

# Pupil premium strategy statement 2025-2026 BJPS

This statement details our school's use of pupil premium (and recovery premium for the 2024-2025 academic year) 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 (2023-2024) of pupil premium had within our school.

## School overview

Detail	Data
School name	Burton Joyce Primary School
Number of pupils in school	311
Proportion (%) of pupil premium eligible pupils	<b>19/311</b> (6.1%)
Academic year that our current pupil premium strategy plan covers (3-year plan)	2023-2026
Date this statement was published	September 2025
Date on which it will be reviewed	September 2026
Statement authorised by	Mrs Natalie Pickard Head Teacher
Pupil premium lead	Mrs Lorna Guerbaouy PP Lead
Governor / Trustee lead	Rachel White

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£30,186
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£30,186

# Part A: Pupil premium strategy plan

## Statement of intent

### **Overarching Aims**

At Burton Joyce Primary School, we are committed to achieving the highest standards for all pupils, regardless of their background or the challenges they may face. We believe that high expectations are the foundation of success, and our Pupil Premium strategy is designed to ensure that disadvantaged pupils make progress in line with their peers. Our goal is for their attainment across all subjects to match that of non-disadvantaged pupils. We manage Pupil Premium funding, and all school resources, with precision and care, enabling us to provide personalised support that meets the diverse needs of our learners.

### **Quality First Teaching**

High-quality teaching for every pupil is central to our approach. We prioritise areas where disadvantaged pupils require the most support, recognising that this has the greatest impact on closing the attainment gap. Our teaching strategies and 'I do, we do, you do' approach benefits all pupils and include fostering a positive learning culture, embedding strong 'Habits of Discussion', 'Habits of Attention', and implementing 'No Opt-Out' practices to ensure full engagement and participation.

### **Targeted Academic Support**

Our strategy is informed by robust diagnostic assessment and is responsive to both common barriers and individual needs. We adopt a cohesive set of approaches that work together to help pupils thrive. Disadvantaged pupils are consistently challenged through high-quality tasks, and we intervene early when needs are identified. A whole-school ethos underpins our work, with all staff taking collective responsibility for improving outcomes and raising aspirations for disadvantaged learners.

### **Wider Strategies**

We are committed to ensuring that disadvantaged pupils have access to a broad range of enrichment opportunities that build cultural capital, life experiences, and social skills on par with their peers. We aim for their attendance to be in line with non-disadvantaged pupils and national averages. Our wider strategies also support other vulnerable groups, including pupils who currently have or have previously had a social worker, ensuring they make expected progress and are fully included in the life of the school.

## Challenges

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

Challenge number	Detail of challenge
1	<b>Attainment/ Progress (maths):</b> Limited early maths experiences affect attainment in FS/KS1 and later their progress in KS2. This is evident through internal assessments, which indicate that maths attainment among DP is below that of non-disadvantaged. This has resulted in significant knowledge gaps leading to pupils falling further behind age related expectations.
2	<b>Attainment/ Progress (phonics/reading/writing):</b> Through assessments, observations, and discussions with pupils it is evident that DP generally have greater difficulties with phonics than their peers. This negatively impacts their development as readers and writers, as they progress through school.
3	<b>Attendance:</b> Attendance records show that the attendance of DP pupils (93.08%) is lower than that of non-DP (95.77%) and below the national average (95%). This reduces their school hours, resulting in impacts on their attainment, progress, and social interaction.
4	<b>Extra-curricular/ Enrichment:</b> Through observations and discussions with pupils it is evident that some DP have limited social interaction and opportunities (often relating to cost) to join in with extra-curricular and enrichment activities.

## Intended outcomes

This explains the outcomes we are aiming for **in 2026 (at the end of our current strategy plan)**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
Children make at least typical progress in <b>writing</b> . Some pupils make better than typical progress in writing. Increased number achieving ARE and HS at end of key stages.	Across all year groups, the number of pupils attaining EXS+ and HS is greater than previous end of Key Stage attainment for each individual pupil. End of KS2 progress value for PP pupils is positive which indicates they have made greater progress than other pupils nationally with the same starting point.
Children make at least typical progress in <b>reading/phonics</b> . Some pupils make better than typical progress in reading. Increased number achieving ARE and HS at end of key stages	Across all year groups, the number of pupils attaining EXS+ and HS is greater than previous end of Key Stage attainment for each individual pupil. End of KS2 progress value for PP pupils is positive which indicates they have made greater progress than other pupils nationally with the same starting point.

	<p>The vast majority of PP pupils will pass the phonics screener at the end of year 1.</p> <p>All PP children will pass the phonics screening test by the end of year 2.</p> <p>Children will use their phonics knowledge from FS/KS1 to support with writing.</p>
Children make at least typical progress in <b>maths</b> . Some pupils make better than typical progress in maths. Increased number achieving ARE and HS at end of key stages	<p>Across all year groups, the number of pupils attaining EXS+ and HS is greater than previous end of Key Stage attainment for each individual pupil.</p> <p>End of KS2 progress value for PP pupils is positive which indicates they have made greater progress than other pupils nationally with the same starting point.</p>
Pupil Premium children will have the opportunity to access the same enrichment and extra-curricular activities as Non-Pupil Premium children.	<p>DP will attend an extra-curricular activity and/or music tuition.</p> <p>DP will have access to the same curriculum enrichment activities as their peers.</p>
DP attendance will improve and be in line with non-DP.	<p>Reduce the number of persistent absentees among pupils eligible for the pupil premium to 10% or below.</p> <p>Overall attendance among pupils eligible for PP improves to 95% in line with 'non-PP' pupils.</p>

## 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: £ 14,426

Activity	Evidence that supports this approach	Challenge number(s) addressed
'Read Write Inc' phonics approach embedded and	Phonics has a positive impact overall (+5 months) with very extensive evidence and is an important component in the development of	2

consistent across FS/KS1 (New members of staff to KS1)	early reading skills, particularly for children from disadvantaged backgrounds. <a href="#">Phonics   EEF</a> <a href="http://educationendowmentfoundation.org.uk"> (educationendowmentfoundation.org.uk)</a>	
Enhancement of our maths teaching and curriculum planning in line with the DfE and EEF guidance. CPD from the Maths Hub	The DfE non-statutory guidance has been produced to help schools make effective use of the NC to develop primary pupils' mastery of mathematics. <u><a href="#">Mathematics guidance: key stages 1 and 2 (covers years 1 to 6)</a></u> <u><a href="http://publishing.service.gov.uk"> (publishing.service.gov.uk)</a></u>  EEF guidance is based on a range of evidence (for KS2) <u><a href="#">KS2 KS3 Maths Guidance 2017.pdf</a></u> <u><a href="http://educationendowmentfoundation.org.uk"> (educationendowmentfoundation.org.uk)</a></u>	1
Improve the quality of social and emotional learning.  Develop a new wellbeing timetable to spread throughout the academic year, enabling children to develop strategies to take care of themselves. Develop the role of a wellbeing lead.	There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and later in life-ensuring our primary children are 'secondary ready' (e.g., improved academic performance, attitudes to learning, behaviour and relationships with peers). <u><a href="#">EEF Social and Emotional Learning.pdf</a></u> <u><a href="http://educationendowmentfoundation.org.uk"> (educationendowmentfoundation.org.uk)</a></u>	5

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

Budgeted cost: £ 7,600

Activity	Evidence that supports this approach	Challenge number(s) addressed
Engaging with the National Tutoring Programme to provide 1:1 and small group tuition for those children whose education has been most affected by the pandemic. A	Small group tuition- evidence indicates that one to one tuition can be effective, providing approximately five additional months' progress on average. <u><a href="#">Small group tuition   EEF</a></u> <u><a href="http://educationendowmentfoundation.org.uk"> (educationendowmentfoundation.org.uk)</a></u>	1, 2, 3

significant number of children receiving the tuition will be DP, including those who are high attainers.	<a href="https://educationendowmentfoundation.org.uk">One to one tuition   EEF (educationendowmentfoundation.org.uk)</a>	
Additional phonics interventions targeted at DP who require further phonics support.	Phonics has a positive impact overall (+5 months) with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantages background. <a href="https://educationendowmentfoundation.org.uk">Phonics   EEF (educationendowmentfoundation.org.uk)</a>	2
Small group/ 1:1 Tuition to close gaps in reading, writing and maths.  Small focused groups during foundation subjects.	Small group tuition- evidence indicates that one to one tuition can be effective, providing approximately five additional months' progress on average. <a href="https://educationendowmentfoundation.org.uk">Small group tuition   EEF (educationendowmentfoundation.org.uk)</a>  <a href="https://educationendowmentfoundation.org.uk">One to one tuition   EEF (educationendowmentfoundation.org.uk)</a>	1, 2, 3

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

Budgeted cost: £8,160

Activity	Evidence that supports this approach	Challenge number(s) addressed
Use of ELSA to support targeted interventions to develop self-esteem, relationships, social skills, resilience and meet emotional needs of the children.	Social and emotional learning (SEL) interventions seek to improve pupils' decision-making skills, interaction with others and their self-management of emotions, rather than focusing directly on the academic or cognitive elements of learning. <a href="https://educationendowmentfoundation.org.uk">Social and emotional learning   EEF (educationendowmentfoundation.org.uk)</a>	5

<p>Cultural capital experiences – reduced cost for residential and trips. No cost for in school extra-curricular activities. Children actively encouraged to participate.</p>	<p>Ofsted research 2019 places emphasis on improving cultural capital, particularly for disadvantaged pupils. Sport participation and outdoor adventure increases engagement, attainment and self-confidence.</p> <p><a href="#">Physical activity   EEF</a>  <a href="http://educationendowmentfoundation.org.uk">(educationendowmentfoundation.org.uk)</a></p>	<p>5</p>
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**Total budgeted cost: £ 30,186**

## Part B: Review of outcomes in the previous academic year (2024-2025)

### Pupil premium strategy outcomes (2024-2025)

This details the impact that our pupil premium activity had on pupils in the 2024 to 2025 academic year.

Desired outcome	Review
Children make at least typical progress in <b>writing</b> . Some pupils make better than typical progress in writing. Increased number achieving ARE and HS at end of key stages.	<p><b>Some progress has been made towards this outcome.</b></p> <ul style="list-style-type: none"> <li><b>KS1:</b> Data shows that, the number of DP achieving the EXS, in writing, was <b>above</b> the previous key stage (FS). 81% achieved the EXS in writing at the end of KS1.</li> <li><b>Y3-5:</b> Data shows that, in KS2, the number of DP achieving EXS or above in writing was <b>above</b> the previous key stage result. 80% achieved the EXS or above in writing.</li> <li><b>End of KS2:</b> Data shows that, in KS2, the number of DP achieving the EXS, in writing, was in line with the previous key stage result. End of KS2 data shows that 20% of pupils achieved the EXS in writing. This end of KS2 data is below the national average for both DP and all children.</li> </ul> <p>Book looks and across school/ Trust writing moderation and external writing moderation supports the above data.</p>
Children make at least typical progress in <b>reading/phonics</b> . Some pupils make better than typical progress in reading. Increased number achieving ARE and HS at end of key stages	<p><b>Good progress has been made towards this outcome.</b></p> <ul style="list-style-type: none"> <li><b>KS1:</b> Data shows that, the number of DP achieving the EXS, in reading, was <b>above</b> the previous key stage (FS). 81% achieved the EXS in writing at the end of KS1.</li> <li><b>Y3-5:</b> Data shows that, in KS2, the number of DP achieving EXS or above in reading was <b>above</b> the previous key stage result. 80% achieved the EXS or above in reading.</li> <li><b>End of KS2:</b> Data shows that Data shows that, in KS2, the number of DP achieving EXS in reading was <b>above</b> the previous Key Stage (KS1). 80% achieved EXS or HS in reading. This was an <b>uplift</b> on the previous key stage (KS1).</li> <li>Lesson visits by phonics lead evidence that opportunities for writing and applying learnt phonics is embedded into daily phonics sessions.</li> </ul> <p>Book looks/ lesson visits evidence that a number of pupils (particularly KS1) are using their phonic knowledge in the writing.</p> <ul style="list-style-type: none"> <li><b>Phonics Screening Check:</b> At the end of year one, 60% of DP's who sat the phonics screening test passed</li> </ul> <p>Learning walks/ lesson visits show that RWI is embedded and consistent across FS and KS1.</p>



<p>Children make at least typical progress in <b>maths</b>. Some pupils make better than typical progress in maths. Increased number achieving ARE and HS at end of key stages</p>	<p><b>Good progress has been made towards this outcome.</b></p> <ul style="list-style-type: none"> <li><b>KS1:</b> Data shows that, in KS1, the number of DP achieving the EXS, in maths, <b>in line</b> with the previous key stage (FS). 73% achieved EXS in maths. There was an <b>uplift</b> for three pupils from Year 1 to Year 2.</li> <li><b>Y3-5:</b> Data shows that, in KS2, the number of DP achieving the EXS, in maths, was <b>in line</b> with the previous Key Stage result. 60% achieved the EXS or above in maths.</li> <li><b>End of KS2:</b> Data shows that, the number of DP achieving the EXS in maths, was broadly <b>in line</b> with the previous key stage results (KS1). There was an <b>uplift</b> for one pupil. 60% pupil achieved the EXS.</li> </ul> <p><i>Maths learning walks/ lesson visits evidence that there is a consistent approach in the 'I do, we do, you do' model that has been adopted across school. This gives all pupils the opportunity to practise taught mathematical concepts before moving on to apply them.</i></p> <p><i>Further CPD/ whole school approach for giving all pupils opportunities to extend and deepen their understanding (See SIP)</i></p>
<p>Pupil Premium children will have the opportunity to access the same enrichment and extra-curricular activities as Non-Pupil Premium children.</p>	<p><b>Good progress has been made towards this outcome:</b></p> <ul style="list-style-type: none"> <li><i>DP pupils have all been offered funded access to an after-school club, music tuition and support with education visits through our standard offer. The intake on this has increased since the previous year (73.68%).</i></li> <li><i>There are still some disadvantaged families, who haven't taken up the offer. In the academic year 2024-2025, the standard offer will be sent to families prior to breaking up for summer and will be monitored termly, with a particular focus on families who didn't take up the offer in the year 2024-2025.</i></li> </ul> <p><i>Support towards funding for school visits and Year 5/6 residential have continued to be offered through our standard offer, the uptake on this, this year has increased. School have contributed towards 63% pupils' school visits as well as 83% DP's residential visit.</i></p>
<p>The knowledge gap will close between PP and other children across foundation subjects.</p>	<p><b>Good progress has been made towards this outcome:</b></p> <ul style="list-style-type: none"> <li><i>Daily spaced retrieval activities time tabled.</i></li> <li><i>Learning walks/ lesson visits carried out by SLT, have shown that the agreed timetable is being adopted and DP pupils are able to recall prior knowledge.</i></li> <li><i>Subject leader's pupil voice and lesson visits includes a focus on DP's.</i></li> </ul> <p><i>This has been successful. It is an area we'll continue to monitor through subject monitoring.</i></p>
<p>DP attendance will improve and be in line with non-DP.</p>	<p><b>Some progress has been made towards this outcome:</b></p> <ul style="list-style-type: none"> <li><i>DP overall attendance for the academic year (2024-25) is 93.08%. This is above national for disadvantaged pupils (92.1%) Non-DP attendance for the academic year 2024-25 was 95.77%. This is above national for Non-DP (94.6%). We are pleased attendance for DP</i></li> </ul>

	<p><i>and Non-DP are above national however there is still some area for development due to the gap in attendance of DP and Non-DP.</i></p> <ul style="list-style-type: none"> <li><i>• Persistent absences are down to 10.5%. This is better than national for disadvantaged pupils. Further monitoring/ support to be given to improve attendance for these families. Continue to monitor.</i></li> </ul>
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## Externally provided programmes

*Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England*

Programme	Provider
/	/

## Service pupil premium funding (optional)

*For schools that receive this funding, you may wish to provide the following information:*

Measure	Details
How did you spend your service pupil premium allocation last academic year?	N/A

