Pupil premium strategy statement: 2026-2027

1.	2. Summary information					
School		Buriton Primary School				
			Amount Per Pupil (£)	Total Amount (£)		
Academic Year **16 pupils**	2026-27	**Total PP budget** Sept 2026 - March 2027 – FSM April 2027 - August 2027 – FSM **Total:**	 £1,160 £ 646	 £18,559 £10,333 **£28,892**	**Date of most recent PP Review**	Oct 2026
Total number of pupils	93 (Based on Oct 2025 Census)				**Date for next internal review of this strategy**	Oct 2027

3. Current attainment		
Attainment for Year 6: 2025-2026 (14 pupils in total)	*Pupils eligible for PP at Buriton Primary School (6 pupils)*	*Pupils not eligible for PP at Buriton Primary School (8 pupils)*
% achieving expected standard or above in reading, writing and maths	33%	50%
% achieving expected standard or above in reading	66%	85%
% achieving expected standard or above in writing	33%	50%
% achieving expected standard or above in maths	33%	75%

4. Barriers to future attainment (for pupils eligible for PP, including high ability)	
In-school barriers *(issues to be addressed in school, such as poor oral language skills)*	
A.	Social and Emotional intelligent
B.	Poor literacy
C.	Poor mathematics
External barriers *(issues which also require action outside school, such as low attendance rates)*	
D.	Poor support from home environment. Promote improved attendance – particularly with persistent absentees – this has been achieved

5. Desired outcomes		
	Desired outcomes and how they will be measured	*Success criteria*
A.	Children are able to acknowledge that problems can be solved and are able to talk about and recognise their feelings.	Children need less support from both the ELSA and their teachers to solve their personal, social and emotional issues.
B.	Improved progress and attainment in literacy at the end of each year	Children reaching or coming close to the Age Related Expectations (ARE)
C.	Improved progress and attainment in mathematics at the end of each year	Children reaching or coming close to the Age Related Expectations (ARE)
D.	Improved attendance for those children for whom this is an issue.	Children's attendance to be in line with national average.

6. Planned expenditure					
Academic year	**2026/2027**				
The three headings below enable schools to demonstrate how they are using the pupil premium to improve classroom pedagogy, provide targeted support and support whole school strategies.					
Quality of teaching for all and targeted support					
Desired outcome	**Chosen action / approach**	**What is the evidence and rationale for this choice?**	**How will you ensure it is implemented well?**	**Staff lead**	**When will you review implementation?**
Children are able to acknowledge that problems can be solved and are able to talk about and recognise their feelings.	Support from Emotional Literacy Support Assistant (ELSA) Financial support given to these families to ensure that these children can attend residentials.	Time spent with ELSA during the week to support these children. Resources purchased to support ELSA. Support and training provided to staff by the Education Psychologist Attendance on residential boosts children's social and emotional well-being, improves confidence and raises aspirations.	ELSA is given time to support these children. ELSA given regular continued professional development (CPD). High quality providers supported by staff members.	Class teachers and support staff	Termly reviews. Every 2 years (when the trip occurs)
Improved progress and attainment in literacy at the end of each year	1 to 1 and small group work provide by a teacher specifically to work with pupil premium children. Class teachers and support staff. Specific learning resources purchased to support learning in this area.	Pre-teaching and consolidation of work done in class, boost these children's confidence and understanding of the subject. Attendance on education trips boosts children's social and emotional well-being, improves confidence and raises aspirations. Additional library books to engage these children.	Quality teaching by teachers who know the pupils very well. High quality providers supported by staff members. Spellings are taught from the scheme daily.	Class teacher and Mrs Georgina Carrick Class teachers and support staff Mrs Clare Evans, Literacy Co-ordinator.	Termly reviews during pupil progress meetings.

Improved progress and attainment in mathematics at the end of each year	1 to 1 and small group work provided by a teacher specifically to work with pupil premium children. Class teachers and support staff Specific learning resources purchased to support learning in this area.	Pre-teaching and consolidation of work done in class, boost these children's confidence and understanding of the subject. Attendance on education trips boosts children's social and emotional well-being, improves confidence and raises aspirations. Maths resources for problem solving and Timetables rock stars.	Quality first teaching by class teacher and pupil premium teacher both of whom know the teacher very well. High quality providers supported by staff members. Used daily to support learning.	Class teacher and Mrs Georgina Carrick Class teachers and support staff Mrs Rebecca Wardley, Maths Co-ordinator	Termly reviews during pupil progress meetings.
Improved attendance for those children for whom this is an issue.	Office staff make contact with parents when children do not attend. Meetings held with parents by headteacher to discuss absenteeism and to offer support both within the school and with outside agencies e.g. school nursing team.	The school is doing everything they can, with the limited resources and options available.	Regular attendance reports to the headteacher. Working with one particular pupil premium family whose child was a persistent absentee has resulted in improved attendance last academic year, with 100% attendance for the last term.	Mrs Danielle Brown	Termly reviews.
				Total Budgeted Cost	£32,850

7. Review of expenditure

Previous Academic Year	**2023-24**

Quality of teaching for all and targeted support

Desired outcome	**Chosen action/approach**	**Estimated impact:** Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	**Lessons learned** (and whether you will continue with this approach)	**Cost** £28,892

These strategies were in place to support children and to enable them to make good progress from their starting points.	A large proportion of pupil premium funding is spent on paying for teaching assistant salaries. Emotional Literacy Support Assistant (ELSA) and all of the training. Improving the quality of teaching through high quality Continuous Professional Development (CPD). Reading books for the school library have been purchased. Funds have been used to buy resources to support pupil premium children in their learning. Pupil premium funds are used to subsidise music tuition. Subsidising after school sports clubs in an effort to raise aspirations and confidence. Additional opportunities such as enrichment programmes for Gifted and Talented pupils. Pupil Premium funds are used to subsidise educational visits and residential visits for these children.	Pupil premium children make good progress. All pupil premium children who attended the 5 day residential programme to the Isle of Wight, benefitted from an increase in confidence and self-esteem. All children, who received pupil premium made good progress in all areas of school life. Emotional Literacy Support which was provided by our ELSA (**Emotional Literacy Support Assistant)** has enabled the vast majority of these children to achieve similar outcomes to their peers, who were not in receipt of these funds.	This approach worked well and will continue to use all the strategies that we used previously.	

8. Additional detail