

Pupil premium strategy statement – Burton Bradstock CE Primary School

Before completing this template, read the Education Endowment Foundation's [guide to the pupil premium](#) and DfE's [pupil premium guidance for school leaders](#), which includes the 'menu of approaches'. It is for school leaders to decide what activity to spend their pupil premium on, within the framework set out by the menu.

All schools that receive pupil premium are required to use this template to complete and publish a pupil premium statement on their school website by 31 December every academic year.

If you are starting a new pupil premium strategy plan, use this blank template. If you are continuing a strategy plan from last academic year, you may prefer to edit your existing statement, if that version was published using the template.

Before publishing your completed statement, delete the instructions (text in italics) in this template, and this text box.

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

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	96 (84 + 12 Nursery)
Proportion (%) of pupil premium eligible pupils	11%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended – you must still publish an updated statement each academic year)	2024-25 2025-26 2026-27
Date this statement was published	December 2024
Date on which it will be reviewed	December 2025
Statement authorised by	Adam Gough
Pupil premium lead	Adam Gough
Governor / Trustee lead	Pat Lewis-Badgett

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 17760
Pupil premium funding carried forward from previous years <i>(enter £0 if not applicable)</i>	£ 0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£17760

Part A: Pupil premium strategy plan

Statement of intent

When making decisions about using Pupil Premium funding it is important to consider the context of the school and the subsequent challenges faced. According to research conducted by the EEF, common barriers to learning for disadvantaged children can be: less support at home, weak language and communication skills, lack of confidence, more frequent behaviour difficulties and attendance and punctuality issues. There may also be complex family situations that prevent children from flourishing. The challenges are varied and there is no “one size fits all”.

We will ensure that all teaching staff are involved in the analysis of data and identification of pupils, so that they are fully aware of strengths and weaknesses across the school.

Principles

- We ensure that teaching and learning opportunities meet the needs of all the pupils
- We ensure that appropriate provision is made for pupils who belong to vulnerable groups, this includes ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed
- In making provision for socially disadvantaged pupils, we recognise that not all pupils who receive free school meals will be socially disadvantaged
- We also recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals. We reserve the right to allocate the Pupil Premium funding to support any pupil or groups of pupils the school has legitimately identified as being socially disadvantaged.
- Pupil premium funding will be allocated following a needs analysis which will identify priority classes, groups or individuals. Limited funding and resources means that not all children receiving free school meals will be in receipt of pupil premium interventions at one time.

Demography and School Context

Burton Bradstock CE Primary School is a smaller than average-sized primary school. Almost all pupils are White British. Pupils are taught in four mixed-age classes: Nursery and Reception, Years 1 and 2, Years 3 and 4, and Years 5 and 6. The proportion of disadvantaged pupils supported by the pupil premium is below the national average. Around two thirds of children come from out of our catchment area. The map below shows the deprivation index for our catchment area.



Although the village ranks in the 6th decile, there are pockets of deprivation.

Ultimate Objectives

- To continue to narrow the gap between disadvantaged children and their peers both in school and nationally
- Enable disadvantaged children to fulfil their potential, making sustained progress over their time at Primary school and give them the foundations to go on to gain GCSEs in English, Maths and Science in their Secondary education

How we will achieve this

- Focus on high quality teaching by investing in professional development and providing opportunities for staff to work collaboratively both in school and across the trust to improve outcomes for PP children.
- 1:1 support and interventions for children who require it
- Small group interventions run by trained support staff
- Transition programme for children joining into EYFS and moving from Year 6 into Year 7
- Provide financial support with opportunities including trips, visits and learning a musical instrument
- Ensure that disadvantaged children are given opportunities to take part in events where they represent the school
- Provide extra classroom support to enable small group work to happen during whole class teaching
- Support families where attendance is an issue through monitoring, discussion and involvement of relevant external support as necessary

This is not an exhaustive list and will be adapted to fit the needs of our children as appropriate.

Challenges

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

Challenge number	Detail of challenge
1	Phonics, language and communication skills lower at EYFS and KS1 for disadvantaged pupils than their peers
2	Reduced opportunities for disadvantaged pupils to take part in extracurricular activities
3	Attendance and punctuality difficulties for some PP children
4	Attainment of PP children in writing and maths across both key stages is below that of their non-PP peers

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
Phonics, language and communication skills lower at EYFS and KS1 for disadvantaged pupils than their peers	Regular monitoring and ensuring all children make sufficient progress in phonics learning. Phonics screening results shows all children have made good progress from their starting point. PP children's attainment and progress in phonics is in line with peers.
Improved reading attainment among disadvantaged pupils.	Reading outcomes by 2024/25 show that attainment of pupil premium pupils will be in line with non-pupil premium peers.
Improved maths attainment for disadvantaged pupils at the end of KS2.	Maths outcomes by 2023/24 show that attainment of pupil premium pupils will be in line with non-pupil premium peers.
Attendance of specific disadvantaged pupils improves	Attendance is inline or above the national average or 96% whichever is higher.

Activity in this academic year

This details how we intend to spend our pupil premium funding **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 12,100

Activity	Evidence that supports this approach	Challenge number(s) addressed
Develop pupils' literacy skills to improve attainment in reading and writing	Focused work on developing children's vocabulary will enhance their attainment in writing. Talk for Writing is a proven approach that raises attainment in literacy. Explicit teaching of mathematical vocabulary will enhance attainment in reasoning when children are asked to explain their own ideas with clarity and precision. RWInc is an evidence based synthetic phonics programme that is embedded across the school. Children move on to using the RWInc Spelling programme when they are in KS2 which follows on from RWInc Phonics. The spelling programme supports KS2 GPS.	1,2
Staff CPD – time given for quality staff professional development	High quality staff CPD is essential to follow EEF principles and whole trust teaching and learning principles (based on Rosenshine and Walkthrus). This is followed up during Staff meetings and INSET. We are part of the Jurassic Maths Hub, Initio Learning Trust and are continuing our work with the Cornerstones English Hub to support the ongoing success of our phonics scheme.	1,2,3,4

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

Budgeted cost: £ 3410

Activity	Evidence that supports this approach	Challenge number(s) addressed
Teacher led interventions – Pre-teach, 1:1 reading, small group teaching, phonics interventions	EEF toolkit suggests small group interventions, especially those involving metacognition and self-regulation enable learners to support each other. Supporting children to be active and influential participants in mathematics lessons through effective use of assigning competence and pre-teaching Consistent teaching of synthetic phonics is recommended by Ofsted and it is recognised that reading is at the heart of the most successful classrooms.	1,2,4

Teaching Assistant led interventions including 1:1 reading, speech and language, talk boost, First Class programmes	Short, regular sessions (about 30 minutes, three to five times a week) over a set period of time (up to ten weeks) appear to result in optimum impact. Evidence also suggests tuition should be additional to, but explicitly linked with, normal teaching, and that teachers should monitor progress to ensure the tutoring is beneficial. Studies comparing one to one with small group tuition show mixed results. In some cases one to one tuition has led to greater improvement, while in others tuition in groups of two or three has been equally or even more effective. The variability in findings may suggest it is the particular type or quality of teaching enabled by very small groups that is important, rather than the precise size of the group.	1,2,4
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 2250

Activity	Evidence that supports this approach	Challenge number(s) addressed
Access to clubs, extra-curricular activities, roles and opportunities	Outcomes for children who are able to take part in extracurricular clubs and activities including the 'arts' are improved (EEF report on Arts participation). Can also support children to re-engage in their learning and improve well-being, feel valued and play an active part in school life.	1,2,3,4
Financial support for trips and visits	Learning outside the classroom is a key part of school life and a pupil's financial background should not be a barrier to this. All trips and visits are linked to the curriculum and play an important part in their schooling.	1,2,3,4
Music lessons	Every child has the right to learn to play an instrument. We use the Dorset Music Service, Rock Steady Music School and Wessex Music to ensure that all children are given this opportunity. Families can access funding as required.	1,2,3,4

Total budgeted cost: £ 17760

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Due to the small numbers of children in our pupil premium cohorts, we take a very personalised view of the progress and attainment of these children (as we do with all children at Burton). They are discussed in our pupil progress meetings, selected for monitoring both in house and at trust level.

Externally provided programmes

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

Programme	Provider
Times Table Rockstars	TTRS
Every Child Counts interventions (Success@Arithmetic number sense and calculation)	Edge Hill University
Talk Boost	I can
Learning by Questions (LbQ)	Learning by Questions Ltd.

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information: How our service pupil premium allocation was spent last academic year

The impact of that spending on service pupil premium eligible pupils

Further information (optional)

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