

# Pupil premium strategy statement

## Burford Primary and Nursery School 2025/26

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 outcomes for disadvantaged pupils last academic year.

### School overview

| Detail                                                                                                                                                                           | Data                                   |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------|
| Number of pupils in school                                                                                                                                                       | 216 pupils                             |
| Proportion (%) of pupil premium eligible pupils                                                                                                                                  | 101 pupils (46.7%)                     |
| Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended – you must still publish an updated statement each academic year</b> ) | 3 years - beginning in September 2023  |
| Date this statement was published                                                                                                                                                | December 2025                          |
| Date on which it will be reviewed                                                                                                                                                | July 2025                              |
| Statement authorised by                                                                                                                                                          | Governors                              |
| Pupil Premium Lead                                                                                                                                                               | <b>Louisa Arnold</b><br>September 2025 |
| Governor / Trustee lead                                                                                                                                                          | <b>Karen Coker</b><br>December 2025    |

### Funding overview

| Detail                                              | Amount   |
|-----------------------------------------------------|----------|
| Pupil premium funding allocation this academic year | £140,600 |

|                                                                                                                                                                                    |          |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------|
| Pupil premium funding carried forward from previous years ( <i>enter £0 if not applicable</i> )                                                                                    | £0       |
| <b>Total budget for this academic year</b><br><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> | £140,600 |

## Part A: Pupil premium strategy plan

### Statement of intent

Burford Primary and Nursery School's strategic objectives align directly with the whole-school development plan and are underpinned by our vision, values, and ethos. Our approach reflects a strong moral purpose: to ensure that all pupils, particularly those who are disadvantaged, are supported to overcome barriers, achieve highly, and thrive both academically and personally.

#### **Whole-School Objectives**

Our core objectives are to:

- Improve outcomes in core subjects, with a particular focus on writing, through high-quality teaching and targeted academic support.
- Implement evidence-informed strategies to improve attendance and behaviour across the school, with particular emphasis on disadvantaged pupils.
- Develop a vibrant, inclusive curriculum enriched with opportunities that build cultural capital, especially for disadvantaged pupils.
- Strengthen provision to support pupils' mental health and wellbeing.

Disadvantaged pupils represent a significant proportion of our school community, above national averages. As such, equity and inclusion are central to our curriculum design and pedagogical approach. Our curriculum is intentionally structured to meet the needs of disadvantaged learners, enabling accelerated progress and access to a rich, ambitious educational experience.

#### **Quality First Teaching and Professional Development**

High-quality, inclusive teaching sits at the heart of our strategy. Teachers at Burford are skilled in forming positive relationships, understanding pupils' nuanced barriers to learning, and delivering quality first teaching that benefits all learners. A key priority within this approach is the deliberate development of oracy. We recognise spoken language as a fundamental tool for learning, thinking, and social interaction, and as a critical driver of attainment, particularly for disadvantaged pupils.

Oracy is embedded across the curriculum through structured talk, explicit vocabulary instruction, dialogic teaching strategies, and opportunities for pupils to articulate ideas, reason, debate, and reflect. This supports pupils to access learning more confidently, improves writing outcomes, and strengthens self-esteem and engagement.

To sustain excellence in teaching and learning, we invest in high-quality professional development at both school and MAT level, alongside national networking opportunities, ensuring practice is informed by the strongest available evidence rather than localised norms.

Our most vulnerable pupils benefit from consistent access to quality first teaching, complemented by timely, targeted interventions. These interventions are carefully monitored and evaluated to ensure they are delivered effectively and secure positive outcomes. The Senior Leadership Team works closely with safeguarding, attendance, and pastoral teams, as well as families, to ensure pupils' academic, emotional, and social needs are met holistically.

#### **Intentional Curriculum Design**

Burford promotes achievement across all aspects of pupils' lives. Staff share a strong understanding of the challenges faced by disadvantaged pupils and maintain high aspirations for every child. Our curriculum is designed not only to secure strong academic outcomes, but also to develop resilient, empathetic, and reflective learners with ambitious aspirations for their futures.

Oracy is a key thread within curriculum design and delivery. Learning experiences are deliberately structured to provide regular, high-quality opportunities for purposeful talk, enabling pupils to rehearse ideas, clarify thinking, and deepen understanding across subjects. Teachers plan for talk as an integral part of learning, using discussion, questioning, explanation, and debate to support reasoning, comprehension, and knowledge retention.

Teachers use a range of assessment strategies to identify need, adapt provision, and secure accelerated progress. Where necessary, additional support is provided through targeted interventions led by teaching assistants, specialist staff, or external professionals. Our aim is that the majority of pupils meet or exceed age-related expectations by the time they leave Burford.

### **Raising Aspirations and Building Cultural Capital**

All adults at Burford model aspirational thinking and high expectations. We actively seek to combat apathy by designing learning experiences that are purposeful, motivating, and rooted in real-world contexts. Curriculum projects are designed with clear end goals, enabling pupils to see the relevance of their learning and to recognise their capacity to effect positive change.

Oracy plays a central role in raising aspirations and building cultural capital. Pupils are regularly provided with opportunities to present, perform, discuss, and debate, enabling them to develop confidence in expressing their views, engaging with others, and communicating effectively in a range of formal and informal contexts. These experiences support pupils to see themselves as articulate, capable contributors with a voice that matters.

Recognising that many disadvantaged pupils have limited access to experiences beyond their immediate environment, we intentionally build cultural capital across the curriculum. Pupils are exposed to a wide range of subjects, arts, and enrichment opportunities that broaden horizons and raise aspirations. This includes subsidised educational visits beyond the local area, participation in national cultural events, specialist music tuition, competitive sporting opportunities, and a wide range of extracurricular clubs.

Oracy is embedded within these enrichment opportunities through reflection, discussion, performance, and audience engagement, further strengthening pupils' communication skills and self-belief.

### **Mental Health and Wellbeing**

A high proportion of pupils arrive at school with significant social and emotional needs, which can impact concentration, stamina, and behaviour. Through quality first teaching and thoughtful curriculum adaptation, we work to mitigate these barriers. Whole-school initiatives, such as our annual 'Keeping Healthy, Staying Safe' theme week, prioritise mental and physical health education, including e-safety, healthy lifestyles, and first aid.

We foster a calm, respectful learning environment underpinned by high expectations for behaviour and our strong sense of community. Pupils benefit from access to Place2Be counselling, alongside additional external provision where appropriate. Mental health education is woven throughout the curriculum, supporting pupils to develop emotional literacy, resilience, and self-regulation. The Leuven Scale is used to identify need and evaluate impact, along with resources from Routes 2 Inclusion. Our Deputy Head Teacher, a trained Senior Mental Health Lead, ensures that mental health provision remains a strategic priority across the school.

Through this coherent, evidence-informed approach, Burford Primary and Nursery School ensures that disadvantaged pupils are supported to flourish, achieve highly, and leave school equipped for future success.

## Challenges

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

| Challenge number  | Detail of challenge                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |               |       |                   |       |          |       |                 |       |               |   |                   |   |               |   |                   |   |
|-------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------|-------|-------------------|-------|----------|-------|-----------------|-------|---------------|---|-------------------|---|---------------|---|-------------------|---|
| 1                 | <p><b>Attainment in reading, writing and maths remains below national, and the gap is most pronounced for our disadvantaged pupils .</b></p> <p>The attainment gap is widest for <b>writing</b>.</p> <p><b>Our disadvantaged pupils' progress</b> is below national and their peers.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |               |       |                   |       |          |       |                 |       |               |   |                   |   |               |   |                   |   |
| 2                 | <p><b>Readiness to learn.</b></p> <p>Many of our disadvantaged children's families experience financial difficulty. This can mean that children cannot access sufficient, healthy food. This can lead to poor health, fatigue, concentration challenges, and high levels of anxiety and stress. In more extreme cases, it requires support from social care. During 2024-25, all 4 pupils being supported by social care were eligible for pupil premium. Many would benefit from <b>mental health</b> support, and this can require specialist intervention. Their needs must be met before learning happens for these pupils.</p>                                                                                                                                                                                                                                                     |               |       |                   |       |          |       |                 |       |               |   |                   |   |               |   |                   |   |
| 3                 | <p>The <b>social and emotional development</b> of some of our disadvantaged pupils is below expectations. Their levels of wellbeing and involvement are inconsistent. Often as a result of the challenges outlined above, this can result in them making <b>poor behaviour choices</b> which impact upon their learning and that of their peers. In autumn term 2025, a pupil who had no previous suspensions had been suspended on 3 occasions.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                    |               |       |                   |       |          |       |                 |       |               |   |                   |   |               |   |                   |   |
| 4                 | <p>Many of our disadvantaged pupils have <b>limited knowledge of the wider world</b>. They have <b>limited cultural enrichment opportunities</b> often due to their parents/carers' time and financial pressures.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |               |       |                   |       |          |       |                 |       |               |   |                   |   |               |   |                   |   |
| 5                 | <p>A gap between the attendance of pupil premium children and non- pupil premium children remains.</p> <div> <p><b>Attendance percentage</b></p> <table> <tr> <td>Disadvantaged</td> <td>93.1%</td> </tr> <tr> <td>Not Disadvantaged</td> <td>94.9%</td> </tr> <tr> <td>National</td> <td>95.3%</td> </tr> <tr> <td>Local Authority</td> <td>94.6%</td> </tr> </table> </div> <div> <p><b>15-18 days missed</b></p> <table> <tr> <td>Disadvantaged</td> <td>1</td> </tr> <tr> <td>Not Disadvantaged</td> <td>3</td> </tr> </table> </div> <div> <p><b>19+ days missed</b></p> <table> <tr> <td>Disadvantaged</td> <td>4</td> </tr> <tr> <td>Not Disadvantaged</td> <td>2</td> </tr> </table> </div> <p>This is most noticeable when looking at the number of days missed by disadvantaged pupils where more children are absent for more days compared with pupil premium children.</p> | Disadvantaged | 93.1% | Not Disadvantaged | 94.9% | National | 95.3% | Local Authority | 94.6% | Disadvantaged | 1 | Not Disadvantaged | 3 | Disadvantaged | 4 | Not Disadvantaged | 2 |
| Disadvantaged     | 93.1%                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |               |       |                   |       |          |       |                 |       |               |   |                   |   |               |   |                   |   |
| Not Disadvantaged | 94.9%                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |               |       |                   |       |          |       |                 |       |               |   |                   |   |               |   |                   |   |
| National          | 95.3%                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |               |       |                   |       |          |       |                 |       |               |   |                   |   |               |   |                   |   |
| Local Authority   | 94.6%                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |               |       |                   |       |          |       |                 |       |               |   |                   |   |               |   |                   |   |
| Disadvantaged     | 1                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |               |       |                   |       |          |       |                 |       |               |   |                   |   |               |   |                   |   |
| Not Disadvantaged | 3                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |               |       |                   |       |          |       |                 |       |               |   |                   |   |               |   |                   |   |
| Disadvantaged     | 4                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |               |       |                   |       |          |       |                 |       |               |   |                   |   |               |   |                   |   |
| Not Disadvantaged | 2                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |               |       |                   |       |          |       |                 |       |               |   |                   |   |               |   |                   |   |

## 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                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
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| <p>An increase in:</p> <ul style="list-style-type: none"> <li>• The % of pupils making at least good progress</li> <li>• The % of pupils who attain the Expected Standard in Reading.</li> </ul> | <ul style="list-style-type: none"> <li>• All teaching will be graded as at least good.</li> <li>• All teaching will be effective in the delivery of evidence-based Reading strategies.</li> <li>• Phonics assessment data will demonstrate that most children make accelerated progress from their starting points in phonics and reading fluency in F2, Year 1, and Year 2.</li> <li>• The proportion of pupils attaining the Expected Standard will move closer to national expectations by the end of F2 and KS2.</li> <li>• The proportion of disadvantaged pupils achieving the Expected Standard will increase by the end of F2 and KS2.</li> <li>• Oracy will be a key focus across the curriculum, with measurable improvements indicated by baselines and assessments from the NELI programme</li> </ul> |
| <p>An increase in:</p> <ul style="list-style-type: none"> <li>• The % of pupils making at least good progress</li> <li>• The % of pupils who attain the Expected Standard in Writing.</li> </ul> | <ul style="list-style-type: none"> <li>• All teaching will be graded as at least good.</li> <li>• All teaching will be effective in the delivery of evidence-based Writing strategies.</li> <li>• Termly data will indicate that the proportion of pupils making at least good progress is improving.</li> <li>• Pupil outcomes in Writing will move closer to national expectations by the end of F2 and KS2.</li> <li>• The proportion of disadvantaged pupils achieving the Expected Standard will increase.</li> <li>• Oracy will remain a key focus, with measurable improvements monitored using baseline and further assessment data</li> </ul>                                                                                                                                                            |
| <p>An increase in:</p> <ul style="list-style-type: none"> <li>• The % of pupils making at least good progress</li> <li>• The % of pupils who attain the Expected Standard in Maths.</li> </ul>   | <ul style="list-style-type: none"> <li>• All teaching will be graded as at least good.</li> <li>• All teaching will be effective in the delivery of evidence-based Maths strategies.</li> <li>• Termly data will indicate that the proportion of pupils making at least good progress is improving.</li> <li>• Pupil outcomes in Maths will move closer to national expectations by the end of F2 and KS2.</li> <li>• The proportion of disadvantaged pupils achieving the Expected Standard will increase.</li> </ul>                                                                                                                                                                                                                                                                                            |

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| <p>The attendance of our disadvantaged pupils will improve.</p>                                                                                                                                                                                                                                  | <ul style="list-style-type: none"> <li>● Attendance data will be reviewed strategically on a weekly basis, with targeted interventions monitored and evaluated for impact.</li> <li>● The Local Authority attendance strategy will be robustly implemented to ensure prompt intervention where needed.</li> <li>● Half-termly attendance incentives will be deployed and their effectiveness evaluated.</li> </ul> <p>Consequently:</p> <ul style="list-style-type: none"> <li>● Attendance among disadvantaged pupils will improve and move closer to that of their peers.</li> <li>● Overall school attendance will move closer to nationally published benchmarks.</li> <li>● The gap between Pupil Premium pupils' attendance and national averages will narrow.</li> <li>● The number of persistent absentees will decrease, including those eligible for Pupil Premium.</li> </ul>                                                                                                                    |
| <p>A positive learning culture is established. Learning time is maximised. There is a significant reduction in the amount of incidents of inappropriate behaviour involving disadvantaged children. Poor behaviour choices have a reduced impact upon their learning and that of their peers</p> | <ul style="list-style-type: none"> <li>● Recorded behaviour data will be strategically analysed to identify trends, with monthly review by the SLT and timely implementation of targeted strategies.</li> <li>● The behaviour policy will be consistently implemented across all year groups.</li> <li>● Oracy development, particularly for Pupil Premium pupils, will be monitored.</li> </ul> <p>Consequently:</p> <ul style="list-style-type: none"> <li>● The number of recorded behaviour incidents on Arbor will decrease.</li> <li>● The frequency of pupils being removed from class will reduce.</li> <li>● Pupil Premium children will not be disproportionately represented in serious negative behaviour or exclusion data.</li> <li>● Case study evidence from Pastoral Lead and MHST will show improvements in social, emotional, and wellbeing outcomes.</li> <li>● Feedback from Pupil Voice, Team Voice, and Family Voice will indicate a positive learning culture at Burford</li> </ul> |

Provide equal entitlement for all children to access a broad and balanced curriculum, including enrichment opportunities which improve their cultural capital.

- The full school curriculum is accessible to all pupils, with no narrowing of provision.
- Vocabulary development through lived experiences is embedded to enhance communication skills and academic progress.

Consequently:

- Equity of access to enrichment opportunities is ensured, with financial support provided to pupils eligible for Pupil Premium.
- Attendance on trip days remains high, with disadvantaged pupils participating in class trips and residentials alongside their peers.
- All Pupil Premium pupils will access subsidised enriching educational opportunities throughout the year.
- Curriculum topics continue to begin and end with enrichment activities designed to broaden cultural capital and expand vocabulary.
- All Pupil Premium pupils will be offered the opportunity to attend at least one subsidised residential trip during their time at Burford.
- A wide range of clubs are offered during the school day and after school, with the aim that all disadvantaged pupils in KS1 and KS2 attend at least one cost-free after-school club per year

## 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: £ 80,000

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|----------|--------------------------------------|-------------------------------|
|----------|--------------------------------------|-------------------------------|

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|---------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------|
| <p>Embed QFT by providing CPD in Reading, Writing, Maths and Phonics.</p> | <p>The following evidence underpins our activity:</p> <p><i>NFER Research:</i></p> <p>‘Leaders of more successful schools emphasise the importance of ‘quality first teaching’. They aim to provide a consistently high standard, through setting expectations, monitoring performance, tailoring teaching and support to suit their pupils and sharing best practice. This approach is supported by a body of research, which has found that good teachers are especially important for pupils from disadvantaged backgrounds. <b>For poor pupils the difference between a good teacher and a bad teacher is a whole year’s learning.</b>’</p> <p><i>DFE - ‘Supporting the attainment of disadvantaged pupils’:</i></p> <p>‘Successful schools adopt a whole school approach to their use of the Pupil Premium that delivers on the full potential of every pupil..’</p> <p><i>EEF’s Guidance - Improving Literacy in KS2.</i></p> <p>Key considerations from the reports included:</p> <ul style="list-style-type: none"> <li>• Language acquisition must be a high priority in schools, with explicit strategies for extending vocabulary as well as a language rich environment</li> <li>• Purposeful speaking and listening activities support the development of pupils’ language capability and provides a foundation for thinking and communication.</li> <li>• Fluent reading supports comprehension because pupils’ cognitive resources are freed from focusing on word recognition and can be redirected towards comprehending the text.</li> </ul> <p>School Evidence and monitoring from the previous academic year suggests that our revised Shared Reading approach, introduced in 2022-23, has increased the progress rates and attainment levels of our pupils across the school.</p> <p>In 2022-23, we adopted Power Maths, ‘a whole-class mastery programme created in partnership with White Rose Maths and recommended by the DfE’. School Evidence and monitoring from the previous academic year suggests that this is already impacting positively upon pupil attainment, including mathematical fluency.</p> <p>The above approaches now need to become embedded and the quality of delivery to be at least consistently good across school.</p> | <p>1</p> |
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| <p><i>Refine the 'Sounds Write' Programme to improve reading and phonics.</i></p>                                     | <p>Our school approach to phonics is Sounds-Write, an 'expertly structured synthetic phonics programme based on the science of reading. This multisensory, code-oriented, comprehensive approach to literacy has been designed by teachers—for teachers.' It has had proven impact in schools within a similar context to ours. School Evidence and monitoring from the previous academic year has highlighted that the implementation of our Sounds-Write phonics approach will lead to further-improved pupil outcomes if followed with fidelity and delivered effectively.</p> <p><i>DfE Report on Sounds-Write:</i></p> <p>'There is every reason to think that those who complete the 'Sounds-Write' training, and subsequently put it into practice, will be in a strong position effectively to deliver teaching that will achieve the outcomes of the DfE core criteria.'</p> <p>Evidence suggests that phonics is an extremely important component in the development of early reading skills, <b>particularly for children from disadvantaged backgrounds.'</b><br/> <a href="https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/phonics">https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/phonics</a></p> | <p>1</p> |
| <p><i>Increase leadership capacity to strengthen QFT by target setting and effective pupil progress meetings.</i></p> | <p><i>NFER Research:</i></p> <p>'Senior leaders in more successful schools ensure that staff are willing to do whatever it takes to help each pupil to succeed. They hold every staff member accountable for pupils' progress. They train staff to provide high quality feedback to pupils and adopt the same approach themselves when providing feedback to staff. Having members of SLT leading the development of our Pupil Premium provision will mean that it is high profile across the school.'</p> <p><a href="https://d2tic4wvo1iusb.cloudfront.net/guidance-reports/aschoolsguide-to-implementation/EEF-ImplementationRecommendationsPoster.pdf">https://d2tic4wvo1iusb.cloudfront.net/guidance-reports/aschoolsguide-to-implementation/EEF-ImplementationRecommendationsPoster.pdf</a></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | <p>1</p> |
| <p><i>Deploy the T&amp;L Lead to deliver CPD</i></p>                                                                  | <p>We will use evidence informed teaching strategies based on a range of studies looking at 'teaching and learning fundamentals'</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | <p>1</p> |

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| <p><i>opportunities to improve the Science of Design (curriculum) and Art of Delivery (effective pedagogies)</i></p> | <p>which have proven impact upon learning outcomes. These include:</p> <ul style="list-style-type: none"> <li>● Behaviour-for-learning strategies and relationship-building</li> <li>● Concise and precise explanation and modelling</li> <li>● Effective questioning and feedback</li> <li>● Retrieval Practice to build secure long-term memory and fluency</li> </ul> <p>Based on EEF findings, enrichment opportunities have most impact when they are linked to learning in the curriculum. <i>The Social Mobility Commission's 2019 report 'An Unequal Playing Field: Soft Skills and Social Mobility'</i> emphasises the benefits of pupil participation in extra-curricular activities, such as sport, leisure and the arts. It suggests that enrichment measures and pupils' engagement in the wider curriculum can improve their physical and mental health, as well as their attendance. By encouraging positive engagement in wider school life, this can also affect attainment in qualifications and help to reduce dropout rates.</p> |         |
| <p><i>Wraparound provision</i></p> <p><i>Breakfast Club and After-school Club</i></p>                                | <p>Department for Education Research Report <a href="#">Evaluation of Breakfast Clubs in Schools with High Levels of Deprivation Research Report March 2017</a></p> <p>6.1 Hunger and eating habits All the case study school interviewees reported that Breakfast Clubs were having a real impact on reducing the numbers of children being hungry in the morning. They all believed many of their pupils would not be eating breakfast if the breakfast club was not available. Nearly all of the pupils interviewed said that eating breakfast in school stopped them feeling hungry in class.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                | 2 and 5 |
| <p><i>Targeted Enrichment Activities Trips/Residential</i></p>                                                       | <p>Subsidise trips and a residential visit for Pupil Premium children. Disadvantaged children to have equal access to clubs and other curriculum enrichment. Targetted analysis ensures that this happens consistently throughout the year.</p> <p>Since 2009, Paul Hamlyn Foundation's Learning Away initiative has sought to define and evidence the impact of high-quality residential learning and to encourage schools across the UK to commit to providing these experiences for all students.</p> <p>In June 2015, York Consulting published its final independent evaluation of Learning Away residentials, identifying their impacts as well as what it is about the overnight stay that can bring about such positive powerful outcomes for young people long after their return to school.</p> <p><a href="#">Learning Away full report</a></p>                                                                                                                                                                                           | 1 and 4 |

**Targeted academic support (for example, tutoring, one-to-one support, structured interventions)** Budgeted cost: : £ 35,000

| Activity                                                                                                                 | Evidence that supports this approach                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | Challenge number(s) addressed |
|--------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------|
| Implement a system of targeted interventions.                                                                            | <i>EEF Toolkit:</i><br>'Evidence consistently shows the positive impact that targeted academic support can have, including on those who are not making good progress across the spectrum of achievement. Considering how classroom teachers and teaching assistants can provide targeted academic support, including how to link structured one-to-one or small group intervention to classroom teaching, is likely to be a key component of an effective Pupil Premium strategy.'                                        | 1                             |
| Interventions led by TAs                                                                                                 | TA's will be deployed by class teachers to deliver 'pre-teach' sessions as well as 'pick up' any misconceptions from lessons following assessment and feedback. The evidence below highlights the impact TAs can have when deployed effectively.<br><br><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions</a> | 1                             |
| Additional Teaching Capacity (Over staffing & TAs)                                                                       | Additional teaching capacity supports meeting the needs of our most vulnerable learners.<br><a href="https://www.gov.uk/guidance/supporting-pupils-wellbeing">https://www.gov.uk/guidance/supporting-pupils-wellbeing</a>                                                                                                                                                                                                                                                                                                 | 1                             |
| Implement a system for tracking the progress of pupils' adoption of vocabulary to support oracy and academic attainment. | Understanding the gaps in childrens oracy development ensures that we can support them in making progress.<br><br>"For 1.9 million children in the UK, learning to talk and understand words feels like an impossible hurdle. So we give children and young people the skills they need so they aren't left behind, waiting to be understood."<br><a href="#">Home - Speech and Language UK: Changing young lives</a>                                                                                                     | 1 and 4                       |

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

Budgeted cost: £ 30,600

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
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| <p>Develop a pastoral leader to deliver timely mental health and wellbeing support to prevent children from reaching crisis.</p> | <p>School use Leuven Scale data to inform our wellbeing interventions. These may include:</p> <ul style="list-style-type: none"> <li>• Curriculum adaptation per cohort</li> <li>• Targeted support from specialists (MHST CAHMS and internal pastoral lead.</li> </ul> <p><a href="https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/metacognition-and-selfregulation">https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/metacognition-and-selfregulation</a></p> <p>EEF findings show that children's outcomes can improve by adopting strategies linked to self-regulation (+7), parent engagement (+4) and social and emotional interventions and learning ( +4)</p> <p>NFER evidence shows that meeting individual needs of each pupil supports their development and progress.</p> | <p>2 and 3</p> |
| <p><i>Maintain effective behaviour for learning routines</i></p>                                                                 | <p>NFER research shows that pupils have to be in school and able to pay attention before they can access learning. More successful schools make sure they have effective behaviour strategies: communicating simple, clear rules and training all staff in behaviour management. They also have strong social and emotional support strategies to help pupils in need of additional support, including through working with their families.</p> <p><a href="https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/behaviourinterventions">https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/behaviourinterventions</a></p>                                                                                                                                                                   | <p>2 and 3</p> |

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| <p><i>Maintain effective attendance incentives and tracking systems</i></p> | <p><a href="https://www.gov.uk/government/publications/absence-and-attainment-at-key-stages-2-and-4-2013-to-2014">https://www.gov.uk/government/publications/absence-and-attainment-at-key-stages-2-and-4-2013-to-2014</a></p> <ul style="list-style-type: none"> <li>• Higher overall absence leads to lower attainment at KS2 and KS4</li> <li>• There's a clear link between poor attendance and lower academic achievement.</li> <li>• Pupils with persistent absence are less likely to stay in education.</li> </ul> <p><i>NFER research shows that more successful schools set up rapid response systems to address poor attendance. This includes staff contacting home immediately a pupil fails to arrive on time. If the problem persists, staff work with families to address any barriers they face in getting their children to school</i></p> <p><a href="#">Working together to improve school attendance GOV.UK (www.gov.uk)</a></p> <p>Our systems and processes have been developed and maintained so as to be aligned with the above guidance document. The daily monitoring of attendance is designed in a way which creates a more open channel of communication with families.</p> <p>We use guidance from the Local Authority to support our graduated response to attendance.</p> | <p>1 and 5</p> |
| <p><i>The half-termly monitoring of persistent absentees.</i></p>           | <p><a href="https://www.gov.uk/government/publications/school-attendance-framework-for-securing-full-attendance-actions-for-schools-and-local-authorities">https://www.gov.uk/government/publications/school-attendance-framework-for-securing-full-attendance-actions-for-schools-and-local-authorities</a></p> <p>The document outlines the benefit of regular monitoring, reinforcing expectations and putting whole school strategies in place to improve attendance.</p> <p><a href="#">Working together to improve school attendance - GOV.UK (www.gov.uk)</a></p> <p>The above document clearly outlines the expectations of all stakeholders with respect of attendance. Making clear the importance of regular analysis and action planning to reduce the instances of persistent absenteeism.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | <p>5</p>       |

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| <i>Behaviour</i>                                                                            | <p>NFER Research shows: Pupils have to be in school and able to pay attention before they can access learning. More successful schools make sure they have really effective behaviour strategies: communicating simple, clear rules and training all staff in behaviour management. They also have strong social and emotional support strategies to help pupils in need of additional support, including through working with their families.</p> <p><a href="https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/behaviour-interventions">https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/behaviour-interventions</a></p> | 2 and 3 |
| <i>All PP children access enrichment opportunities that enhance their cultural capital.</i> | <p>There is a wealth of research that points to how deprivation and social issues limit the life experiences of children.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | 4       |

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| <p><i>Curriculum enhancements delivered by experts</i></p> <p><i>Life Skills Education: Drug Alcohol and Resilience Training for UKS2 pupils</i></p> <p><i>Equation: The GREAT Project for UKS2 pupils</i></p> | <p>The DAaRT programme teaches Drug Alcohol and Resilience strategies to empower UKS2 pupils.</p> <p>Graduates are:</p> <ul style="list-style-type: none"> <li>• 5 times more likely to seek help when needed</li> <li>• 3 times more skilled around communication and listening</li> <li>• 2 times more likely to make safe and responsible choices</li> <li>• 2 times more knowledgeable about drugs, alcohol and substance use/abuse</li> </ul> <p>The GREAT Project is a curriculum intervention designed to teach pupils to distinguish between healthy/unhealthy relationships, and equips them with strategies around Domestic Abuse Support.</p> <p><a href="#">Home Office data</a> shows 16,255 domestic abuse related crimes were recorded by Nottinghamshire Police in the year to March 2023. It is an increase from 15,397 offences the year before and the highest on record.</p> <p>Equation is a Nottingham-based specialist charity that works with the whole community to reduce the impact of domestic abuse, sexual violence and gender inequality.</p> <p>Burford have been facilitating these projects for a number of years. Pupil Voice data consistently indicates that this curriculum intervention has had a significant impact upon pupil knowledge and skills.</p> | <p>1, 2, 3, 4</p> |
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| Implement a system for tracking the progress of pupils' adoption of vocabulary to support oracy and academic attainment.                     | <p>Understanding the gaps in children's oracy development ensures that we can support them in making progress towards expressing their feelings and emotions. This should provide us with an opportunity for early intervention support with social, emotional and mental health needs as they are better able to articulate their needs.</p> <p>"For 1.9 million children in the UK, learning to talk and understand words feels like an impossible hurdle. So we give children and young people the skills they need so they aren't left behind, waiting to be understood."</p> <p><a href="#">Home - Speech and Language UK: Changing young lives</a></p> | 1 and 4 |
| Additional package purchased for our Educational Psychologist and learning support team to support early intervention and access to support. | <p>"The Educational Psychology Service is a team that supports children and young people who are experiencing a range of additional needs. We support schools and settings in different ways to help them include these children and young people successfully. We work with children and young people aged 0-25. Our services are commissioned either directly by schools or by the Nottingham City Local Authority."</p> <p><a href="#">Educational Psychology Service   Ask Lion Nottingham City Directory</a></p>                                                                                                                                        | 1 and 4 |

**Total budgeted cost: £ 140,600**

## Part B: Review of the previous academic year

### Pupil Premium Strategy Outcomes for 2024-25

| Challenge                                                                                                                                                                                        | Intended Outcome                                                                                                                                                                                                                                                                                   | Strategies                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | Review/Impact                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
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| <p><b>1. Attainment in reading, writing and maths remains below national, and the gap is most pronounced for our disadvantaged pupils .</b></p> <p>The attainment gap is widest for writing.</p> | <p>The attainment of our PP pupils will match their PP peers nationally in published data by the end of this three year plan.</p> <p>The gap between the attainment of our PP pupils and overall national outcomes will narrow in nationally published data over the three years of this plan.</p> | <p><i>Embed 'Quality First Teaching (QFT)' by providing all teaching staff with high quality professional development opportunities, and ongoing coaching.</i></p> <p><i>Increase leadership capacity to strengthen QFT</i></p> <p><i>Maintain 'Sounds-Write' programme to improve reading and phonics.</i></p> <p><i>Staff are given a day each half term to collaboratively plan with the school's Deputy Head teacher. This ensures planning is high quality and is closely matched to our curriculum aims of ensuring all our children access enrichment opportunities that enhance their cultural capital.</i></p> <p><i>Implement a system of targeted interventions led by TA</i></p> <p><i>Maintain effective attendance incentives and tracking systems</i></p> | <p>✓ Colleagues attended Trust-led CPD opportunities to develop their knowledge and expertise, and cover was provided to ensure this.</p> <p>✓ Colleagues attended high quality staff meetings.</p> <p>✓ Colleagues attended CPD to support their own leadership development (e.g. ECT programme)</p> <p>✓ All colleagues were encouraged to reflect upon their learning and the impact that it would have upon their QFT.</p> <p>✓ 8 of 13 pupils accessing 1:1 counselling were PP pupils. 131 sessions were offered to these children throughout the year.</p> <p>There is some way still to go to improve attainment across core subjects for PP and Non-PP children.</p> |

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| <p><b>2. Readiness to learn.</b> Many PP children come from families that struggle financially. This can mean some PP children do not get enough food or the right types of food. It can lead to high levels of anxiety and stress. In more extreme cases, it requires support from social care.</p> | <p>Our PP children are ready to learn and this is leading to improved behaviour, social and learning outcomes.</p> | <p><i>Employ the counselling service, Place2Be</i></p> <p><i>Maintain effective behaviour for learning routines</i></p> | <p>✓ Place2Be case studies show improvements in the social, emotional and well being outcomes for PP children.</p> <p>✓ .Data analysis strategies implemented by behaviour lead to better analyse trends. This led to earlier identification of pupils who's behaviour and wellbeing were flagging as a concern. We will further work on this to ensure our support offer is robust for those early identified children.</p>                                                                                                               |
| <p><b>3. The social, emotional and mental health development</b> of some of our pupils is below expectations</p>                                                                                                                                                                                     |                                                                                                                    | <p><i>Employ the counselling service, Place2Be</i></p>                                                                  | <p>✓ Counselling was offered to support a number of vulnerable parents.</p> <p>✓ Place2 be offered parent coffee mornings to support parents in understanding and supporting the wellbeing of their child.</p>                                                                                                                                                                                                                                                                                                                             |
| <p><b>4. Limited life experiences</b> - a large proportion of PP children have limited life experiences. The lack of experience presents a barrier to their PSHE development and their learning generally.</p>                                                                                       | <p>All PP children access enrichment opportunities that enhance their cultural capital.</p>                        | <p><i>All PP children access enrichment opportunities that enhance their cultural capital.</i></p>                      | <p>✓ PP funding will be part of an annual trip subsidy for all year groups to support with the costs of enrichment opportunities.</p> <p>✓ All PP children will be offered the chance to attend at least one residential trip during their time at Burford. The cost of this will be subsidised.</p> <p>✓ School will offer a broad range of after school enrichment opportunities that are accessed by the majority of PP children. Our aspiration is that all PP children in KS1&amp;2 attend at least one after school club a year.</p> |

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| 5. The <b>attendance</b> of PP children has historically been below their peers nationally. attendance across school is now well below national and below schools in comparable contexts.. | The attendance of our PP pupils will improve over the course of this plan. | <i>Maintain effective attendance incentives and tracking systems</i> | Whole school attendance in 2024-25- 94.8%<br>PP attendance- 91.7%<br><br>There remains a gap between pupils who are pupil premium and those who are not. |
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## Externally provided programmes

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

| Programme                         | Provider                      |
|-----------------------------------|-------------------------------|
| Counselling Service               | MHST                          |
| Strings lessons for Years 4 and 5 | Music Hub                     |
| Swimming for all KS2 pupils       | Nottingham City Council       |
| DAaRT Primary                     | Life Skills Education Charity |
| The Great Project                 | Equation                      |