

# Pupil premium strategy statement - Burnham Market Primary and Nursery 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 the outcomes for disadvantaged pupils last academic year.

## School overview

Detail	Data
Number of pupils in school	99
Proportion (%) of pupil premium eligible pupils	28%
Academic year/years that our current pupil premium strategy plan covers	2025-2026
Date this statement was published	December 2025
Date on which it will be reviewed	December 2026
Statement authorised by	Rachel Stroulger
Pupil premium lead	Rachel Stroulger
Governor / Trustee lead	Sam Dack

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£42,420
Pupil premium funding carried forward from previous years <i>(enter £0 if not applicable)</i>	£0
<b>Total budget for this academic year</b> <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>	£42,420

# Part A: Pupil premium strategy plan

## Statement of intent

*Our intention is that all pupils, from all backgrounds, should make progress from their starting points and that this includes the most able children also.*

*At our school, we are aware that common barriers to learning for disadvantaged children are less support at home, weak language and communication skills, lack of confidence, more frequent behaviour difficulties and attendance and punctuality issues. There may also be complex family situations that prevent children from flourishing. The challenges are varied and there are therefore a number of strategies to put into place to accommodate all needs.*

- *It is important to note that at BMPS, 42% of SEND are also PPG and as a whole school, 12% are PPG + SEND. We must consider our 'double disadvantaged' children as a priority.*

*Our ultimate objectives are:*

- *To support our children's health and wellbeing to enable them to access learning at an appropriate level.*
- *To narrow the attainment gap between disadvantaged and non-disadvantaged pupils.*
- *To give the disadvantaged children a broad spectrum/range of extra-curricular activities.*

## Challenges

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

Challenge number	Detail of challenge
1	SATs analysis and detailed subject analysis shows that there are gaps between disadvantaged and non-disadvantaged children throughout the school, in all areas of learning, for all year groups – especially, Reading and Writing at KS1, Maths (GD in KS2).
2	Baseline assessment shows we need to develop and support communication and language skills for all children, especially those in the Early Years Foundation Stage and Key Stage 1: <ul style="list-style-type: none"><li>● 100% of Year R are below where they should be at this stage in the year after RWINc assessments in October 2025.</li><li>● 20% of the current EYFS cohort can hear and say initial sounds, 33% can listen to others in small groups or 1:1 and 27% can understand appropriate age-related vocabulary.</li></ul>

	<ul style="list-style-type: none"> <li>• 56% of Year 1 are working below expected expectations of RWInc in October 2025 assessments &amp; 22% are working at below expected level linked to the Story Book Tracker.</li> <li>• 50% of Year 2 working at below expected level in Phonics in October 2025 assessments &amp; 30% are working at below expected level linked to the Story Book Tracker.</li> </ul>
3	<p>SATs and gaps analysis shows a need to focus on developing the children's ability to think and work mathematically to improve Reasoning Paper scores. MTC score shows that 6% achieved full marks with 78% achieving 20+ score.</p> <p>Continued focus on cross-curricular writing, spelling and transcription skills at the end of KS2 with continuing to secure more children securing EXS at Writing and therefore increased RWM %, in-line with the NA (62%). The estimate for 2026 is 62% for RWM.</p>
4	<p>Assessments show that we have a greater proportion (28%) of our families are disadvantaged compared to the National Average (25%). We need to support families of our disadvantaged children, who have poor literacy/numeracy skills themselves and a lack of resources at home. We need to support families to engage more with their child's learning journey.</p>
5	<p>Data analysis of attendance data shows that there must be a continued focus to continue to improve attendance for PPG children to NA (94.1%) or better. 2025 attendance was 92.2% for PPG (improvement from 89.2% in 24/25).</p>
6	<p>Assessments, observations and discussion with pupils show that there are a number of social and emotional issues for disadvantaged families, notably lack of enrichment activities. To give the disadvantaged children a broad spectrum/range or extra-curricular activities.</p>

## Intended outcomes

**Teaching priorities for the current academic year – 3 PPG children in Year 6 (23% of the cohort 3/18) 67% of PPG (2/3) are also SEND (both with EHCPs).**

Intended outcome	Success criteria
Raising achievement in Reading at the end of Key Stage 2, by disadvantaged pupils.	<p>33% of PPG at KS2 achieve EXS+ (NA 64%). Shadow data taking out EHCPs = 100% of PPG to achieve EXS (above NA therefore).</p> <p>Gaps analysis will show that more children have answered the questions correctly.</p> <p>All children throughout the school will have a continued passion for reading</p>

	after attending events and being immersed in books.
<p>Raising achievement in Writing by the end of Key Stage 2 by disadvantaged children.</p> <p>Improvement will be seen in handwriting and transcription skills in all books including Science and Discovery learning books.</p>	<p>33% of PPG at KS2 achieve EXS+ (NA 67%). Shadow data taking out EHCPs = 100% of PPG to achieve EXS (above NA therefore).</p> <p>Book looks will show improvements in handwriting, spelling and grammar across all year groups.</p>
<p>Raising achievement in Maths by the end of Key Stage 2 by disadvantaged children.</p> <p>Children will be able to demonstrate that they can think and work mathematically.</p>	<p>33% of PPG at KS2 achieve EXS+ (NA 67%). Shadow data taking out EHCPs = 100% of PPG to achieve EXS (above NA therefore).</p> <p>SATs analysis and gaps analysis will show that children have demonstrated that they can think and work mathematically and that SATs analysis will show that the children have answered the high value questions.</p>
<p>Raising achievement in Phonics in Years 1 and 2. Children will be able to decode and blend words.</p>	<p>Achieve 78% (7/9 children, NA 80%) at the Phonics Check for Year 1. PPG = 1/9, 0% expected to pass.</p> <p>Achieve 100% (NA 89%) at the Phonics Check for Year 2 (1/1 to pass from resit, 100%).</p> <p>PPG = 0 children are PPG who are required to resit.</p>
<p>To achieve improved attendance for all pupils, especially the disadvantaged pupils.</p>	<p>Continue to improve attendance for PPG children to NA (94.1%) or better. 2024/25 PPG % was 92.2%, 2023/2034 was 89.2%.</p>
<p>To achieve above NA GLD at the end of EYFS.</p>	<p>67% of cohort (10/15) to achieve GLD (NA 67%) Currently 1 PPG children in Year R, 0% to achieve GLD.</p> <p>Children will be confident and ready to move into KS1.</p>

## 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: £13,300 + £13,300 = £26,600

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Y5/6 EPL (17.5 hours a week). Small group/1:1 teaching of English and Maths – focus on calculations and supporting writing. Reinforcement of learning to children with retrieval difficulties, especially in Reading.</p> <p>17.5 x £20 = £350 per week. £350 x 38 weeks = £13,300</p>	<p><u>EEF: +4 months: Individualised instruction</u> <i>'Individualised instruction involves providing different tasks for each learner and support at the individual level. It is based on the idea that all learners have different needs, and that therefore an approach that is personally tailored—particularly in terms of the activities that pupils undertake and the pace at which they progress through the curriculum—will be more effective.</i></p> <p><i>Various models of individualised instruction have been researched over the years in education, particularly in subjects like mathematics where pupils can have individual sets of activities which they complete, often largely independently. More recently, digital technologies have been employed to facilitate individual activities and feedback.</i></p> <p><u>EEF: +4 months: Teaching Assistant Interventions</u> <i>Teaching assistants (also known as TAs, classroom support assistants or teachers' aides) are adults who support teachers in the classroom. Teaching assistants' duties can vary widely, but they are generally deployed in two ways; to support the teacher in the general classroom environment, or to provide targeted interventions, which are often delivered out-of-class. The role can also include administrative support.</i></p> <p><u>EEF: +4 months: Small group work</u> <i>Small group tuition is defined as one teacher, trained teaching assistant or tutor working with two to five pupils together in a group. This arrangement enables the teaching to focus exclusively on a small number of learners, usually in a separate classroom or working area. Intensive tuition in small groups is often provided to support lower attaining learners or those who are falling behind, but it can also be used as a more general strategy</i></p>	<p>1 and 3</p>

	<p>to ensure effective progress, or to teach challenging topics or skills.</p>	
<p>Y1/2 EPA (17.5 hours a week). Small group/1:1 teaching of English, Phonics, Maths and SALT. Consolidating Phonics that are already learnt and fast-track tutoring. 17.5 x £20 = £350 per week. £350 x 38 weeks = £13,300.</p>	<p><u>EEF: +4 months: Small group work</u>  <i>Small group tuition is defined as one teacher, trained teaching assistant or tutor working with two to five pupils together in a group. This arrangement enables the teaching to focus exclusively on a small number of learners, usually in a separate classroom or working area. Intensive tuition in small groups is often provided to support lower attaining learners or those who are falling behind, but it can also be used as a more general strategy to ensure effective progress, or to teach challenging topics or skills.</i></p> <p><u>EEF: +4 months: Teaching Assistant Interventions</u>  <i>Teaching assistants (also known as TAs, classroom support assistants or teachers' aides) are adults who support teachers in the classroom. Teaching assistants' duties can vary widely, but they are generally deployed in two ways; to support the teacher in the general classroom environment, or to provide targeted interventions, which are often delivered out-of-class. The role can also include administrative support.</i></p> <p><u>EEF: +6 months: Oral Language Interventions:</u> <i>Oral language interventions are about making the most of spoken language and verbal interaction for learning.</i></p> <p><i>'Oral language' refers to speaking and listening. 'Intervention' means doing something new or making a change or refinement to usual practice. Oral language interventions can therefore include approaches that emphasise speaking and/or listening in a whole class setting. They can also include targeted and small-group approaches.</i></p> <p><i>Oral language approaches might include: Targeted reading aloud and book discussion with young children. Explicitly extending pupils' spoken vocabulary, structured questioning to develop reading comprehension and the use of purposeful, curriculum-focused dialogue and interaction.</i></p>	<p>1 and 2</p>

## 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
<p>Yr 5/6 EPL – targeted group sessions focusing on Maths and English at Year 6.</p> <p>5x £20 = £100 a week</p> <p>£100 x 20 weeks = £2000</p>	<p><u>EEF: +4 months: Teaching Assistant Interventions</u></p> <p><i>Teaching assistants (also known as TAs, classroom support assistants or teachers' aides) are adults who support teachers in the classroom. Teaching assistants' duties can vary widely, but they are generally deployed in two ways; to support the teacher in the general classroom environment, or to provide targeted interventions, which are often delivered out-of-class. The role can also include administrative support.</i></p>	3, 4 and 6

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

Budgeted cost: £665 + £3825 + £1900 + £3000 + £1500 + £500 + £2430 = £13,820

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Attendance at Wrap Around Breakfast Club for PPG child</p> <p>5 x £3.50 x 38 weeks = £665</p> <p>5 x £20 x 38 weeks to covering staffing = £3800 + £25 resources</p>	<p><i>The Department for Education (DfE) indicates that good attendance at school is a prerequisite to pupils' attainment, wellbeing and wider development. The pupils with the highest attainment at the end of key stage 2 (KS2) and key stage 4 (KS4) have higher rates of attendance over the key stage compared to those with the lowest attainment.</i></p>	4 and 5
<p>Y5/6 EPL (2.5 hours a week). Release time so that the Attendance Champion can focus</p>	<p><i>The Department for Education (DfE) indicates that good attendance at school is a prerequisite to pupils' attainment, wellbeing and wider development. The pupils with the highest attainment at the end of key stage 2</i></p>	4 and 5

<p>on monitoring, meeting with families and working on improving attendance for PPG children.</p> <p>2.5 x £20 = £50 per week.</p> <p>£50 x 38 weeks = £1900</p>	<p><i>(KS2) and key stage 4 (KS4) have higher rates of attendance over the key stage compared to those with the lowest attainment.</i></p>	
<p>To create whole school events which are a stimulus to writing for all, as well as events to develop and boost self-esteem.</p> <p>£3000</p>	<p><u>EEF: +3 months Arts participation</u> – ‘Arts participation is defined as involvement in artistic and creative activities, such as dance, drama, music, painting, or sculpture. It can occur either as part of the curriculum or as an extra-curricular activity. Arts-based approaches may be used in other areas of the curriculum, such as the use of drama to develop engagement and oral language before a writing task.</p> <p><i>Participation may be organised as regular weekly or monthly activities, or more intensive programmes such as summer schools or residential courses. Whilst these activities, of course, have important educational value in themselves, this Toolkit entry focuses on the benefits of Arts participation for core academic attainment in other areas of the curriculum particularly literacy and mathematics.’</i></p> <p><u>EEF: + 5 months Collaborative learning approaches</u> - ‘A collaborative (or cooperative) learning approach involves pupils working together on activities or learning tasks in a group small enough to ensure that everyone participates. Pupils in the group may work on separate tasks contributing to a common overall outcome, or work together on a shared task. This is distinct from unstructured group work.</p> <p><i>Some collaborative learning approaches put pairs, groups or teams of mixed attainment to work in competition with each other in order to drive more effective collaboration. There is a very wide range of approaches to collaborative and cooperative learning involving many different kinds of organisation and tasks.</i></p>	<p>4, 5 and 6</p>
<p>Support for the new EYFS children entering school in September 2025 – to prepare and support family engagement with</p>	<p><u>EEF: +4 months: Parental engagement</u></p> <p><i>‘Parental engagement refers to teachers and schools involving parents in supporting their children’s academic learning. It includes: approaches and programmes which aim to develop parental skills such as literacy or IT</i></p>	<p>2, 4 and 6</p>

<p>school. Completion of EYFS book bag and associated learning resources. £1500</p>	<p><i>skills; general approaches which encourage parents to support their children with, for example reading or homework; the involvement of parents in their children's learning activities; and more intensive programmes for families in crisis.'</i></p>	
<p>Focus on well-being for disadvantaged children (uniform and subsidies to educational visits/residential) £500 uniform £2430 educational visits, including residential</p>	<p><u>EEF: + 5 months Collaborative learning approaches</u> - 'A collaborative (or cooperative) learning approach involves pupils working together on activities or learning tasks in a group small enough to ensure that everyone participates. Pupils in the group may work on separate tasks contributing to a common overall outcome, or work together on a shared task. This is distinct from unstructured group work. Some collaborative learning approaches put pairs, groups or teams of mixed attainment to work in competition with each other in order to drive more effective collaboration. There is a very wide range of approaches to collaborative and cooperative learning involving many different kinds of organisation and tasks.</p>	<p>4, 5 and 6</p>

**Total budgeted cost:** £26,600 + £2000 + £13,820 = £42,420

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

Targets for 2024-2025	Achievements of 2024-2025
Maintain high attainment in Reading at the end of Key Stage 2, by disadvantaged pupils.	67% of PPG at KS2 achieved EXS+ (NA 64%, therefore above). 17% of PPG achieved GD.  All children throughout the school have a continued passion for reading after attending book fayres, enjoying visiting authors and being immersed in books in the school library and classrooms.
Maintain high attainment in Writing by the end of Key Stage 2 by disadvantaged children. Children will have increased stamina for writing in all subjects and will have completed a range of genres across the school.	83% of PPG at KS2 achieved EXS+ (NA 67%, therefore above).  Star Write books completed for all children, showing a variety of genres for all abilities. Teachers used knowledge of children and were able to assess the children against the frameworks in the books, both in LKS2 and in UKS2 using Trust frameworks and end of Year 6 frameworks.
Maintain high attainment in Maths by the end of Key Stage 2 by disadvantaged children. Children will be fluent in arithmetic.	83% of PPG at KS2 achieved EXS+ (NA 67%, therefore above). SATs analysis and gaps analysis shows that children were more fluent with the 4 calculations. SATs analysis shows that some of the children have answered the high value questions.
Higher attainment in Phonics check in Years 1 and 2. Children will be able to decode and blend words.	Achieved 90% (9/10 children, NA 79%) at the Phonics Check for Year 1. PPG = 2/3, 67% passed  Achieved 100% (NA 89%) at the Phonics Check for Year 2 – All PPG (2) achieved pass.
To achieve improved attendance for all pupils, especially the disadvantaged pupils.	92.2% PPG attendance for 2025. 89.2% for 2024, 90.2% for 2023, 92.8% for 2022.
To achieve above NA GLD at the end of EYFS.	89% of cohort (8/9) achieved GLD (NA 67%) 1 PPG child in Year R, 0% achieved GLD.
<u>Results for other year groups to note:</u>	

- Year 1 – 0% of PPG children achieved EXS in Maths and Writing vs 100% of Non-PPG.
- Year 2 – 0% of PPG children achieved EXS in Reading and Writing vs 86/79% of Non-PPG.
- Year 3 – 15% of PPG overachieved gaining EXS in Writing (40%), +10% more in Maths (60%) and +15% in Reading (40%). Less than Non-PPG % but a smaller gap therefore.
- Year 4 – Achieved PPG targets as set. Smaller gaps between PPG and Non-PPG (23% difference between groups).
- Year 5 – 1 PPG child did not achieve SPAG, RWM were in-line with predictions.
- Year 6 – PPG children overachieved in Writing by 3% (83 v 80%), overachieved in Reading by 16% (83 v 67%), achieved in-line for Maths as expected.

## 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
N/A	N/A

## Service pupil premium funding (optional)

<i>For schools that receive this funding, you may wish to provide the following information: <b>How our service pupil premium allocation was spent last academic year</b></i>
N/A
<b>The impact of that spending on service pupil premium eligible pupils</b>
N/A

## Further information (optional)

*Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, implementation and evaluation, or other activity that you are delivering to support disadvantaged pupils that is not dependent on pupil premium funding.*