

Pupil premium strategy statement – Bursley 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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	Bursley Academy
Proportion (%) of pupil premium eligible pupils	18.1%
Academic year/years that our current pupil premium strategy plan covers (3-year plan)	2025-26, 2026-27, 2027-28
Date this statement was published	September 2025
Date on which it will be reviewed	September 2026
Statement authorised by	Sara Stevenson, Exec Head
Pupil premium lead	E Harley, Head of School
Governor / Trustee lead	R Patrick, Chair of Governors

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£93,930
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£93,930

Part A: Pupil premium strategy plan

Statement of intent

We pride ourselves in having the highest expectations for all children and strive to create confident resilient and independent learners. Our pupil premium strategy is designed to support disadvantaged pupils achieve their true potential regardless of their starting points.

We will also consider the challenges faced by our vulnerable students – including those with a social worker, young carers and others that we believe the activity we have outlined here will support their needs as well, regardless of whether they are classed as disadvantaged or not. Evidence suggests that pupil premium spending is most effective when schools use a tiered approach, targeting spending across the following 3 areas:

- Quality First Teaching
- Academic Support
- Wider Approaches

The Education Endowment Foundation's (EEF) pupil premium guide provides additional information and evidence about effective use of this funding and has been used to inform our pupil premium planning.

High quality first teaching that is based on a well-planned and sequenced curriculum is at the heart of our approach. This is proven to have the greatest impact on closing the disadvantaged attainment gap and at the same time will benefit the non- disadvantaged pupils in school. Our approach is intended to not only close the attainment gap for disadvantaged pupils but to do this while sustaining and improving the progress for non-disadvantaged pupils.

The strategy is intended to work alongside the wider school plans to improve the quality of education through the school action plan and the carefully targeted use of the budget for school led tutoring when required, which needs to be well planned and targeted on addressing the gaps in children's learning.

Our approach will be carefully targeted to individual needs and common challenges that are faced by our children and will not make stereotypical assumptions about the impact of disadvantage.

In addition to the academic support, we will also ensure that children receive the appropriate wider support so that they have a rich cultural capital with experiences that brings their learning to life.

It is the school's intention to ensure that additional funding is used in order to improve the attainment and life chances of our disadvantaged pupils. The ultimate aim is, of course to ensure that there is no discernible gap between the performance of these and other pupils. These plans are designed to work towards this aim by narrowing the gap. To ensure they are effective we will:

- Ensure that disadvantaged pupils are challenged in the work they are set
- Act early to intervene at the point when a need is identified
- Adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve

Ensure that as a school our system closely monitors and tracks the progress made by individual disadvantaged pupils.

Challenges

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

Challenge number	Detail of challenge
1	Initial baseline assessments, discussions with pupils and ongoing teacher assessment indicates underdeveloped Early entry language development and speech concerns in EYFS, this has also been observed for some children across KS1. We also see this issue remain for some children in Key Stage 2. This is a whole school trend but has been identified also as an issue with disadvantaged pupils who show slightly higher levels of concern over their peers.
2	Initial baseline assessments in Reception indicate a decreasing baseline attainment score of EYFS cohort, as an increased level of need indicate prior experience and knowledge of early years pupils is restricted compared to that of previous years.
3	Internal and external assessments including the EYFS baseline assessment, Little Wandle phonics assessments and KS1 phonics screener (both Y1 and Y2) indicate that the retention of key information for our disadvantaged children – including phonics, has a negative impact on early reading. This is seen in our internal book band tracking, that there is a gap of over 40% between disadvantaged and non-disadvantaged children who are reading books at the expected level in line with the Little Wandle phonics scheme progression. Phonics remains a priority in Key Stage 2 for the 20% of disadvantaged children who did not meet the expected standard in the Phonics Screening Check.
4	Our assessments and observations indicate that a number of our disadvantaged children still have gaps in prior knowledge. Writing is an area of identified weakness in current Y3, Y4, Y5 and Y6 cohorts with a large proportion of disadvantaged pupils falling below the expected levels of attainment. Maths and reading attainment for the disadvantaged pupils in Key Stage 2 are also an area of focus.
5	Pupil discussions and observations by teachers during direct teaching time, visits and play related activities indicate a lack of wider experiences outside of the school environment – including enrichment activities, experiences that provide wider knowledge of the world around them and physical activities for our disadvantaged pupils. This lack of external learning experiences/life experiences has a negative impact on their wider knowledge and therefore, are unable to apply learning to real life experience and subjects across the wider curriculum. Evidence from discussions with pupils and families suggest a lack of wider experience and enrichment activities for disadvantaged pupils, this is linked to limited opportunities and economic and domestic circumstances.
6	Our assessments, observations and discussions with pupils have indicated that a number of our disadvantaged pupils are struggling with low self-esteem and mental health challenges, especially in relation to their learning and resilience and whilst building and maintaining friendships. This is also evidenced by an increased number of referrals for SEMH interventions for our disadvantaged 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
Disadvantaged pupils in EYFS and KS1 will develop strong oral language, communication and vocabulary through high-quality language-rich teaching and targeted intervention, resulting in improved reading comprehension and a measurable reduction in attainment gaps in Reading and Writing by the end of KS1.	• The proportion of disadvantaged pupils achieving age-related expectations in Communication and Language at the end of EYFS increases year-on-year. • School assessment demonstrates accelerated progress in vocabulary acquisition, oral language and speaking and listening from pupils' starting points. • The attainment gap between disadvantaged and non-disadvantaged pupils in Reading and Writing at the end of KS1 reduces. • Lesson visits and pupil discussions demonstrate that pupils confidently use an increasingly ambitious vocabulary across the curriculum. • Reading assessments show improved comprehension alongside increased reading fluency.
Disadvantaged pupils entering EYFS with lower starting points will rapidly develop communication, language and early writing skills so that, by the end of Year 1, attainment gaps in Writing are significantly reduced and pupils are well prepared to access the wider curriculum.	• Increasing proportions of disadvantaged pupils achieve the Early Learning Goals in Communication and Language and Writing. • Year 1 teacher assessment demonstrates improved attainment in Writing for disadvantaged pupils. • Internal assessment shows disadvantaged pupils make at least expected progress from their starting points in early writing. • Book scrutiny evidences improving handwriting, sentence construction and independent writing. • The attainment gap in Writing between disadvantaged and non-disadvantaged pupils narrows by the end of Year 1.

Disadvantaged pupils will make at least expected progress through the Little Wandle SSP programme, with increasing proportions achieving the Year 1 Phonics Screening Check and moving successfully through Little Wandle book bands, enabling strong reading attainment by the end of KS1.	• Increasing percentages of disadvantaged pupils pass the Year 1 Phonics Screening Check. • Pupils requiring additional support successfully complete Little Wandle Keep-up sessions and rapidly return to age-related teaching. • Little Wandle assessments show pupils progressing through book bands in line with programme expectations. • Reading fluency and decoding assessments demonstrate accelerated progress. • End of KS1 Reading attainment for disadvantaged pupils improves year-on-year.
Disadvantaged pupils requiring phonics catch-up in Years 3 and 4 will successfully complete Little Wandle Rapid Catch-up and develop secure decoding and spelling knowledge, leading to improved Reading and Writing outcomes by the end of KS2.	• Pupils identified for Rapid Catch-up successfully complete the programme within expected timescales. • Little Wandle assessments demonstrate secure decoding and improved fluency. • Reading assessments demonstrate accelerated progress from starting points. • Teachers report improved spelling accuracy and confidence when writing independently. • Reading and Writing attainment improves for disadvantaged pupils receiving catch-up support.
Increase the proportion of disadvantaged pupils achieving age-related expectations in Writing across KS2 through high-quality teaching, targeted intervention and frequent writing opportunities, reducing the attainment gap and increasing combined Reading, Writing and Maths outcomes.	• The proportion of disadvantaged pupils achieving age-related expectations in Writing increases annually. • Writing attainment gaps reduce across all KS2 year groups. • Internal and statutory assessment demonstrates improved combined Reading, Writing and Maths attainment. • Book scrutiny and lesson visits evidences consistently high-quality writing across the curriculum. • Lesson visits demonstrate that adaptive teaching and feedback enable disadvantaged pupils to achieve well.

Further reduce attainment gaps in Reading across Upper KS2 whilst sustaining improvements in Maths, ensuring disadvantaged pupils achieve at least in line with their peers and increasing the proportion achieving the combined expected standard.	• Reading attainment gaps reduce across Years 4, 5 and 6. • Disadvantaged pupils sustain strong attainment in Mathematics. • The proportion of disadvantaged pupils achieving the combined expected standard increases year-on-year. • Progress measures indicate disadvantaged pupils make at least expected progress from their starting points. • Assessment information is used effectively to identify pupils requiring additional support, resulting in timely intervention.
Disadvantaged pupils will access and actively participate in the full breadth of the school's curriculum, enrichment opportunities and wider school life, enabling them to develop their cultural capital, personal development, confidence, resilience and aspirations alongside their peers.	• Participation records demonstrates an increase of disadvantaged pupils access extra curricular clubs, educational visits, residential and enrichment opportunities • Increasing numbers of disadvantaged pupils take on leadership roles (e.g. School Council, Eco Council, House Captains, Prefects, Sports Leaders and Librarians). • Pupil voice demonstrates that disadvantaged pupils feel included, valued and confident to participate in all aspects of school life. • Financial barriers to participation are identified and removed, ensuring equitable access to wider opportunities. • Attendance, engagement and behaviour data indicate that disadvantaged pupils participate positively in school life and are ready to learn. • Leaders' evidence (lesson visits, pupil discussions and personal development opportunities) demonstrates that disadvantaged pupils benefit from a broad, ambitious curriculum that develops confidence, resilience, independence and aspirations.

Increase average Pupil Premium attendance to 95.5% or above and reduce persistent absence to below 10% over the academic year, by strengthening partnerships with families of disadvantaged pupils. Increase parental engagement in school life and learning. This will enable parents to support their children's academic achievement, attendance, wellbeing and wider development.	• Weekly monitoring of Pupil Premium attendance, first-day response procedures, attendance meetings with parents/carers, targeted support plans, referrals to the Education Welfare Officer (ECMs etc) and Early Help where appropriate, and regular review by the attendance lead. • Improved attendance, punctuality and pupil engagement where parental support has been targeted. • Increased engagement with home reading and learning. • Parent feedback demonstrates increased confidence in supporting learning at home.
Disadvantaged pupils will develop positive emotional wellbeing, resilience and self-regulation through a graduated programme of pastoral, nurture and mental health support, enabling them to engage successfully with learning, build positive relationships and participate fully in school life, resulting in improved attendance, behaviour, wellbeing, confidence and engagement with learning.	• Pupils demonstrate improved emotional regulation, resilience and confidence through pastoral monitoring and pupil voice. • Behaviour incidents, dysregulation and friendship-related concerns reduce over time. • Targeted pupils show improved attendance, engagement and readiness to learn. • Pupils accessing nurture or mental health interventions demonstrate measurable progress against individual pastoral targets. • Staff identify and respond to emerging SEMH needs effectively through a graduated approach.

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: £24,930

Activity	Evidence that supports this approach	Challenge number(s) addressed
Quality First Teaching <i>Recruiting and developing teachers.</i> <i>Developing expertise through subject specialists.</i>	Quality of teaching for all pupils is the biggest factor in success and will impact even more so for disadvantaged pupils. EEF: "Supporting high quality teaching is pivotal in improving children's outcomes. High quality teaching can narrow the disadvantage gap. EEF: High quality teaching	All
Quality First Teaching <i>High quality CPD, including staff meetings, INSET and team teaching</i> <i>Support from Early Years Consultant</i> <i>ECT support that meets or exceeds given requirements</i>	EEF: "Ensuring every teacher is supported in delivering high-quality teaching is essential to achieving the best outcomes for all pupils, particularly the most disadvantaged."	All
Curriculum <i>Curriculum development – whole school focus and CPD activities. Coaching to continue for our ECTs. Main themes are:</i> Developing English: English curriculum based on whole class texts. Writing – more opportunities for applying spelling, punctuation and grammar in sustained pieces of writing.	EEF Improving Literacy guidance supports the application of a knowledge based, well planned and well sequenced approach to curriculum delivery to ensure high quality teaching and learning.	3,4
Curriculum <i>Purchase additional Little Wandle reading materials and resources to supplement the synthetic phonics programme to secure stronger phonics teaching for all disadvantaged pupils in all years from EYFS to KS2 where required.</i>	DfE Reading Framework states that Phonics approaches using an SSP has a positive impact on the accuracy of word reading particularly for disadvantaged pupils.	1,2,3

Curriculum <i>Purchase of NFER standardised diagnostic assessment.</i> <i>Staff training through staff meetings led by SLT and through ECT mentor meetings to upskill the teachers in their use and the analysis of the information to target teaching to gaps and areas of weakness</i>	These provide additional insight and information on specific strengths and weaknesses of individual pupils and cohorts to ensure they receive the correct support in interventions and targeted teaching to fill knowledge gaps.	3,4
Supporting social, emotional and mental health needs <i>Further improve the quality of Social and emotional learning and support in school – including the development of a wider pastoral team which includes one qualified SENDCo, behaviour lead and mental health lead.</i>	EEF Social and Emotional Learning document evidences that social and emotional development has a significant impact on children's learning	6

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

Budgeted cost: £49,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Delivery of the Nuffield Early Language Intervention programme in reception (trained staff will need to be backfilled during sessions to complete programme)</i>	The development of early language skills is fundamental to the child's ability to access and understand their learning. Baseline data Number of speech and language referrals	1,2,3,4,6
<i>Little Wandle Letters and Sounds keep up sessions run by teaching assistants and teachers</i>	'It is possible that some disadvantaged pupils may not develop phonological awareness at the same rate as other pupils, having been exposed to fewer words spoken and books read in the home' (Phonics, EEF toolkit)	3
<i>Additional targeted support group intervention delivered by teaching assistants or teachers, focused on gaps in prior learning for disadvantaged pupils and cohorts, identified gaps in core subject knowledge and basic skills, particularly for reading and phonics sessions in lower Key Stage 2.</i>	Evidence supports the implementation of well-planned and assessed interventions to close gaps in pupils learning and ensure they move in line with their peers. Interventions which are specifically planned to meet the needs of individuals and groups to ensure that gaps in learning are closed are more effective than generic interventions which may not meet specific needs.	2,3,4

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

Budgeted cost: £20,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Participation and inclusion in school life <i>Educational resource and additional expenditure to ensure access to a range of free enrichment activities</i>	Research to understand successful approaches to supporting the most academically able disadvantaged pupils (DfE, 2018), demonstrates the impact of addressing barriers to success in education that derived from a family's material poverty. Wider learning opportunities enhance pupil engagement and also bring additional life experiences which can then be brought into learning. Trips and clubs (those which are external paid clubs) are subsidised for all disadvantaged pupils to allow them to have access to all available opportunities.	5
Participation and inclusion in school life <i>Whole staff training through staff meetings, ECT mentor support and Trust Leader meetings will provide opportunities to discuss key areas which affect disadvantaged pupils, including issues within the wider classroom which could reduce face to face contact time for these pupils.</i>	Research to understand successful approaches to supporting the most academically able disadvantaged pupils (DfE, 2018), demonstrates the impact of addressing barriers to success in education that derived from a family's material poverty. Staff training and knowledge are fundamental to quality first teaching, management of increasing issues in relation to SEN needs and management of the classroom environment to optimise teacher effectiveness.	1,2,3,4,6
Behaviour management and behaviour for learning <i>Provide dedicated release time for the Behaviour Lead to lead, monitor and evaluate the implementation of the When the Adults Change approach, ensuring consistent behaviour systems and practice across the school.</i>	The EEF highlights that pupils' behaviour, self-regulation and engagement have a significant impact on academic outcomes. (Behaviour Interventions, Social and Emotional Learning (SEL) and Metacognition and Self-regulation from the EEF).	All
Behaviour management and behaviour for learning <i>The development and use of the Outdoor Learning area will support behaviour</i>	Case studies in Britain detail many of the positive impacts that can be experienced through outdoor learning areas, including positive changes in behaviour and improved communication skills	5 and 6

<i>management and behaviour for learning</i>		
Supporting social, emotional and mental health needs. <i>An ELSA trained teaching assistant to run groups or 1:1 sessions with children who need SEMH support.</i> <i>Two teaching assistants who provide our 'nurture' provision, to support learning and pupil's emotional regulation.</i>	An evidence-based approach that supports emotional literacy with individuals or groups.	6
Attendance and Parental Engagement <i>Parental engagement workshops on key areas of the curriculum including reading (also training of reading volunteers to deliver effective individual reading for pupils). These will be developed in years above EYFS so parents become used to this approach as they move up with their child.</i>	EEF suggests parental engagement has positive impact on pupil's progress. Parents understanding the delivery of key aspects of the curriculum will be better able to support these pupils with their learning.	5

Total budgeted cost: £93,930

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Our intended outcomes for academic year 2024/25 were:

Disadvantaged pupils in EYFS and KS1 make good progress in developing their early language and expanding their understood vocabulary so the gap between them and their peers is narrowed by the end of KS1.

Initial teacher assessments of children joining us in Reception shows that our disadvantaged children's early language is significantly behind that of their non-disadvantaged peers. Our internal tracking of book bands across EYFS and KS1 tells us that there is still a large gap between disadvantaged and non-disadvantaged pupils' reading books in line with the phonics scheme expectations. The Little Wandle phonics scheme is helping to develop early language and expanding children's understanding of vocabulary through the 3 reading sessions per week. Phonics results at the end of Year 1 are showing that the gap is relatively small between disadvantaged and non-disadvantaged in terms of word reading, but there is more work to be done in relation to early language.

Gaps in key areas of prior knowledge and experience for disadvantaged pupils are closed quickly in EYFS (with particular focus on Prime areas of learning) to ensure disadvantaged pupils can access full curriculum with confidence and make good progress to close gaps on peers.

Internal teacher assessments have demonstrated that children have made progress on an individual basis from their own starting points. GLD data is showing that the disadvantaged children have not performed as well as non-disadvantaged, with a gap of 50.3%. In this cohort, 25% of the disadvantaged children are SEND. Areas of writing for the current disadvantaged cohort have impacted on the overall GLD data for this pupil group.

Disadvantaged pupils in early years and KS1 make good progress in phonics and develop well through the reading bands.

80% of disadvantaged children at the end of year 1 passed their phonics screening check, compared to 92% non disadvantaged children; a gap of just 12%. The gap between disadvantaged and non disadvantaged for the year 1 phonics screening test for the last 3 years has been 13% in 2023, 5% in 2024 and 12% in 2025. By carefully tracking children's assessments using the Little Wandle assessment tool, as well as through phonics 'Keep up groups', we have been able to track and support children's progress. Book band tracking for this academic year suggests that there is a wider gap between these pupil groups, which suggests that children's fluency and comprehension isn't as secure, specifically in reception where the gap is 42%, in Year 1 it is 48% and in Year 2 it is 20%. Little Wandle Fluency books in Year 2 have positively impacted on children's progression through the book bands.

Disadvantaged children in Year 3 and 4 (who did not attain the expected level in the Y2 resit of phonics screener test) will develop the appropriate phonics and spelling skills required by the end of KS2

This year, we have introduced the Little Wandle fluency books in Year 2 to develop children's fluency, comprehension and prosody. Little Wandle 'rapid catch up' programme has continued to target the children in Year 3 and 4 throughout this academic year. End of Key Stage 2 reading data for the past 3 years shows that in 2025, there was a 34% gap between disadvantaged and non disadvantaged children, in 2024, there was a 34% gap and in 2023 there was a 23% gap. This year's NFER reading data for the current Year 5 cohort will enable us to track the performance of this pupil group with an aim to narrow the gap by the end of KS2.

To narrow the gap between disadvantaged pupils and non-disadvantaged pupils in writing across KS2. This will support the increase in the number of disadvantaged children attaining the combined standard at the end of KS2.

End of Key Stage 2 writing data for the past 3 years shows that in 2025, there was a 42% gap between disadvantaged and non-disadvantaged children, in 2024, there was a 29% gap and in 2023 there was a 32% gap. There has been a focus on the teaching and assessment of writing across the school this year, to ensure that it is more consistent and accurate, through rigorous assessment systems, as well as external KS2 writing moderation to quality assure our judgements. These systems will continue into next year for the current Year 5 cohort which will enable us to track the performance of this pupil group with an aim to narrow the gap between disadvantaged and non-disadvantaged pupils.

Narrowing the gap in maths and reading attainment for the Y4, Y5 and Y6 KS2 cohorts.

Maths is the area that our disadvantaged children have achieved best in. At the end of year 6 85% of our disadvantaged pupils achieved the expected standard in maths; the gap between the disadvantaged and non-disadvantaged pupils in maths was just 6%. Reading was less successful and is the area that our disadvantaged pupils start to fall behind at the end of Key Stage 2. In 2025, the gap for disadvantaged and non-disadvantaged was 34%, in 2024 it was 34% and in 2023 it was 23%. We have already seen the progress that our younger years have made in narrowing the reading gap by the end of KS1 through the phonics screening check, so this will help to narrow our KS2 gap as these children move up the school.

All disadvantaged pupils to participate in wider aspects of the curriculum, enrichment activities and wider school life.

All disadvantaged pupils have had the opportunity to participate in wider aspects of the curriculum, enrichment activities and wider school life. Some clubs on offer are popular with disadvantaged children who make up a larger proportion of the uptake; specifically to support the love of reading in EYFS. These curriculum, enrichment and wider school life opportunities are positive for our disadvantaged pupils' self esteem which we want to continue to develop. A focus on developing greater social skills and providing richer experiences, will continue to develop in the next plan.

Increased Parental Engagement with school and more enrichment opportunities for families

There has been a more focused approach to parental engagement this academic year; focusing on quality over quantity. The parental engagement opportunities on offer focus largely in EYFS and Key Stage 1 to prepare and support pupils at the start of the learning journey and help to develop and secure foundational skills. In EYFS, all disadvantaged pupils' parents attended these enrichment opportunities for families. Parents also tell us that as a result they feel more involved in their child's learning and more equipped to help them make progress in school.

To achieve a sustained improvement in emotional literacy and mental well-being by increasing the level of support for mental health and nurture concerns particularly for our disadvantaged pupils

This academic year, we have heavily invested in the level of support for mental health and nurture for our disadvantaged pupils. A large proportion of our disadvantaged pupils accessed this support which has meant that these children have been able to access academic learning opportunities more readily, play with their peers more productively, which ultimately impacts positively on learning opportunities. The need remains to continue with this level of support for disadvantaged children and this is a very effective method of supporting their emotional literacy and mental well-being.

Externally provided programmes

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

Programme	Provider
Little Wandle Letters and Sounds Revised	Wandle Learning Trust
Nuffield Early Language Intervention	Teach NELi
WellComm	GL Assessment
National Foundation for Educational Research (NFER)	NFER