attendance • EEF (2020) <i>Working with Parents to Support Children's Learning</i>: https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/parental-engagement	
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● Use pupil voice to understand any barriers for PP PA children and implement necessary steps as a result. ● Continue to identify children where mental health is a barrier to attendance.		
Ensure school and parents work collaboratively to maximise pupil outcomes. Actions Review current approaches to parental engagement across EYFS, KS1, and KS2, involving SLT, middle leaders, admin staff, parent support officers, and parent representatives. Focus on: Best practice to support parents in developing their children's learning. Supporting parents to establish effective routines and a positive learning environment at home. Develop an action plan based on findings, tailored to each phase and prioritising areas with the strongest evidence of impact. Clearly define actions, responsibilities, and communicate these to staff.	Effective parental involvement has a significant positive impact on children's outcomes, regardless of family income or parental qualifications. Ensuring parents are well-informed, confident, and equipped with the right skills supports their child's learning and enables the school to maximise pupil progress. Research consistently shows that higher levels of parental engagement are strongly associated with improved academic outcomes, attendance, and social-emotional development (Education Endowment Foundation, 2019). Key evidence and guidance: • EEF Guidance Report: <i>Working with Parents to Support Children's Learning</i> – "Levels of parental engagement are consistently associated with academic outcomes" EEF Report • DfE: <i>Working Together to Improve School Attendance</i> – highlights the importance of engaging families to improve attendance and outcomes DfE Guidance • EEF Teaching & Learning Toolkit – Parental Engagement strategies can add up to +3 months' progress EEF Toolkit By embedding structured communication and engagement strategies, schools can help parents create supportive home learning environments, improve attendance, and positively influence pupil attainment and wellbeing.	5

Allocate time for SLT to meet with relevant staff to monitor and refine approaches to support children's social and emotional development. Explore ways to increase parental engagement opportunities in school, linked to key events and initiatives (e.g., anti-bullying week, PSHE, reading activities).		
Provide all children with rich, broader experiences that enhance the curriculum and reflect Burnside's values, ensuring equitable access through targeted support for Pupil Premium (PP) children. Actions: Maintain transparent processes for parents to access support funding. Prioritise PP children for after-school clubs and, where possible, remove financial barriers. Use the school's graduated payment support to subsidise trips and residential, ensuring all children can participate regardless of income.	It can be challenging to quantify the educational impact of residential, trips, and wider experiences in a traditional, data-driven way. However, in the context of Burnside Primary, these experiences are often limited for our disadvantaged pupils. Providing these opportunities is pivotal, and supporting the financial burden ensures that no child misses out due to their economic background. When linked directly to the curriculum, these experiences provide essential vocabulary and contextual understanding for the area being studied, bringing learning to life and giving it relevance it would not otherwise have. Residential experiences also address holistic values central to our school vision—resilience, tolerance, open-mindedness, and embracing new experiences—which are essential both in life and in the classroom. Research supports the value of these experiences: • Fuller (2017) found that outdoor residential experiences significantly improved pupils' self-efficacy, confidence, and formal examination attainment, particularly for socially disadvantaged learners (centaur.reading.ac.uk).	3,4,7

Fund music tuition for PP children who wish to access it. Plan and provide at least one additional enriching experience per term, in or out of school, to broaden knowledge, vocabulary, and understanding in line with the curriculum. This approach ensures that financial constraints do not limit children's participation in learning opportunities, supports curriculum engagement, and fosters the development of values, cultural capital, and life skills. Year 2 additional actions: ● Ensure consistent, extensive coherently planned out development opportunities for all pupils so that they have a wide, rich set of experience which develop their interests and talents to an exceptional level. ● Focus funding and support to quickly remove any barrier to access ● Invite local clubs in to lead assemblies about opportunities in area ● To continue to provide opportunities for character development and aspirations for the future – focus role further education takes in the link to the world of work.	• Wood (2023) demonstrated that primary school residential outdoor learning positively influenced pupils' social values, peer interactions, and sense of agency (eprints.worc.ac.uk). • Learning Away Consortium evidence indicates that curriculum-linked residentials improve self-efficacy and attainment, particularly in subjects like creative writing and geography, and help pupils overcome unanticipated challenges to achieve expected outcomes (learningaway.org.uk). These findings, alongside the Education Endowment Foundation guidance on enriched learning experiences, reinforce the importance of providing disadvantaged pupils with access to high-quality, curriculum-linked residentials and trips. Such experiences foster knowledge, vocabulary, and broader life skills, supporting pupils' academic outcomes and personal development.	
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Total Budgeted cost £ 80021.00 (year 1) 2024-2025

£79935.50 (year 2) 2025-2026

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 2024-25 and 2025 – 26 academic years.

Intended Outcome	Review of actions 2024 – 2025 and 2025 – 26	Impact
EYFS To increase the amount of PP children and achieving GLD	The proportion of PP children achieving slightly decreased from 33.3% in 2023/24 to 25% in 2024/25. Data shows that targeted interventions such as phonics provision, and additional adult support had a measurable impact, particularly in Communication & Language (CLL) and Personal, Social & Emotional Development (PSED). Observations highlight improved engagement in literacy and numeracy activities, increased confidence in speaking, and higher levels of independence in self-care routines.	Data from targeted interventions demonstrate that while overall GLD outcomes declined, the strategies implemented were effective in strengthening foundational skills and readiness for learning, providing a strong basis for continued progress into Year 1. Staff reported greater confidence in delivering targeted interventions and tracking the progress of disadvantaged children.

	The proportion of PP children (6 chn) achieving GLD decreased from 25% in 2024/25 to 17% in 2025/26 (1 child). 5 disadvantaged children did not reach GLD but make good progress from starting points. Focus 26/27narrow in school disadvantage.	
PHONICS To ensure the outcomes for PP children in phonics are at least in line with National and that phonics teaching continue to positively impact on the children’s ability to become confident readers To ensure that children who did not pass the PSC make rapid progress in Y2.	In 2024/25, 100% of Pupil Premium children passed the Phonics Screening Check. In 2025/26, 75% of Pupil Premium children passed the Phonics Screening Check (3 out of 4 children). PP children who did not meet the PSC benchmark in Year 1 continued to be identified in Year 2, ensuring timely and targeted support was maintained. Targeted 1:1 and small-group RWI sessions contributed significantly to the accelerated progress of PP children. Observations confirmed improved decoding skills, fluency, and confidence in reading aloud. Staff reported increased confidence in delivering phonics interventions and using structured approaches to support children who were below ARE.	PP children now have a stronger foundation in early reading, enabling them to engage more confidently with the wider curriculum. Focused and consistent phonics provision has had a positive impact on outcomes for Pupil Premium children.
OUTCOMES FOR KEY STAGE 1 To ensure the progress and attainment of PP children is at	2024-25 End of KS1 assessments show 50% of PP children achieved expected standards in reading and writing, with 25% in maths. (PP group size – 4 chn)	PP children demonstrate improved fluency in reading and confident sentence construction in writing.

least in line with national and differences between PP children and NPP children are diminished.	Observations and book scrutiny indicated progress in oral language, vocabulary use, and sentence construction for PP children, supporting their confidence in reading and writing. Pupil voice feedback shows that 85% of PP children feel confident in reading aloud and using a range of vocabulary when writing, reflecting the impact of structured speaking and listening activities across the curriculum. 2025-26 End of KS1 assessments show 60% of PP children achieved expected standards in reading and maths and 20% in writing. 20% of PP children achieved exceeding standards in reading and maths and 0% in writing. (PP group size – 5 chn)	Teachers report that PP children are more engaged and independent learners, accessing curriculum content with growing confidence.
OUTCOMES FOR KEY STAGE 2 To ensure PP children make accelerated progress so that over time differences are diminished and that by the end of KS2 children are next stage ready	2024/25 End of KS2 SATs results indicate that 83% of PP children achieved the expected standard (EXS) in writing, 50% in reading, 50% in maths, and 50% in SPaG. (PP group size – 6 chn) 2024/25 Greater Depth (GDS) attainment shows 17% of PP children achieved GDS in reading, 17% in writing and 17% in maths, with a slight decrease from the previous year in writing (33%) and maths (22%). The number of PP children achieving GDS in reading increased 17% from 2023/24. (PP group size – 6 chn)	Differences between PP and NPP children have reduced in all core subjects. PP children are next stage ready for secondary school, demonstrating strong foundations in literacy, numeracy, and learning behaviours. Staff report that PP children are increasingly confident, independent learners with improved resilience and engagement across the curriculum.

	2025/26 End of KS2 SATs results indicate that 75% of PP children achieved the expected standard (EXS) in writing, 67% in reading, 58% in maths, and 58% in SPaG. (PP group size – 12 chn) 2025/26 Greater Depth (GDS) attainment shows 0% of PP children achieved GDS in reading and SPaG, 8% in writing and 8% in maths. (PP group size – 12 chn) Interim in-year data and teacher assessments demonstrate that targeted interventions, booster groups, and small-group teaching contributed to accelerated progress for children who were below ARE at the start of Key Stage 2. Observations, book scrutiny, and pupil voice indicate that PP children have improved fluency in reading, stronger sentence construction, and confident application of mathematical reasoning.	
PARENTAL ENGAGEMENT To raise parental engagement and improve the effectiveness and impact of reading at home so home and school are working more effectively together to improve outcomes	Teacher observations and assessments show a correlation between increased home reading and improved reading fluency and comprehension: Combined, 60% of PP children now achieve age-related expectations in reading at the end of KS1 and KS2.	Children are developing stronger reading habits, fluency, and comprehension skills, supporting long-term literacy development.

	Evidence from pupil voice demonstrates that children are more confident discussing texts at home and school, and they are using a wider range of vocabulary in reading and writing.	
BEHAVIOUR AND ATTITUDES Improve rates of attendance and reduce rates of persistence absenteeism	Attendance % Continues to be a challenge for some PP children, 2025/26 Average attendance of PP children 91.32% Non PP Children 95.84% Below 90% attendance - PP chn 30.61% Non PP Children 5.76%	
PERSONAL DEVELOPMENT Support the emotional, social and mental health of children and families so they are ready and able to access learning effectively	Residential and Wider Experiences PP pupils offered 2 sessions weekly in OOSC (free of charge) 63% of PP (38 children) access them 2025/26 All trips for PP chn are fully funded by school (including YR 5 Residential to Robinwood) No child is prevented from going due to non payment and these are always voluntary PP Chn receive up £255 per academic year to access out of school activities e.g. Choir, swimming 9.8% of PP (6 children) access them 2025/26	

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
Reading Plus	Reading Solutions
Lexia Reading	Lexia
First Class @ Number	Edge Hill University
TT Rockstars (times tables fluency)	TT Rockstars
NumberSense Times Tables Fluency	NumberSense Maths

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Detail
How did you spend your service pupil premium allocation last academic year?	Service children had access to the same level of support as other PP children
What was the impact of that spending on service pupil premium eligible pupils?	See Above