

# Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2025 to 2026 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 of pupil premium had within our school.

## School overview

| Detail                                                                                                          | Data                                                                |
|-----------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------|
| School name                                                                                                     | Burnside Academy                                                    |
| Number of pupils in school                                                                                      | 149                                                                 |
| Proportion (%) of pupil premium eligible pupils                                                                 | 49%                                                                 |
| Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> ) | 2024- 2027                                                          |
| Date this statement was published                                                                               | September 2026                                                      |
| Date on which it will be reviewed                                                                               | July 2027                                                           |
| Statement authorised by                                                                                         | Leona Kelly,<br>Headteacher                                         |
| Pupil premium lead                                                                                              | Jenna Downey, Deputy<br>Headteacher                                 |
| Governor / Trustee lead                                                                                         | Steve Ruffell and<br>Annette Parr, Lead for<br>disadvantaged pupils |

## Funding overview

| Detail                                                                                                                                                                      | Amount   |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------|
| Pupil premium funding allocation this academic year                                                                                                                         | £106,950 |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable)                                                                                      | £0       |
| <b>Total budget for this academic year</b><br>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year | £106,950 |

## Part A: Pupil premium strategy plan Statement of intent

As an inclusive academy, our intention is to provide an inspirational and inclusive teaching and learning environment. Our goal is that no child is left behind socially, or academically because of disadvantage. Our aim is that through our broad and balanced curriculum, that all pupils, irrespective of their background or challenges they face, is to raise lifelong aspirations and focus on removing barriers to learning and making at least good progress and achieve high across all subject areas.

Our Pupil Premium Plan aims to address the main barriers our children face and through rigorous tracking, careful planning and targeted support and intervention, provide all children the access and opportunities to enjoy academic success.

At Burnside Academy, many disadvantaged children start school with starting points below non-disadvantaged pupils. National school closures, during the COVID-19 pandemic, have led to concerns that gaps in knowledge could widen for many disadvantaged students, with further impacts on the Social, Emotional and Mental Health (SEMH) of many. This Pupil Premium strategy aims to ensure that any gaps in pupil knowledge are identified and all students are supported, both academically and holistically, to achieve their full potential and to ensure that their aspirations are raised.

Common barriers to learning for disadvantaged children at Burnside Academy are; varying support at home, weak language and communication skills, limited opportunities to experience the wider world, lack of confidence, social and emotional barriers to learning and poor attendance and punctuality. There may also be complex family situations that prevent children from flourishing. The challenges are varied and there is no “one size fits all”.

The key principles of our strategy are:

- To narrow the attainment gap between disadvantaged and non-disadvantaged pupils.
- For all disadvantaged pupils in school to make, or exceed, nationally expected progress rates.
- To support our children’s health and wellbeing to enable them to access learning at an appropriate level.

We aim to do this through:

- Ensuring that teaching and learning opportunities meet the needs of all the pupils.
- Ensuring 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.

- When 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.

Achieving these objectives:

The range of provision the Governors consider making for this group include, and would not be inclusive of:

- Ensuring all teaching is good or better so that the quality of teaching for all children is improved.

- Reducing class sizes thus improving opportunities for effective teaching and accelerating progress.

- Additional teaching and learning opportunities provided through trained TA's or external agencies.

- All our work funded by pupil premium money will be aimed at accelerating progress, moving children to at least age-related expectations.

- Pupil premium resources are to be used to target able children on Free School Meals to achieve Age Related Expectations.

- Additional learning support.

- Support payment for activities, educational visits and residential visits. Ensuring children have first-hand experiences to use in their learning in the classroom.

## Challenges

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

| Challenge number | Detail of challenge                                                                                                                                                                                                                                                                                                                                              |
|------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1                | <p>Narrow the attainment gap across Reading, Writing and Maths for disadvantaged pupils.</p> <p>Data outcomes showed an attainment gap between PP and NPP for Reading, Writing and Maths.</p>                                                                                                                                                                    |
| 2                | <p>Underdeveloped oral language skills and vocabulary gaps from Nursery through to Year 6, particularly for disadvantaged pupils.</p> <p>Low baseline for CLL as children enter Nursery. Proven impact of communication and language intervention adopted by the school in summer 2025 to continue with EYFS and identified Y1 pupils.</p>                       |
| 3                | <p>Gaps in learning exist due to school closures and COVID-19.</p>                                                                                                                                                                                                                                                                                               |
| 4                | <p>Low parental engagement in Reading and acquisition of early reading skills.</p> <p>Observations of reading show that fluency is the barrier for the lowest 20% of readers. Improving automaticity through sight vocabulary and swift decoding will improve fluency. This will impact on the child's ability to understand the text that they are reading.</p> |
| 5                | <p>Disadvantaged pupils often have less access to cultural experiences, which hinders their understanding of the wider curriculum and contextual learning.</p>                                                                                                                                                                                                   |
| 6                | <p>Low emotional and social resilience is impacting on the attainment of disadvantaged pupils.</p> <p>In 2025-2026, 40% of disadvantaged pupils accessed external support through; MHST, CAHMS, CYPS, EAL, Early Help, LAC, CIN or CP.</p>                                                                                                                       |
| 7                | <p>Attendance and punctuality for some pupils (or has been historically) is a barrier to learning</p>                                                                                                                                                                                                                                                            |

## 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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| To ensure improved Reading, Writing and Maths attainment among disadvantaged pupils.                                                                                                                              | Achieve national average progress scores in KS2 and narrow the attainment gap between disadvantaged pupils and non-disadvantaged pupils meeting the expected standard at all key stages. |
| Improved oral language skills and vocabulary at its earliest starting points in EYFS.                                                                                                                             | Improved communication and language skills so disadvantaged pupils achieve and attain comparably of disadvantaged pupils, in achieving ELGs.                                             |
| That disadvantaged pupils acquire early reading skills to provide the solid foundations upon which to build lifelong readers. Leading to improved ability to access early reading and fluency across KS1 and KS2. | An increase in the number of disadvantaged pupils accessing reading books.<br>Phonics scores at or above national for disadvantaged pupils.                                              |
| To achieve and sustain improved wellbeing for all pupils, particularly the disadvantaged pupils therefore improving readiness for learning.                                                                       | Improved overall wellbeing which will positively impact on readiness for and resilience within learning.                                                                                 |
| To provide financial support to families to enable disadvantaged pupils to partake in curriculum enhancing visits or experiences.                                                                                 | All children have the opportunity to experience every activity planned to enhance the curriculum, regardless of their family's ability to contribute.                                    |
| To further improve the attendance of disadvantaged pupils to ensure that they are in-line with the national average year on year.                                                                                 | The attendance of disadvantaged pupils shown to be closer to the national average. Fewer disadvantaged pupils are persistently absent.                                                   |

## 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)

| Activity                                                                                                                                                                                                                                                                                                                                   | Evidence that supports this approach                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | Challenge number(s) addressed |
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| <p>Retention of support staff x2 to supplement teachers enabling disadvantaged pupils to receive high quality teaching.</p> <p>2 x Level 3 TA's to work on interventions:</p>                                                                                                                                                              | <p><i>Evidence from 'The Deployment and Impact of Support Staff (DISS) Project,' summarised effective TA deployment, training and use in one clear principle – 'use TAs to supplement what teachers do, not replace them'</i></p> <p><i>Evidence gathered by the EEF shows that reduced class sizes allow children to gain three months. A report released by the EEF, in June, 2019, identifies support and mentoring during the early careers of teachers as a top priority. Through providing extended release time of staff alongside the development of national qualifications, coaching and mentoring can further support staff in developing small group and intervention group</i></p> | 1,3                           |
| <p>To embed writing outcomes across KS1 and KS2 to support teacher's planning of Writing and provide clear expectations of pitch and progression and securing teacher knowledge of how to teach necessary skills.</p> <p>English Lead to monitor Ready, Steady Write across school.</p> <p>Follow-up and bespoke CPD, release time for</p> | <p>An approach to structured writing was originally trialled in different Year groups across our Trust and showed impact at an accelerated rate.</p> <p>Read to Write was introduced in Burnside across Y2-Y6, which resulted in improved written outcomes.</p> <p>The recommendations in the writing element of the new EEF guidance document on improving literacy in KS2 describes features of the read to write programme chosen.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2</a></p>                                        | 1, 2, 3, 4                    |

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| English Lead,<br>English Lead to monitor impact of approach,<br>English Lead to liaise with Leads from across the Trust to evaluate effectiveness.                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |         |
| <p>Embedding activities across the EYFS curriculum. These can support pupils to articulate key ideas, consolidate understanding and extend vocabulary such as the use of Talk Boost.</p> <p>We will purchase relevant training and resources which facilitate this and fund ongoing intense teacher training and release time focused upon language acquisition</p> | <p>Entry level baseline show that children are entering school with poor communication and language skills.</p> <p>EEF +6</p> <p>Oral language interventions On average, oral language approaches have a high impact on pupil outcomes of 6 months' additional progress. Training can support adults to ensure they model and develop pupils' oral language skills and vocabulary development.</p> <p><a href="#">Oral language interventions   EEF</a><br/><a href="#">(educationendowmentfoundation.org.uk)</a></p> <p>There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading:</p> <p><a href="#">Oral language interventions   Toolkit Strand   Education Endowment Foundation   EEF</a></p> | 1, 2, 3 |
| <p>Daily Phonic sessions</p> <p>RWInc Phonics – training, coaching and monitoring.</p>                                                                                                                                                                                                                                                                              | <p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils:</p> <p><a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | 1,2,3,4 |
| Embed and refine teaching for Mastery across school following the Great North Maths Hub Teaching for Mastery Workgroups                                                                                                                                                                                                                                             | <p>This project aims to secure firm foundations in the development of good number sense for all children from Reception through to Year 1 and Year 2. The aim over time is that children will leave KS1 with fluency in calculation and a confidence and flexibility with number. Attention will be given to key knowledge and understanding needed in Reception classes, and progression through KS1 to support success in the future.</p>                                                                                                                                                                                                                                                                                                                                                                                                            | 1, 3    |

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| <p>Maths Lead/<br/>Mastery<br/>Specialist will<br/>monitor the<br/>impact and<br/>effectiveness of<br/>teaching for<br/>mastery.</p> <p>Maths Lead<br/>release time to<br/>embed key<br/>elements.<br/>Bespoke Maths –<br/>training,<br/>coaching and<br/>monitoring.</p> <p>Renewal of White<br/>Rose License<br/>Renewal of<br/>deepening<br/>understanding</p> | <p>The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches:</p> <p><a href="https://publishing.service.gov.uk">Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk)</a></p> <p>EEF</p> <p><a href="https://educationendowmentfoundation.org.uk">Improving Mathematics in the Early Years and Key Stage 1   EEF (educationendowmentfoundation.org.uk)</a></p> <p>EEF +5<br/>Mastery Approach to Learning</p> <p><i>A high level of success should be required before pupils move on to new content – it is crucial to monitor and communicate pupil progress and to provide additional support for pupils that take longer to reach the required level of knowledge.</i></p> <p><a href="#">Improving Mathematics in Key Stage 2</a></p> | <p>1,3</p> |
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## Targeted academic support (for example, tutoring, one-to-one support structured interventions)

| Activity                                                             | Evidence that supports this approach                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | Challenge number(s) addressed |
|----------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------|
| School based interventions linked to Reading, Writing and Maths gaps | <p>Internal school assessments identified that most disadvantaged pupils are off track in all core areas.</p> <p>EEF +5</p> <p><i>Response to Intervention (RTI) is a targeted programme that uses a tiered approach to identify the needs of low achieving pupils. The approach begins with whole class teaching (Tier 1), followed by small group tuition (Tier 2) for those who need more attention, and one to one tutoring (Tier 3) for those who do not respond to the small group instruction.</i></p> | 1, 2, 3, 4                    |

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

| Activity                                                                                         | Evidence that supports this approach                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | Challenge number(s) addressed |
|--------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------|
| <p>Attendance Officer appointed to reduce persistent absenteeism.</p> <p>Attendance Officer:</p> | <p>Pre-pandemic, attendance of disadvantaged pupils was showing improvement with close monitoring.</p> <p>EEF (+3)</p> <p>Targeted support is in place for all pupils whose attendance drops below 97%. A trust-wide Attendance policy quickly identifies students whose attendance dropped below 97% and placed them onto monitoring cycles that aim to quickly reduce missed sessions and provide communication to parents and carers.</p> <p>Embedding principles of good practice set out in the DfE's <a href="#">Improving School Attendance advice</a></p> | 7                             |

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| <p>Improve the quality of social and emotional (SEL) learning.</p> <p>SEL approaches will be embedded into routine educational practices and supported by professional development and training for staff.</p> <p>Friends trained member of staff to support children who are having difficulty accessing learning through emotional issues, using the Friends approach to support their feelings, emotions and wellbeing.</p> <p>Intervention and support</p> | <p>EEF (+4)</p> <p>Social and Emotional Learning – interventions which target social and emotional learning seek to improve pupil's interaction with others and self-management of emotions, rather than focusing directly on the academic or cognitive elements of learning. SEL interventions might focus on the ways in which students work with (and alongside) their peers, teachers, family and community.</p> <p>These include: specialised programmes which are targeted at students with particular social or emotional needs.</p> <p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers):</p> <p><a href="https://educationendowmentfoundation.org.uk">EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)</a></p> | <p>1, 3, 6</p>          |
| <p>Subsidising educational visits, visitors to school, cultural events for pupils:</p>                                                                                                                                                                                                                                                                                                                                                                         | <p>Through subsidised visits no pupil is disadvantaged and can experience a wider curriculum outside of school with their peers</p> <p>Subsidise a range of activities and educational visits to enhance the academic curriculum. The curriculum embeds a variety of enriching and informative structures to enhance the current, knowledge and wellbeing of pupils. We also support pupils through subsidising a range of cultural, sporting, motivational experiences that allows children to gain from first hand experiences.</p>                                                                                                                                                                                                                                                                                                                                                                                     | <p>5</p>                |
| <p>Educational Psychologist:</p>                                                                                                                                                                                                                                                                                                                                                                                                                               | <p>To ensure quality First Teaching all staff make good use of advice and undertake guidance from the Educational Psychologist team.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | <p>1, 2, 3, 4, 5, 6</p> |

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|-----------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------|------------------|
|                                                     | <a href="https://www.educationendowmentfoundation.org.uk">As above EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk</a> |                  |
| Enhanced Curriculum resources outside the classroom | School licences have been used successfully in school in previous years and have had a positive impact in supplementing the curriculum.          | 1, 2, 3, 4, 5, 6 |

**Total budgeted cost: £106,950**

## Part B: Review of outcomes in the previous academic year

### Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2025 to 2026 academic year.

Our Pupil Premium strategy forms a core of 3 years with minor alterations yearly according to ch This section outlines the impact of our Pupil Premium activity on pupils during the 2025 to 2026 academic year.

Our Pupil Premium Strategy forms part of a three-year approach, with provision reviewed and adapted throughout the year in response to the changing needs of pupils and identified school priorities.

Overall, there continues to be a gap between disadvantaged and non-disadvantaged pupils across the school. However, assessment information demonstrates positive progress from individual starting points and evidence of gaps narrowing within a number of cohorts. Pupils requiring additional support were identified through Pupil Progress meetings and targeted intervention was adapted throughout the year in response to assessment information.

Writing remained a key area of development. The Read to Write approach is now securely embedded across school, providing greater consistency in expectations, planning and progression. Monitoring, book scrutiny and pupil voice demonstrate improvements in pupils' vocabulary, structure, stamina and application of writing skills across different genres. Moderation within school and across Trust schools has also strengthened assessment accuracy and teacher confidence. Despite these improvements, gaps remain for disadvantaged pupils, and writing will therefore continue to be an area of focus.

Reading and phonics provision continued to have a positive impact. Daily Read Write Inc phonics teaching, regular assessment, coaching and monitoring ensured that pupils who began to fall behind were identified quickly and received support matched to their needs. The majority of pupils made sustained progress across the year, with increasing numbers working confidently at age-related expectations.

In Mathematics, Teaching for Mastery is now well established across school. Teachers have developed confidence in using mastery approaches to strengthen fluency, reasoning and problem-solving. Pupils demonstrate improved mathematical understanding and greater resilience when approaching increasingly challenging concepts. Assessment information indicates sustained progress across year groups, with disadvantaged pupils benefiting from high-quality first teaching alongside targeted intervention.

Communication, language and oracy continued to be developed across the curriculum. Approaches including Early Talk Boost and language-rich EYFS provision have supported improvements in vocabulary, sentence construction and confidence when communicating with adults and peers. Whole-school oracy opportunities have continued to develop speaking and

listening skills across the wider curriculum, with the school and English Lead also participating in the Voice 21 project.

Attendance remained a high priority. In Summer 2026, attendance for disadvantaged pupils was 93.4% compared with 95% for non-disadvantaged pupils. Persistent absence for disadvantaged pupils reduced across the year, from 17% in Autumn to 12.3% in Summer. Attendance continued to be closely monitored through school systems and the Attendance Officer, with targeted support provided to families where attendance fell below expectations. School and Trust attendance initiatives also continued to promote regular attendance.

Emotional wellbeing and readiness to learn remained central to the strategy. The FRIENDS programme, Mental Health Support Team, Behaviour Support Service and targeted pastoral provision supported pupils to develop emotional regulation, resilience and confidence. Pupils have become increasingly confident in discussing their emotions, using taught strategies and seeking support when required. Staff training and professional advice have also strengthened the consistency of approaches used across school.

Advice and recommendations from the Educational Psychology Service have also informed quality-first teaching and targeted provision. Strategies have been incorporated into classroom practice, interventions and provision mapping to ensure support is matched closely to individual need and pupils with additional barriers are able to access learning successfully.

Pupil Premium funding has continued to support access to curriculum resources, educational visits and enrichment opportunities. Additional resources, subscriptions and learning materials have helped to remove barriers and ensure disadvantaged pupils have equitable access to high-quality curriculum provision. Educational visits, visitors, cultural experiences and outdoor learning have also been subsidised, ensuring that no pupil has been prevented from participating because of financial barriers. These experiences have enhanced curriculum knowledge, cultural capital and pupils' personal development.

Overall, the 2025–2026 strategy has provided a combination of high-quality teaching, targeted academic intervention and wider pastoral and enrichment support. Evidence demonstrates positive progress for disadvantaged pupils and narrowing gaps within a number of cohorts. Evaluation also identifies areas where differences remain, particularly in writing and attendance, which will continue to inform priorities and targeted provision during 2026–2027.

## Further information (optional)

### Additional activity

Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium or recovery premium. That will include:

- offering all children from Nursery – Y6, a breakfast which is funded by Greggs ensuring all children start the day with a healthy breakfast.

- Mental Health Support Team assigned to school and provide the following: staff training, lead workshops, host whole-school assemblies and provide mental health related interventions, for identified children, across school.