Buriton Primary School Pupil premium strategy statement

This statement details our school's use of pupil premium funding for the 2026 to 2027 academic year) 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	Buriton Primary
Number of pupils in school	93
Proportion (%) of pupil premium eligible pupils	17.2%
Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)**	3
Date this statement was published	October 2026
Date on which it will be reviewed	October 2027
Statement authorised by	D. Brown
Pupil premium lead	D. Brown
Governor / Trustee lead	Tom Cooper

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£24,800
Recovery premium funding allocation this academic year	£0.00
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0

Part A: Pupil premium strategy plan

Statement of intent

At Buriton Primary we intend that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already demonstrating high achievement.

We consider the needs and challenges faced by vulnerable children and intend to support their needs regardless of whether they meet the 'disadvantaged' criteria.

The Governors and SLT develop a clear strategy for pupil premium funding to ensure that our approach meets the needs of the target group of children for which it is intended. Each year the school refines this so that funding is allocated to address specific identified barriers to learning for these children. This forms an integral part of our School Improvement Plan, pupil progress meetings, data reports to governors and where appropriate is discussed as part of performance management meetings.

High quality teaching is at the heart of our approach, and we focus our development in quality of education in the areas in which disadvantaged children require the most support. This is because high quality teaching and collective teacher efficacy are proven to have the greatest impact on progress and achievement of children. It is rooted in having high aspirations for all children and therefore has the greatest impact on closing the disadvantage attainment gap but at the same time benefits the non-disadvantaged children at Buriton Primary. It is our intention that the attainment and progress of non-disadvantaged children is sustained and improved alongside those who are disadvantaged.

Our strategy is integral to our wider school education recovery and catch-up plan for any children who have fallen behind and for those whose needs are greatest.

Identification of Needs
Pupil premium is used to support all disadvantaged children, not just those of low ability within this group. It is used to ensure that all children from disadvantaged families are provided with targeted opportunities and support which helps enable them achieve ambitious targets.
The spending of the funding is focussed on activities which will improve achievement both directly and indirectly.
Thorough analysis of pupil data particularly in Maths and English ensures that children within this group who are under achieving are quickly identified and reasons for this

underachievement are determined.
All teachers are aware of the children in their class who are eligible for the Pupil Premium and take responsibility for accelerating progress where necessary.
Our SENCo, who also has responsibility for the progress of disadvantaged children, supports teachers and analyses the data from interventions and strategies used to ensure that they are having the intended impact on learning, and to adjust these where necessary.

Targeting the Funding

When making decisions about how best to allocate pupil premium funding to maximise impact for 'disadvantaged' children we refer to current evidence about 'what works'. This includes reference to the Education Endowment Foundation which has produced a teaching and learning toolkit to help teachers and schools effectively use the pupil premium to support disadvantaged pupils. The most effective (high impact) strategies include:

- Identifying individual barriers to learning
- Effective marking and feedback on pupil's performance
- Meta-cognition and self-regulation
- Mastery Learning
- Peer tutoring
- Reading comprehension strategies
- Oral language interventions
- Collaborative learning
- One to one tuition
- Early Years interventions
- Phonics
- Social and Emotional learning
- Small group tuition
- Behaviour interventions
- Digital technology
- Parental involvement
- Outdoor adventure learning
- Sports and Arts participation
- Learning styles
- Aspiration interventions

Other approaches used at Buriton Primary

- Enrichment of the curriculum through trips and visitors to school.
- Raising Aspirations
- Staff Training
- Purchase of Resources

How do we know if this is making a difference?

We compare the progress and attainment of disadvantaged children in different ways, annually, termly and more regularly where appropriate, to ensure that there is not a significant gap and that any gap there is, is closing.

We analyse data from 'Analyse School Performance' (ASP) and 'Inspection Data Summary Report' (IDSR) to ensure that there are no significant gaps between the achievements of children within this group and all children at the end of each Key Stage. We also track the progress of all of our children in school through termly pupil progress meetings. We track the progress of children who are receiving intervention strategies to ensure that the interventions are accelerating progress.

Meeting children's needs during school closures

The following key principles were applied to a decision made:

1. Prioritise the attendance of Pupil Premium and disadvantaged children at school wherever possible
2. Ensure pupil premium and disadvantaged children who remain at home, are prioritised for support from their class teachers
3. Families of pupil premium and disadvantaged children are priorities for support from their class teachers through more regular contact
4. Ensure pupil premium and disadvantaged children receive the practical resources including access to computers that they need to continue their learning at home if they are not able to attend school.

On return to school, prioritise this group of children through the recovery curriculum; identifying gaps and meeting any additional learning or wellbeing needs identified through the provision of additional support.

What is the plan for 2026 – 2027

During 2026 – 2027 the school will utilise funding to continue to meet the needs of disadvantaged children by:

- Increasing the time spent with their teacher in 1-1 or small group work through the use of a known supply teacher to spend time in Sapphires, Pearls and Emeralds Classes either directly supporting 1-1 or facilitating small group work or by teaching the whole or part of a class whilst the teacher works with specific children to support them to 'catch up'.
- Increase of Teaching Assistant hours throughout the school to support interventions with those children who need it.

- Maintaining the dedicated SENCo 1 day per week
- Providing an ELSA for half a day per week.
- Providing Educational Psychology support and advice for staff and parents
- Effectively match activities to the needs of all children by raising the quality of assessment for learning and variation within lessons.
- Focussing on progress and attainment of PP when monitoring standards through book scrutiny, conferencing, pupil progress meetings, and learning walks
- Prioritise PP children for enrichment activities e.g, contributing to the fee of attending certain clubs and offering these children opportunities to attend enrichment activities throughout the cluster, where appropriate.
- Continuing to work in close partnership with parents to identify and address barriers to learning.

Challenges

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

Challenge number	Detail of challenge
1	*Ensure good progress in reading is maintained*
2	*Ensure good progress in writing is maintained*
3	*Ensure good progress in maths is maintained*

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
PP children made good progress from their starting points in the following areas in particular:	Good progress has been made by the end of the year as evidenced in their books and end of year assessments
Reading	Children love reading and make good progress
Writing	Children write with enthusiasm and with increased stamina
Maths	Children have fluency and ability to attempt problem solving and reasoning challenges in maths

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

Teaching (for example, CPD, recruitment and retention)

Activity	Evidence that supports this approach	Challenge number addressed
We have 2 teachers on the Maths Hub teaching for mastery training	EEF research **High quality Teaching** *Ensuring an effective teacher is in front of every class, and that every teacher is supported to keep improving, is the key ingredient of a successful school*	3

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

Activity	Evidence that supports this approach	Challenge number addressed
Booster classes for children in Emeralds	EEF research - **High quality Teaching** *Ensuring an effective teacher is in front of every class, and that every teacher is supported to keep improving, is the key ingredient of a successful school*	1 and 3
Supply teacher to support 3 classes for ½ a day a week during 2026 -2027	EEF research **High quality Teaching** *Ensuring an effective teacher is in front of every class, and that every teacher is supported to keep improving, is the key ingredient of a successful school*	1,2 & 3
All Teaching Assistants do interventions with children who need it to support their learning. *Promotion of a teaching assistant to HLTA*	EEF research **Targeted academic support** *Evidence consistently shows the positive impact that targeted academic support can have, including on those who are not making good progress, or those who have been disproportionately impacted by the effects of the pandemic.*	1,2 & 3

Part B: Review of outcomes in the previous academic year Pupil premium strategy outcomes

Attainment for Year 6: 2025-2026

1. Current attainment		
• **Attainment for Year 6: 2025-2026**	*Pupils eligible for PP at Buriton Primary School (2 pupils)*	*Pupils not eligible for PP at Buriton Primary School (15 pupils)*
% achieving expected standard or above in reading, writing and maths	%	%
% achieving expected standard or above in reading	%	%
% achieving expected standard or above in writing	%	%
% achieving expected standard or above in maths	%	%



