

Pupil premium strategy statement Burton Green Academy

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

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Burton Green CofE Academy
Number of pupils in school	96
Proportion (%) of pupil premium eligible pupils	13.44
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	2025-26 Year 1 of 3-year plan
Date this statement was published	December 2025
Date on which it will be reviewed	November 2026
Statement authorised by	Stella Villiers Headteacher
Pupil premium lead	Stella Villiers
Governor / Trustee lead	David Bedford

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£24073
Recovery premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£24073

Part A: Pupil premium strategy plan

Statement of intent

“If we can respond to the massive challenge to use the Pupil Premium funding to close the gap, we will have gone a long way to fulfil the purpose of education for the young people who need it most. We will have accepted the notion that no young person, by virtue of their birth, should necessarily achieve less than others.” (Sir John Dunford, National Pupil Premium Champion)

At Burton Green CofE Academy we are committed to ensuring everyone achieves their true potential. Removing barriers to learning and developing the skills necessary for them to continue achieving success later in life is a priority for all of us.

Burton Green CofE Academy’s strategy plan is responsive to the needs of the school, irrespective of the pupil’s background or the challenges they face. We think creatively, proactively, and responsibly in the ways we use the funding whether this is focused on individuals, groups, families, or whole school priorities.

Progress of all pupils is carefully tracked, regular monitoring and assessment for learning informs our decision making to map provision according to need. As well as knowing and understanding the children that start their primary school experience at Burton Green CofE Academy, we also consider support required for the children that move into our school via in year admissions, often with SEMH needs.

A key part of our pupil premium strategy is to ensure high quality teaching is at the centre of our approach with a focus on areas in which disadvantaged pupils require the most support. This strategy together with a progressive and wide curriculum is proven to have the greatest impact in closing the disadvantaged attainment gap and at the same time will benefit the non-disadvantaged children in our school.

For our additional support outlined below, our overall aim is for every child to become a confident learner who can flourish independently as well as in a group. We want to promote the academic progress of our vulnerable learners but also meet the social, emotional and mental health needs of our children and their families.

Challenges

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

Challenge number	Detail of challenge
1	<u>Attainment in Reading, Writing and Maths</u> Assessments and internal evidence show that disadvantaged pupils achieve lower attainment in RWM compared to non-disadvantaged pupils. End of summer 2025 those reaching ARE:

	<p>Reading – Non-disadvantaged 29% compared to disadvantaged 33%</p> <p>Writing – Non-disadvantaged 30% compared to disadvantaged 34%</p> <p>Maths – Non-disadvantaged 32% compared to disadvantaged 34%</p>
2	<p><u>Social and Emotional Well-being</u></p> <p>Our assessment and observations indicate that the education and well-being of many of our disadvantaged pupils have been impacted by partial school closures to a greater extent than for other pupils. Emotional trauma has created gaps in learning and impacted on children’s executive functioning reducing their ability to learn.</p>
3	<p><u>Socio Economic Factors- Enrichment Opportunities</u></p> <p>Our observations and internal evidence indicate that disadvantaged families are more likely to experience financial difficulties and that this often results in disadvantaged pupils having less opportunity to access enrichment activities.</p>
4	<p><u>Punctuality and Attendance</u></p> <p>Our analysis shows some disadvantaged pupils and families need additional support to secure and sustain better punctuality and attendance. This means that gaps emerge in their knowledge, and they struggle to develop positive attitudes to learning. Leaders should take further steps to work with these pupils and their families to instil the importance of regular school attendance so that attendance improves for these pupils.’ End of year attendance data July 2024 School attendance = 92.2% Attendance of pupil premium children = 90% Persistent absence (less than 90%) = 21.5% (46 children in total) See half-termly attendance monitoring reviews for greater detail. Attendance figures for the school have been below national expectations for the last 3 years.</p> <p>School attendance rates in 2024-2025 for non-disadvantaged pupils were 92.9% and for Pupil Premium Children rates were 85.3%</p>

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
<p><u>Challenge 1</u></p> <p>Development of curriculum with a whole school consistent approach to the teaching of</p> <p>phonics,</p> <p>reading, oracy and vocabulary,</p> <p>writing,</p> <p>math</p> <p>investing in high quality CPD for all staff</p>	<ul style="list-style-type: none"> • Staff new to year groups upskilled to embed the phonics curriculum. • Raised standards in phonics, particularly developing children’s reading fluency and love of reading, increased vocabulary which results in accelerated progress in reading and writing. • Pupils to make good or better progress in oracy and use of vocabulary because of progress in reading achieved through the comprehension strategies outlined by the EEF. • Pupils to make good or better progress in reading and writing from their starting points.

	<p>This will be measured through school assessments and shown in the data recorded.</p> <ul style="list-style-type: none"> • Pupils have access to high quality rich reading resources – through further resourcing. • Increase engagement of parents in valuing the importance of enjoying reading for pleasure and supporting their children with reading at home. Childcare from staff to be provided to enable parents to attend sessions. • Maths number fluency and mastery to be developed across school leading to accelerated progress in maths. To be achieved through the purchase and CPD for staff in a new maths scheme which will be implemented across school. This will be measured through termly and yearly attainment and progress data.
<p><u>Challenge 2</u></p> <p>Pupils and families with identified social, emotional or health (SEMH) needs are well supported by school staff so that the needs are removed or alleviated.</p>	<ul style="list-style-type: none"> • SENCo and SLT identify and support families - work to alleviate barriers to learning. <p>Personal development supported by - Protective behaviours, Lego Therapy sessions and My Happy Mind initiatives to aid safeguarding and self-regulation techniques.</p> <p>Opportunities to take on responsibility and develop leadership provide and encouraged through – School Council, Eco Warriors and GLOW representatives.</p> <ul style="list-style-type: none"> • Pupils learn a variety of techniques to support them to respond in making positive choices when they are feeling anxious, upset or angry which help them self-regulate. Children gain increased self-regulation and resilience to cope in difficult situations. • A strong partnership working with home/school and outside professionals including parent support workers to support parents with: <ul style="list-style-type: none"> • Home life challenges/pressures (trust between home and school to so school can support where possible) • Ways to support children with home learning (prompts to be provided to support home learning)

	<ul style="list-style-type: none"> • Emotional wellbeing support (supported through My Happy Mind, Class TA, RISE referrals if necessary)
<p><u>Challenge 3</u></p> <p>All disadvantaged pupils will meet national expectations for attendance/persistent absence. This will be part of our 3-year plan with the intention of changing patterns.</p>	<ul style="list-style-type: none"> • Disadvantaged pupils will match or exceed national attendance averages for non-disadvantaged pupils (96+%). • Monitoring of attendance by our Attendance Lead brings about the increase in PPG pupils' attendance and a decrease in persistent absence.
<p><u>Challenge 4</u></p> <p>Children experience a range of enrichment activities and cultural capital experiences including attending school trips, residential, extracurricular music/clubs as well as opportunity to access HAF funded activities in holidays as organised by Warwickshire County Council.</p>	<ul style="list-style-type: none"> • Pupils benefit from access to sporting, arts and music afterschool activities to develop their strengths and widen their interests. • Pupils learn new arts and sporting skills and successfully interact socially with others through our afterschool provision. • Pupils can learn to play an instrument independent of whole class teaching provision in Ukulele's and recorders. • All PPG children participate in residential trips building self-esteem and independence. • Pupils benefit socially from taking part in wider shared cultural experiences. • Pupils' confidence and self-esteem is raised – through their ability to experience similar opportunities to non-disadvantaged pupils. This will be evident through oracy and confidence in putting themselves forward for roles. <p>HAF – opportunities relayed to families and uptake encouraged.</p>

Activity in this academic year

Activity in this academic year

This details how we intend to spend our pupil premium **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 6000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Allocation of funds towards Continuing Professional Development (CPD) for teachers and TAs across school with a focus on phonics, oracy, vocabulary and writing.</p> <p>Allocation of funds to release Literacy and maths leads to model and coach teachers to ensure delivery of high-quality teaching.</p> <p>Allocation of funds to continue to resource high quality reading materials.</p> <p>New Maths scheme aimed at developing mastery of number from reception to be re-researched and rolled out across school.</p>	<p>EEF: Phonics EEF</p> <p>EEF: Oral language interventions EEF</p> <p>EEF: Improving Literacy in Key Stage 1 EEF</p> <p>EEF: Improving Literacy in Key Stage 2 EEF</p> <p>EEF: Mathematics guidance: key stages 1 and 2 (covers years 1 to 6)</p>	<p>1, 2</p>

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

Budgeted cost: £ 12073

Activity	Evidence that supports this approach	Challenge number(s) addressed
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<p>First quality teaching support in class, pre teaching, same day catch up as well as 1:1, or small group interventions delivered by Teaching Assistants, teacher.</p> <p>Targeted approach with PPG groups in each class. Use of TA to enable effective wave 1 interventions (pre-teaching etc.)</p>	<p>EEF: TA Guidance Report MakingBestUseOfTeachingAssistants- 2021-11-02-162019_wsqd.pdf</p>	<p>1,2</p>
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 6000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>All pupils in school given the opportunity to participate in activities which enhance and broaden the curriculum and their learning experiences.</p> <p>This will be achieved through planned class enriching experiences and activities, music lessons, after school club funding for pupil premium children and supported access to the residential for year 5 and 6 PPG children.</p> <p>We are not currently offering a free breakfast club but free places are available for PPG Pupils</p>	<p>Arts participation EEF</p> <p>Physical activity EEF</p> <p>Magic Breakfast - trial EEF</p>	<p>2, 4</p>

<p>SENCO/Family Support hours (OT) to work closely with outside agencies and staff to further support addressing barriers to children's learning e.g. attendance, SEMH and SEN barriers.</p> <p>Use metacognition to aid all pupils to move to become independent learners, as well as aiding self-regulation.</p> <p>All staff trained in de-escalation techniques to support behaviour and revisit emotion coaching and regulation work in staff meetings. Reducing the number of Behaviour Reflections (Behaviour Policy)</p> <p>Protective Behaviours work annually and revisited termly.</p> <p>TA staff CPD focussed sessions delivered by SENCo - ensuring they are updated and engaged with individual pupils needs termly.</p> <p>Attendance Lead; termly monitoring, parental notifications and parental meetings to support attendance, working with LA to support. Records of monitoring notification letters are kept.</p>	<p>EEF: Special Educational Needs in Mainstream Schools Guidance Report.pdf</p> <p>EEF: Metacognition and Self-Regulated Learning EEF</p> <p>EEF: Personal Social and Emotional Development</p> <p>EEF: Improving Social and Emotional Learning in Primary Schools EEF</p> <p>EEF: Improving behaviour in schools</p> <p>EEF: TA Guidance Report MakingBestUseOfTeachingAssistants- 2021-11-02-162019_wsqd.pdf</p> <p>EEF: Improving behaviour in schools</p> <p>DFE: Working together to improve school attendance (applies from 19 August 2024)</p> <p>EEF: Attendance interventions rapid evidence assessment EEF</p>	<p>2, 3, 4</p> <p>2</p> <p>3</p>
<p>My Happy Mind – NHS program taught across school – 2nd year</p>	<p>myHappyymind - Empowering Children's Mental Health & Wellbeing</p>	<p>2</p>

Total budgeted cost: £ 24073

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 to 2025 academic year.

Allocation of Funds	Actions	Outcomes
<p>Allocation of funds towards Continuing Professional Development (CPD) for teachers to scaffold writing and to write for the purpose of an audience.</p> <p>Allocation of funds for classroom resources to deliver the new phonics programme alongside high-quality home reading resources</p> <p>Allocation of funds used to release Literacy, and maths leads to attend CPD and cascade new learning to all teaching staff.</p> <p>Time allocation and funds for new spelling scheme to be sourced which compliments the phonics in school.</p>	<p>Writing unit overview sheets to detail the learning thread and progression to final piece.</p> <p>Targeted phonics interventions to improve decoding skills more quickly for pupils who have been exposed to fewer words spoken and books read in the home.</p> <p>Online parent reading session delivered by EYFS/English lead.</p> <p>Support across the school to ensure all staff feel confident in the delivery of literacy and mathematics.</p>	<p>Professional CPD trained teaching staff how to plan and scaffold with an audience/purpose in mind – unit cover sheets to be at the start each unit to guide pupils learning.</p> <p>Review of SEN interventions and changed to support children who are using the new phonics programme.</p> <p>New texts purchased and spelling scheme (ELS) to match phonics which began in EYFS and KS1.</p> <p>Maths CPD staff training to inform teaching staff –</p> <ul style="list-style-type: none"> • use of manipulatives in maths teaching • Interactive maths tools such as mathsbot <p>English lead CPD for the new ELS spelling scheme rolled out in 2024/5 academic year.</p>
<p>Targeted Academic Support</p> <p>Quality first teaching and high expectations for all PPG children through targeted support in class</p> <p>Children receive targeted planned interventions for reading, writing and maths</p>	<p>Pre-teaching / same day catch up / pupil conferencing/ targeted interventions.</p> <p>TAs in each class for the core subjects to support teaching staff</p>	<p>Many pupils have made greater progress from their starting points in reading, writing and maths which means the gap is closing.</p> <p>All PPG children have been supported in their learning – the learning gap has now widened between PPG and Non PPG pupils.</p>

	Year 6 half from entry to support transition work and ensure the pupils are secondary school ready.	
<p>All children in school to be given opportunity to participate in activities which enhance and broaden the curriculum and their learning experiences.</p> <p>This will be achieved through each year group to plan enriching experiences and activities, to include after school club funding for pupil premium children (2 clubs per term) and supported access to the residential for year 5 and 6 PPG children.</p>	<p>Funds available to ensure that, where disadvantaged pupils are unable to contribute towards an activity, it is still able to take place.</p> <p>To provide additional teaching to supplement the curriculum in music, sports, arts and outdoor learning.</p>	<p>PPG children have benefited from targeted provision small group work and confidence building groups.</p> <p>Engagement in targeted curriculum activities and enrichment opportunities has helped PPG children develop their self-esteem and enjoyment of the curriculum.</p> <p>It has also allowed children to expand their skills, knowledge and person development beyond the curriculum.</p>
<p>Children with social emotional need support to become more resilient through whole school approaches to mental health.</p> <p>Significant PINS project CPD for staff across school helped to upskill all staff and update trauma and attachment awareness.</p> <p>Behaviour Policy Review – particularly for those with SEMH needs.</p>	<p>Counselling for identified PPG children’s referrals to RISE</p> <p>Designated TA worked with PPG children who needed emotional support in school.</p> <p>All staff enhanced training in dealing with special educational needs, inclusion in the classroom and challenging behaviours.</p> <p>Parents and pupils consulted to have input. A streamlined approach consistent across school.</p> <p>Children’s mental health was seen to have deteriorated after the Covid pandemic – we are still experiencing effects from this.</p>	<p>RISE - counselling referrals were made for PPG children who required it.</p> <p>Emotion coaching helped SEMH children to freely air views in a safe place with school staff.</p> <p>Behaviour of all pupils has improved as a result – consequences understood and reflected upon.</p> <p>My Happy Mind – rolled out across school – funded NHS mental health and well-being program</p>

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Service pupil premium funding

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

Measure	Details
How did you spend your service pupil premium allocation last academic year?	No service pupils.
What was the impact of that spending on service pupil premium eligible pupils?	No service pupils.

Further information

Obstacles to learning	Examples of additional interventions and spending of funding
Wellbeing focus/pastoral support (Personal Development)	<p>Family Support Services/ Early Help</p> <p>Pastoral Support TA</p> <p>Lunchtime activity support with play leaders from year 5 and 6</p> <p>Transition support- Year 6 focus</p> <p>Subsidised off site visits/ trips</p> <p>Free/Subsidised music lessons</p> <p>Subsidised/Free before and after school provision</p> <p>Uniform, including shoes - provided</p>
Attitudes to learning (inc. attendance/ behaviour support)	<p>Free/ subsidised breakfast care</p> <p>Free/ subsidised sports clubs</p> <p>Free/ subsidised after school opportunities (non-sport related)</p> <p>Metacognition techniques across school</p>
Learning Support (Curriculum access)	<p>Additional TA support in class (PPG focus)</p> <p>SENDCO/Head used to analyse and monitor interventions and ensure all children's needs are being addressed</p> <p>Writing/Maths supports - visual aids, prompts, manipulatives, standing desks, and a large variety of diverse SEN resources</p> <p>Parent support sessions – maths, reading, phonics, online safety</p> <p>Small group Academic support/intervention</p>