

Pupil premium strategy statement

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

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

School overview

Detail	Data
School name	Bursley Academy
Number of pupils in school	399
Proportion (%) of pupil premium eligible pupils	18.1%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	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	£75,480
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	£75,480

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 pupil 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 and 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 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 and to help to mitigate the additional negative impact of COVID-19 on these 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 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 monitor and track 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.
6	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.
7	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 make good progress in developing their early language and expanding their understood vocabulary, so that the gap between them and their peers is narrowed by the end of KS1.	<p>Assessments and observations including focused language programs such as the Nuffield early language development program and 'Wellcomm' intervention show pupils improve their language skills throughout the early years.</p> <p>This improvement will continue in KS1 and lower Key Stage 2.</p> <p>Evidence of this will be seen in assessment results in EYFS and KS1, including information from any additional intervention programs. Pupils' engagement in lessons will evidence improvement in language skills as will pupil discussion. All aspects of formal, observational, and summative assessment will indicate the closing of language gaps.</p>
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 – specifically writing) to ensure disadvantaged pupils can access the full curriculum with confidence and make good progress to close gaps on peers.	Assessments and observations including teacher assessment and monitoring will show disadvantaged learners making good progress in all areas of learning (dependent on their start points and any additional needs) especially the prime areas, closing the learning gap created by a lack of prior knowledge with their peers.

	<p>Pupil discussions and assessment will show that effective curriculum content, small group intervention, experience based learning and high quality first teaching provides a wider experience base for disadvantaged pupils, ensuring gaps in learning close between them and their peers</p>
<p>Disadvantaged pupils in early years and KS1 make good progress in phonics and develop well through the Little Wandle (Systematic Synthetic Phonics Programme) book bands.</p>	<p>Assessments, observations, and discussions show disadvantaged pupils making good progress with phonics.</p> <p>Reading records, scrutinies, and direct observation show disadvantaged pupils developing good fluency and progressing through the book bands at a similar rate to their peers.</p>
<p>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.</p>	<p>Assessment – both formative and summative (including NFER Spelling, Punctuation and Grammar assessments) will show that the gap between disadvantaged children and their peers in reading, phonics and spelling is closing.</p> <p>Assessment information from interventions will show progress for disadvantaged pupils.</p>
<p>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.</p>	<p>High quality books will be used in each year group to ensure that the teaching of writing is taught and modelled through the use of rich texts.</p> <p>Thorough internal assessment monitoring, internal and external moderation, this will show the number of disadvantaged children at the expected level of attainment in writing increases.</p> <p>Interventions, catch up and support are carefully sequenced to ensure there is no narrowing of the curriculum for disadvantaged pupils.</p> <p>KS2 assessment data will show attainment gap in writing between disadvantaged pupils and non-disadvantaged pupils has decreased.</p> <p>The proportion of disadvantaged children attaining the combined score will be in line with non-disadvantaged children.</p>

<p>Narrowing the gap in maths and reading attainment for the Y4, Y5 and Y6 KS2 cohorts.</p>	<p>Internal assessment evidence shows that the attainment gap between year 4, year 5 and year 6 disadvantaged pupils and their peers needs to narrow in these areas.</p> <p>End of KS2 assessments shows the proportion of disadvantaged pupils achieving expected level or above in reading and maths is in line with their peers.</p>
<p>All disadvantaged pupils to participate in wider aspects of the curriculum, enrichment activities and wider school life.</p>	<p>All disadvantaged pupils have access to multiple clubs – careful registers are kept ensuring that children are accessing this facility.</p> <p>Multiple trips, visits and experiences are built into the curriculum – including elements of outdoor learning, cooking and sporting activities.</p> <p>Registers and records will indicate all disadvantaged children have attended a range of enrichment activities both school based and extra-curricular.</p> <p>Observations and pupil conversations will show the increased knowledge of the wider world developed by the engagement in these activities.</p> <p>Pupil voice will provide evidence for how valuable the activities will be.</p>
<p>Children in Key Stage 2 have access to an individual school iPad to support their learning.</p>	<p>Children, particularly the disadvantaged pupils in Key Stage 2, make good use of the school iPads to support their learning and there is no difference in technology access between pupils from different socio-economic backgrounds.</p>
<p>Increased Parental Engagement with school and more enrichment opportunities for families as well as opportunities to support and develop their child’s academic learning.</p>	<p>Increasing attendance and participation at school events, especially events which will provide quality experiences or that will help them actively support their child in their learning at home.</p>
<p>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 based on regulating emotions and building and maintaining friendships.</p>	<p>Observations and discussion with pupils and parents show improved well-being and pupils acquire greater resilience and tenacity. This will be evident in children’s general levels of confidence and engagement across all aspects of school life.</p>

	<p>Disadvantaged learners will be able to maintain their concentration and attention for longer, in lessons.</p> <p>Disadvantaged children will be able to build stronger relationships with their peers and maintain friendships.</p> <p>The number of disadvantaged children requiring SEMH interventions or additional nurture programs will decrease.</p>
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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: £20,000 approx.

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>Curriculum development – whole school focus and CPD activities. Coaching to continue for our ECTs. Main themes are:</i></p> <p>Developing English</p> <p>English curriculum based on whole class texts.</p> <p>Writing – particularly opportunities for applying spelling, punctuation and grammar in sustained pieces of writing.</p>	<p>OFSTED research supports the application of a knowledge based, well planned and well sequenced approach to curriculum delivery to ensure high quality teaching and learning.</p>	3,4
<p><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></p>	<p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading particularly for disadvantaged pupils.</p>	1,2
<p><i>Purchase of NFER standardised diagnostic assessment.</i></p>	<p>These provide additional insight and information on specific strengths and weaknesses of individual pupils and cohorts to</p>	3,4

<i>Staff training in their use and the analysis of the information to target teaching to gaps and areas of weakness</i>	ensure they receive the correct support in interventions and targeted teaching to fill knowledge gaps.	
<i>Further improve the quality of Social and emotional learning and support in school – including the development of a wider pastoral team which includes two qualified SENDCo's.</i>	<p>There is significant evidence that social and emotional development has a significant impact on children's learning</p> <p>DFE are offering funded places for mental health champion role – this indicates the importance which they place on this role in schools.</p>	7

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

Budgeted cost: £ 42,480

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Delivery of the Nuffield Early Language Intervention program in reception (trained staff will need to be backfilled during sessions to complete program)</i>	<p>The development of early language skills is fundamental to the child's ability to access and understand their learning.</p> <p>Baseline data</p> <p>Number of speech and language referrals</p>	1,2,3,4,7
<i>Additional targeted support group interventions 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>	<p>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.</p> <p>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.</p>	2,3,4
<i>Maintaining ICT equipment to support pupils learning.</i>	<p>EEF toolkit highlights the effectiveness of digital technology.</p> <p>Additional access will widen opportunities for children to maintain learning (and interventions) during and periods of absence.</p> <p>Years 3, 4, 5 and 6 to have personal iPads which will enhance access and provision.</p>	2,3,4,5,6

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

Budgeted cost: £ 13,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Educational resource and additional expenditure to ensure access to a range of enrichment activities</i>	<p>Wider learning opportunities enhance pupil engagement and also bring additional life experiences which can then be brought into learning.</p> <p>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.</p>	5
<i>Whole staff training opportunities on key areas which affect disadvantaged pupils, including issues within the wider classroom which could reduce face to face contact time for these pupils.</i>	<p>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.</p>	1,2,3,4,7
<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>	<p>EEF suggests parental engagement has positive impact on pupil's progress.</p> <p>Parents understanding the delivery of key aspects of the curriculum will be better able to support these pupils with their learning.</p>	5,6

Total budgeted cost: £ 75,480

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 2023-24 academic year.

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.

Children in years 5 & 6 have access to a school i-pad to support their learning. With a view to develop this into year 4

By 2025, all children in Key Stage 2 have their own 1:1 school iPad. This means that all children, despite their background can use modern technology to support their learning. The impact on this has been considerable for teachers and has greatly contributed to the high quality of teaching that we regularly observe throughout the school.

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 of 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 purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider