



Pupil premium strategy statement

2025/26

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	Burnwood Primary Academy
Number of pupils in school	502 – Primary 63 – Nursery & Pre School (Updated: Oct 25 Census)
Proportion (%) of pupil premium eligible pupils	Primary – 62%
Academic year/years that our current pupil premium strategy plan covers	2025-28
Date this statement was published	December 2025
Date on which it will be reviewed	August 2026
Statement authorised by	Emma Wickham
Pupil premium lead	Grahame Colclough Emma Wickham
Governor / Trustee lead	Jo Bourne

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£425,715
Pupil premium funding carried forward from previous years	£0
Total budget for this academic year	£440,231
Funding from core budget to support	£14,516

Part A: Pupil premium strategy plan

Statement of intent

Our ambition is for every pupil to access consistently high-quality teaching alongside the right balance of support, enabling them to make strong progress and achieve outcomes that match, or exceed, national expectations. By the end of primary school, all pupils at Burnwood will leave as confident, independent learners who are well prepared for the next stage of their education.

Our pupil premium strategy is rooted in the belief that every child can succeed, regardless of their starting point. It is designed to remove barriers to learning and ensure that disadvantaged pupils are fully supported to reach their academic and personal goals.

In developing this strategy, we have carefully considered the range of challenges faced by many of our pupils and families, including poverty, adult mental health difficulties, adverse childhood experiences, involvement with social care, and caring responsibilities. While the focus remains on disadvantaged pupils, the actions outlined within this plan are intended to benefit all children who experience similar barriers to learning.

High-quality teaching sits at the heart of our approach and is strengthened by timely, targeted intervention. Through this combined model, we expect all pupils to benefit from improved outcomes, with disadvantaged pupils making accelerated progress where appropriate.

We use robust assessment systems to identify both common gaps and misconceptions, as well as the individual needs of pupils. This ensures that our responses are precise, evidence-informed, and responsive. All strategies and interventions within this plan are intentionally aligned with our wider school priorities and are designed to maximise impact for our learners.

Challenges

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

Challenge number	Detail of challenge
1	To secure high levels of attainment and progress for all pupils and to rapidly diminish any differences in outcomes between disadvantaged pupils and their peers.
2	A higher proportion of pupils eligible for Pupil Premium are identified as having Special Educational Needs and/or Disabilities compared with their peers.
3	Some pupils experience limited access to cultural enrichment and extended school opportunities, reducing opportunities to broaden experiences, develop cultural capital, and enhance learning beyond the classroom.
4	Some pupils experience reduced attendance and punctuality, leading to gaps in learning, disrupted routines, and reduced progress over time.
5	Some pupils and staff experience increased social, emotional and mental health (SEMH) needs, which can affect wellbeing, relationships, behaviour, and pupils' ability to access learning consistently.

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
Positive behaviour is consistently demonstrated across the school, evidenced by a reduction in the number of pupils requiring behaviour support and a decrease in exclusions. High-quality CPD and training equip staff with the knowledge, confidence, and consistency needed to implement effective, positive behaviour management approaches, leading to improved engagement, wellbeing, and readiness to learn.	Pupils demonstrate positive behaviour that supports learning, resulting in minimal disruption and strong progress and attainment for all.
The curriculum is well resourced and embedded consistently across phases, monitored by phase leaders, resulting in improved consistency, clarity, and reduced teacher workload.	• The curriculum is securely embedded and delivered consistently across the school. • Staff are confident and well supported in delivering the curriculum effectively. • Pupil Premium pupils make strong progress by the end of Key Stage 2, with differences between their outcomes and those of National Other pupils diminishing. • Reduced workload and unnecessary tasks allow staff to focus on high-impact teaching and learning.
Early identification of pupils with low starting points ensures appropriate interventions are put in place swiftly, enabling gaps in learning to close and a greater number of pupils to achieve expected levels by the end of each key stage.	• Differences in outcomes between Pupil Premium pupils and other pupils are reduced over time. • A greater percentage of pupils meet or exceeds expected standards. • Increased participation in reading incentive schemes supports improved attitudes to reading.

	• Reading attainment and progress improve as a result of sustained engagement and motivation.
Given the high proportion of SEND pupils who are also disadvantaged, increased staffing and bespoke interventions support accelerated progress, reducing differences in attainment between Pupil Premium SEND pupils and their peers.	SEND pupils who are also disadvantaged benefit from increased staffing capacity and tailored interventions, ensuring needs are met effectively and differences in outcomes are reduced.
Early identification of pupil vulnerabilities ensures that effective, personalised support strategies are implemented promptly, reducing barriers to learning.	Robust systems enable early identification of vulnerabilities, with effective interventions and support strategies in place to remove barriers and secure access to the curriculum.
Effective systems and targeted support lead to improved attendance and punctuality, reducing persistent absence and increasing learning time.	• Attendance improves across the school due to effective and targeted strategies. • Sustained attendance practices maintain strong attendance for Pupil Premium pupils. • Attendance for disadvantaged pupils is broadly in line with their peers and comparable with national figures.
Effective wellbeing and mental health support promote positive self-esteem and emotional resilience for pupils and staff, enhancing engagement, behaviour, and learning.	Pupil's and Staff social, emotional wellbeing improves due to well trained staff with the ability to offer a range of emotional, health and wellbeing interventions.

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 **Teaching (for example, CPD, recruitment and retention)**

Budgeted cost: £188,042

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional SEN provision, including enhanced staffing, inclusion team support, and bespoke interventions for SEND and Pupil Premium pupils.	As the majority of pupils with SEND are also eligible for Pupil Premium, targeted SEN interventions directly support improved outcomes for disadvantaged pupils. Additional educational support staff provide enhanced whole-class support, enabling more focused, targeted learning and improved access to the curriculum for all pupils, particularly those with additional needs.	1, 2, 4, 5
Expanded Nursery provision enables consistent access to the curriculum, supports early identification of need, and strengthens early learning foundations for all pupils.	Extended access to high-quality early years provision supports early development and learning, helping to close gaps associated with disadvantage and leading to measurable improvements in progress. EEF evidence indicates that increasing the amount of high-quality early years education a child receives has a positive impact on learning, with an average gain of approximately four months' progress.	3

Provide consistent, high-quality whole-school resources for phonics, literacy, and numeracy to support effective curriculum delivery, strengthen teaching consistency, and improve outcomes for all pupils, particularly those eligible for Pupil Premium.	Additional resources are provided to support the whole-school delivery of the National Curriculum, including phonics, literacy, and early numeracy approaches. The continued use of Curriculum Maestro supports coherence and progression, enabling effective curriculum personalisation to meet the needs of our pupils. The school will continue to implement government-recommended programmes, including Little Wandle Letters and Sounds Revised for phonics and PowerMaths for mathematics. Further development of phonics materials and resources ensures high-quality programme delivery and consistent implementation across year groups. Pupils benefit from access to high-quality resources supported by targeted intervention and structured teaching approaches, enabling improved engagement, progress, and attainment, particularly for disadvantaged learners. • Phonics approaches have been consistently shown to be effective in supporting early readers to secure the foundations of reading, with an average impact of +4 months' additional progress, particularly for younger pupils and those from disadvantaged backgrounds • Early numeracy approaches, such as the use of structured representations and concrete resources have been found to have a positive impact on learning, equivalent to approximately +5 months' progress • Mastery learning approaches, which underpin programmes such as PowerMaths, are supported by evidence showing an average impact of +5 months' additional progress, particularly when accompanied by high-quality teaching and appropriate support	1, 3
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Assessment systems are used effectively to identify starting points, track progress, and inform teaching and intervention	Robust and consistent assessment systems are used across the school to identify pupils' starting points, monitor progress, and inform teaching and intervention. Formative and summative assessment is used regularly to identify gaps in knowledge, misconceptions, and barriers to learning at both an individual and cohort level. Assessment information is used effectively to: • identify pupils, including those eligible for Pupil Premium, who require additional support • ensure timely, targeted intervention is put in place • inform adaptive teaching to meet pupils' needs • monitor the impact of interventions and adjust provision accordingly Teachers use ongoing assessment to adapt lessons, provide appropriate challenge and support, and ensure all pupils make strong progress. Assessment outcomes are reviewed regularly by class teachers, phase leaders, and senior leaders to ensure consistency, accuracy, and high expectations across the school. For disadvantaged pupils, assessment is used to track progress closely and ensure that any emerging gaps are addressed swiftly. Leaders use assessment data to evaluate the effectiveness of strategies within the Pupil Premium plan and to ensure that resources are deployed where they will have the greatest impact. Assessment information also supports early identification of SEND, SEMH needs, and other vulnerabilities, enabling early intervention and effective multi-agency or pastoral support where required.	1
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Provide a wide range of cultural enrichment opportunities, including educational visits, visitors, clubs, performances, and enrichment experiences, to broaden pupils' experiences and enhance learning across the curriculum.	Some pupils, particularly those eligible for Pupil Premium, have limited access to cultural, social, and educational experiences beyond school. Providing planned enrichment opportunities helps to develop cultural capital, broaden knowledge of the wider world, and enhance engagement and motivation for learning.	3, 5
Reading attainment and progress improve across the school, with a particular focus on accelerating progress for Pupil Premium and vulnerable pupils so that gaps with peers are narrowed.	Whole-school reading rewards and initiatives are implemented to improve reading standards, engagement, and enjoyment across the school. These initiatives are designed to motivate pupils to read regularly and develop positive reading habits. Additional phonics resources are provided in Key Stage 1, alongside the continued implementation of the DfE-validated Little Wandle Letters and Sounds Revised programme to ensure consistent, high-quality phonics teaching and early reading support. Regular opportunities for reading, supported by incentives and structured phonics provision, help pupils to build fluency, confidence, and comprehension skills. This approach particularly supports disadvantaged pupils by increasing reading exposure and engagement both in school and at home. • Phonics approaches are consistently shown to be effective in helping young readers secure the foundations of reading, with an average impact of approximately +4 to +5 months' additional progress, particularly when delivered systematically and consistently • The EEF evidence indicates that regular reading practice and structured early reading approaches lead to improved reading attainment and fluency, especially for pupils who are behind their peers	1, 3, 5

	Evidence suggests that reading incentives and motivational approaches can have a positive impact on engagement with reading, which in turn supports improved attainment and progress when combined with high-quality teaching	
Provide access to high-quality online learning resources to support teaching, intervention, and home learning across the curriculum, including reading, phonics, literacy, and numeracy.	Purchase and implement high-quality online educational programmes that enhance curriculum delivery and promote positive, purposeful online learning experiences. These programmes are used to support teaching, targeted intervention, and independent practice, particularly in mathematics, helping pupils to consolidate key concepts and develop confidence through structured, engaging activities. Online mathematical games and digital resources are selected to support number sense, fluency, and conceptual understanding and are implemented alongside high-quality classroom teaching to maximise impact. - The Education Endowment Foundation (EEF) identifies that digital technology, when used to support practice and consolidation, has an average impact of +4 months' additional progress, particularly when integrated effectively with teaching and learning rather than used in isolation - Mathematical games can support the development of number skills and conceptual understanding by providing repeated practice in engaging contexts. EEF guidance highlights that games can be an effective way to practise and extend mathematical learning, particularly in the early years and Key Stage 1, supporting motivation and engagement - Evidence from the EEF Early Years Toolkit indicates that effective early numeracy approaches, including structured practice using digital tools and games, can lead to progress gains of approximately +5 to +7 months, especially for disadvantaged pupils when approaches are targeted and well implemented	1

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

Budgeted cost: £142,980

Activity	Evidence that supports this approach	Challenge number(s) addressed
Provide access to a school-based counselling service to support pupils' social, emotional, and mental health needs, enabling them to engage positively with learning and school life.	Some pupils, particularly those who are disadvantaged or vulnerable, experience social, emotional, or mental health challenges that create barriers to learning, attendance, and behaviour. A counselling service provides pupils with a safe, trusted space to explore concerns, develop emotional regulation strategies, and build resilience. Early and targeted emotional support helps prevent escalation of difficulties and supports pupils' overall wellbeing. EEF guidance highlights the importance of social, emotional, and mental health support in removing barriers to learning. While counselling is not evaluated as a standalone intervention within the Toolkit, evidence for social and emotional learning and targeted pastoral support indicates positive impacts on wellbeing, engagement, behaviour, and academic outcomes, particularly for disadvantaged pupils.	5
Deliver targeted small-group phonics sessions and key academic interventions for pupils who need additional support, particularly those eligible for Pupil Premium. Sessions are informed by robust assessment and delivered by trained staff to focus precisely on gaps in learning.	Small groups allow teaching to be highly targeted, responsive, and matched closely to pupils' needs. Phonics interventions are delivered alongside the whole-class programme (e.g. Little Wandle Letters and Sounds Revised) to ensure consistency and progression, while enabling pupils to catch up quickly. - The EEF Teaching and Learning Toolkit identifies small group tuition as an effective intervention, with an average impact of +4 months' additional progress over the course of a year. It is particularly effective when targeted at specific identified needs, such as phonics gaps, and when delivered by trained staff - Phonics approaches themselves are strongly evidence-based, with an average impact of +4 to +5 months' progress, especially for younger pupils and those	1

	falling behind. The EEF highlights that many successful phonics studies involve small-group or one-to-one delivery, underpinning the effectiveness of this model for targeted intervention • The EEF advises that small group interventions are particularly effective for disadvantaged pupils and should form a core part of a school's Pupil Premium strategy, especially when informed by assessment and matched closely to curriculum content	
Implement targeted attendance improvement strategies alongside strengthened parental engagement to ensure pupils attend school regularly and access learning consistently.	To ensure pupils are ready to learn, they must attend school regularly and arrive on time. High attendance and punctuality are essential to enable pupils to access the curriculum fully and make strong progress. Attendance is strengthened through increased involvement from our Education Welfare Team, alongside a consistent, whole-school approach that promotes positive attendance. This approach is coordinated through close collaboration between the Home School Link Worker and Safeguarding Officer, ensuring early identification of concerns and targeted support for pupils and families where attendance is a barrier. Our approach has been further strengthened by adopting strategies recommended through the DfE Attendance Hub, enabling the school to implement evidence-informed practices, improve consistency, and address the underlying causes of absence effectively. Through these combined actions, attendance improves and pupils are better prepared, emotionally and academically, to engage in learning.	3, 4, 5

Nurture group providing targeted support for vulnerable pupils to raise self-esteem and improve social, emotional wellbeing and mental health along with a Reception and ASD provision	The majority of pupils accessing our Nurture provision are disadvantaged, with 83% of pupils in the nurture group eligible for Pupil Premium. Support focuses on emotional regulation, relationship building, resilience, and readiness to learn, enabling pupils to engage more positively with school life and learning. In addition, the school is developing enhanced Reception and Key Stage 1 ASD provision to support pupils with specific needs. This provision supports early identification, tailored intervention, and structured support, enabling pupils to access learning more effectively and ensuring a supported and successful transition into their respective year groups. Together, these approaches reduce barriers to learning, support inclusion, and improve outcomes for pupils with complex social, emotional, and communication needs. • The Education Endowment Foundation (EEF) identifies Social and Emotional Learning (SEL) approaches as having a moderate impact on academic outcomes, with an average gain of approximately +4 months' progress over the course of a year when well implemented • EEF evidence indicates that SEL programmes appear to have greater benefits for disadvantaged and lower-attaining pupils, though positive outcomes are seen for pupils overall. These approaches are particularly effective when delivered in a targeted way and embedded alongside whole-school practice • Targeted pastoral and nurture-style provision aligns with EEF guidance that stresses the importance of addressing social, emotional, and mental health needs as a prerequisite for learning, attendance, and positive behaviour	1
Strengthen home–school links through targeted support from the Home School Link Worker and	Strong and effective home–school links are central to supporting pupils' wellbeing, attendance, and learning. The school works proactively with families to remove barriers to education and to ensure pupils feel supported, safe, and ready to learn.	3, 5

pastoral team to improve attendance, engagement, wellbeing, and outcomes for vulnerable and Pupil Premium pupils.	Through the work of the Home School Link Worker, alongside the Safeguarding Officer and wider pastoral team, the school maintains regular, positive communication with families. This enables early identification of concerns, targeted support, and timely intervention where pupils or families are experiencing challenges that may impact attendance, behaviour, or engagement with learning. Home–school links support: • improved attendance and punctuality • increased parental engagement in learning and school life • early identification of safeguarding, SEMH, or welfare concerns • strengthened relationships between school and families Targeted support is provided for vulnerable and disadvantaged pupils, including those eligible for Pupil Premium, through personalised communication, home visits where appropriate, multi-agency collaboration, and practical guidance to support routines, behaviour, and learning at home. By working in partnership with families, the school creates a shared responsibility for pupils’ success, ensuring consistent messages, improved trust, and better outcomes for children. EEF evidence shows that parental engagement has an average impact of four months’ additional academic progress. Guidance highlights the importance of targeted, relationship-based home–school work, particularly for disadvantaged families. The EEF’s attendance evidence further identifies parental engagement and responsive approaches as among the most promising strategies for improving attendance and removing barriers to learning.	
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Wider strategies

Budgeted cost: £109,209

Activity	Evidence that supports this approach	Challenge number(s) addressed
Provide a non-class-based SENCo and inclusion team to coordinate SEND provision, support early identification of need, deliver targeted interventions, and ensure pupils—particularly those eligible for Pupil Premium—can access the curriculum and make strong progress.	Of the pupils identified with Special Educational Needs (SEN), 75% are also eligible for Pupil Premium, indicating significant overlap between disadvantage and additional needs. The inclusion team provides targeted support across the school to ensure that high-quality interventions are delivered consistently and effectively. Interventions are carefully tracked, monitored, and reviewed, allowing provision to be adapted responsively to meet pupils' needs and maximise impact on progress and attainment.	1, 2
Implement targeted behaviour strategies for disadvantaged pupils, including proactive SEMH support, consistent positive behaviour approaches, and early intervention from the inclusion team, to improve engagement, behaviour, and readiness to learn.	Behaviour across the school is good. The behaviour team works proactively to minimise challenging behaviour and remove barriers to learning, enabling all pupils to engage positively and make strong academic progress. Behaviour is tracked consistently throughout the year to identify patterns, inform early intervention, and ensure support is targeted effectively. The Hub, staffed by trained adults, provides structured and timely support for pupils whose behaviour may otherwise disrupt learning in class. This approach reduces disruption, supports emotional regulation, and enables pupils to return to learning quickly and successfully.	1, 2, 4

	A significant proportion of pupils accessing behaviour support are disadvantaged, with 84% of pupils who have accessed some aspect of the behaviour team identified as Pupil Premium. Targeted behaviour support therefore plays a crucial role in improving outcomes for disadvantaged pupils. Evidence (EEF-aligned) EEF evidence indicates that behaviour interventions can lead to improvements in academic performance of up to four months, alongside reductions in problematic behaviours, particularly when support is targeted and delivered consistently by trained staff.	
Provide extended school clubs to develop pupils' creative and physical skills, build confidence, and raise self-esteem, with targeted encouragement to ensure disadvantaged and Pupil Premium pupils are able to participate fully.	We recognise that many of our most vulnerable pupils are unable to access external enrichment opportunities, such as dance or football clubs, due to financial barriers. To ensure equality of access and remove cost as a barrier, the school provides a range of extended school clubs free of charge for all pupils, with targeted encouragement for disadvantaged pupils to participate. These clubs support the development of pupils' creative and physical abilities, while also promoting enjoyment, confidence, and improved self-esteem. By offering inclusive enrichment opportunities, pupils are able to broaden their experiences, develop social skills, and engage positively with school life beyond the classroom. Evidence (EEF-aligned) Evidence from the Education Endowment Foundation indicates that targeted use of after-school programmes can lead to an average of +2 months' additional progress. Wider benefits include improved engagement, confidence, and wellbeing, particularly for pupils who may otherwise have limited access to enrichment activities.	3, 5

Total budgeted cost: £440,231

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

Leaders evaluate the impact of Pupil Premium spending regularly and adjust provision in response to pupils' needs. During the 2024/25 academic year, assessment information indicated that disadvantaged pupils continued to face challenges in several key areas of the curriculum. Overall attainment declined compared with previous years, reflecting national trends for disadvantaged pupils.

Despite this, leaders' internal tracking shows that differences between Pupil Premium pupils and their peers narrowed steadily from September 2024 to July 2025 across most year groups. This demonstrates that actions taken over time were beginning to secure sustained improvement, particularly where teaching and intervention were well targeted.

Attendance remains a key priority. Leaders recognise that persistent absence continues to limit disadvantaged pupils' access to learning. In response, the school has begun embedding the updated national attendance guidance and strengthened its approach to working with families. This includes rebuilding strong partnerships with parents, reinforcing the importance of regular attendance, and supporting pupils to re-establish consistent routines. Leaders acknowledge that improving attendance is essential to securing further gains in learning.

Leaders are acutely aware that the long-term impact of pandemic-related disruption continues to affect disadvantaged pupils disproportionately. Behaviour, emotional regulation, and mental health remain barriers for a small but significant number of pupils. These challenges are carefully monitored and addressed through a combination of whole-school systems and targeted support.

Pupil Premium funding was used strategically to strengthen wellbeing provision for all pupils, alongside targeted interventions for those with greater need. This has supported pupils' readiness to learn, contributed to improvements in behaviour, and reduced barriers that previously limited engagement in lessons. Leaders remain realistic about the impact to date and recognise that this work is ongoing.

Leaders are committed to building on these foundations in 2025/26. They have identified clear priorities, including improving attendance, strengthening emotional wellbeing support, and ensuring teaching and intervention continue to meet the needs of disadvantaged pupils. These priorities are reflected clearly in the planned actions within this strategy.