

Pupil premium Strategy

Burleyfields Primary School

2025



Burleyfields PRIMARY

Pupil premium strategy statement – Burleyfields Primary School

This statement details our school's use of pupil premium funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	24
Proportion (%) of pupil premium eligible pupils	13%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended – you must still publish an updated statement for each academic year)	2025/2026 to 2027/2028
Date this statement was published	November 2025
Date on which it will be reviewed	September 2026
Statement authorised by	Rebecca Bell
Pupil premium lead	Rebecca Bell
Governor / Trustee lead	

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£4545
Pupil premium funding carried forward from previous years	N/A
Total budget for this academic year	£4545

Part A: Pupil premium strategy plan

Statement of intent

Statement of Intent

At Burleyfields Primary School, our vision is to ensure that every child, regardless of background or starting point, has the best possible foundation for lifelong learning. As a new school with only Reception pupils, our pupil premium strategy focuses on building strong early language, communication, and social-emotional skills, which are critical for future success.

We recognise that disadvantaged pupils may face additional barriers to learning, including limited vocabulary development, reduced access to high-quality early experiences, and challenges in social interaction. Our approach prioritises high-quality teaching in the Early Years, alongside targeted interventions to close gaps as early as possible.

Our strategy is rooted in:

- **Early identification and intervention** through robust baseline assessments and ongoing monitoring.
- **High-quality, evidence-based teaching** of early language, phonics, and numeracy skills.
- **Strong partnerships with families** to support home learning and wellbeing.
- **A whole-school ethos of inclusion and aspiration**, ensuring all staff share responsibility for disadvantaged pupils' progress.

By focusing on these foundations, we aim to give every child the confidence, skills, and resilience to thrive as they progress through their education.

Challenges

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

Challenge number	Detail of challenge
1	Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. These are evident from Reception and in general, are more prevalent among our disadvantaged pupils than their peers.
2	Baseline data informs us that there is a gap between the early phonic knowledge of our disadvantaged children and our non-disadvantaged children.
3	Analysis of our attendance data since September demonstrates that there is a negative attendance gap between the attendance of disadvantaged and non-disadvantaged pupils. Attendance rates of our disadvantaged pupils will have a negative impact on pupil progress over time.
4	We recognise that some of our disadvantaged children will require further emotional support due to their wider context.

Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
Improved oral language skills and vocabulary among disadvantaged pupils.	Assessments and observations indicate significantly improved oral language among disadvantaged pupils. NELI will be used to provide a high-quality intervention to support language development.
Improved reading attainment among disadvantaged pupils.	Focused Little Wandle Keep Up intervention will close any gaps and ensure that all children are supported to meet the expected standard by the end of KS1.
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	Sustained high levels of wellbeing by 2027/28 demonstrated by: <ul style="list-style-type: none"> • qualitative data from student voice, student and parent surveys and teacher observations • a significant increase in participation in enrichment activities, particularly among disadvantaged pupils.
To achieve and sustain improved attendance for all pupils, particularly	Sustained high attendance by 2027/28 demonstrated by:

our disadvantaged pupils.	<ul style="list-style-type: none"> Children who are in the initial cohort of 25/26 and are disadvantaged are not falling into PA categories.
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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: £2000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Purchase of standardised diagnostic assessments: Communication screening tool and NELI</p> <p>Training for staff to ensure assessments are interpreted and administered correctly.</p>	<p>When used effectively, diagnostic assessments can indicate areas for development for individual pupils, or across classes and year groups: Diagnostic assessment EEF</p>	1
<p>Embedding dialogic activities across the school curriculum. These can support pupils to articulate key ideas, consolidate understanding and extend vocabulary. We will purchase resources and fund ongoing teacher training and release time.</p> <p>Training for staff to ensure assessments are interpreted and administered correctly.</p>	<p>There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading: EP Approach to Literacy Oral language interventions Teaching and Learning Toolkit EEF</p>	1
<p>Embedding of Little Wandle phonics to secure stronger phonics teaching for all pupils.</p>	<p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading, particularly for disadvantaged pupils: using Little Wandle Keep Up intervention to close any gaps.</p>	2
<p>Improve the quality of social and emotional (SEL) learning</p>	<p>There is extensive evidence associating childhood social and</p>	4

through the procurement of Jigsaw. SEL approaches will be embedded into routine educational practices and supported by professional development and training for staff.	emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers):	
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £2000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Little Wandle phonics Keep Up and Catch Up sessions targeted at disadvantaged pupils who require further phonics support. This will be delivered in collaboration with Little Sutton English hub.	Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks: Phonics Teaching and Learning Toolkit EEF	2
Staff training to be able to deliver NELI as an evidence informed intervention.	Oral language interventions can have a positive impact on pupils' language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment: Oral language interventions Teaching and Learning Toolkit EEF	1

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

Budgeted cost: £1000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Embedding principles of good practice set out in the DfE's	The DfE guidance has been informed by engagement with schools that	3

<p>guidance on working together to improve school attendance.</p> <p>This will involve training and release time for staff to develop and implement new procedures and ensuring that leaders are able to fulfil the role of attendance officers.</p>	<p>have significantly reduced levels of absence and persistent absence.</p>	
<p>Contingency fund for acute required support.</p>	<p>Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.</p>	<p>All</p>

Total budgeted cost: £5000

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

No prior data as we are in our first year of opening.

Externally provided programmes

Programme	Provider

Service pupil premium funding (optional)

How our service pupil premium allocation was spent last academic year
Counselling has been provided to support the emotional needs of service children and their families. Induction programmes have been developed to ensure a smooth transition and to address service children's learning gaps. Communication with deployed parents has been supported through face time and communication book activities.
The impact of that spending on service pupil premium eligible pupils
Teachers and parents have identified improvements in the emotional wellbeing of service children, enabling them to thrive and focus on learning.

Further information (optional)

Additional activity

Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium. That will include:

- Embedding more effective practice around feedback. [EEF evidence on feedback](#) demonstrates significant benefits, particularly for disadvantaged pupils.
- Utilising a [DfE grant to train a senior mental health lead](#). The training we have selected will focus on the training needs identified through the online tool: to develop our understanding of our pupils' needs, give pupils a voice in how we address wellbeing, and support more effective collaboration with parents.
- Offering a wide range of high-quality extracurricular activities to boost wellbeing, behaviour, attendance, and aspiration. Activities will focus on building life skills such as confidence, resilience, and socialising. Disadvantaged pupils will be encouraged and supported to participate.

Planning, implementation, and evaluation

In planning our new pupil premium strategy, we evaluated why activity undertaken in previous years had not had the degree of impact that we had expected. We also commissioned a pupil premium review to get an external perspective.

We triangulated evidence from multiple sources of data including assessments, engagement in class book scrutiny, and conversations with parents, students and teachers, in order to identify the challenges faced by disadvantaged pupils. We also contacted schools local to us with high-performing disadvantaged pupils to learn from their approach.

We looked at several reports, studies and research papers about effective use of pupil premium, the impact of disadvantage on education outcomes and how to address challenges to learning presented by socio-economic disadvantage.

We used the [EEF's implementation guidance](#) to help us develop our strategy, particularly the 'explore' phase to help us diagnose specific pupil needs and work out which activities and approaches are likely to work in our school. We will continue to use it through the implementation of activities.

We have put a robust evaluation framework in place for the duration of our three-year approach and will adjust our plan over time to secure better outcomes for pupils.

EYPP

Observations and high-quality interactions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. This is more prevalent among our disadvantaged pupils than their peers.

Time to Talk will be used to provide a high-quality intervention to support language development. This is evidence informed programme which significantly improves vocabulary acquisition and oral language. EYPP children will be working at the age-related expected standard for the 'Speaking' strand of Communication and Language within the EYFS framework.