

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	164
Proportion (%) of pupil premium eligible pupils	46%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2024- 2027
Date this statement was published	September 2025
Date on which it will be reviewed	July 2026
Statement authorised by	Leona Kelly, Headteacher
Pupil premium lead	Jenna Downey, Deputy Headteacher
Governor / Trustee lead	Steve Ruffell and Annette Parr, Lead for disadvantaged pupils

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£107,204
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£107,204

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 2024 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 2023-2024, 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
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. 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
<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. 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>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2</p>	1, 2, 3, 4

<p>English Lead, English Lead to monitor impact of approach, English Lead to liaise with Leads from across the Trust to evaluate effectiveness.</p>		
<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 Helicopter stories and BLAST.</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>Oral language interventions EEF (educationendowmentfoundation.org.uk)</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>Oral language interventions Toolkit Strand Education Endowment Foundation EEF</p>	<p>1, 2, 3</p>
<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>Phonics Toolkit Strand Education Endowment Foundation EEF</p>	<p>1,2,3,4</p>
<p>Embed and refine teaching for Mastery across school following the Great North Maths Hub Teaching for</p>	<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</p>	<p>1, 3</p>

<p>Mastery Workgroups</p> <p>Maths Lead/ Mastery Specialist will monitor the impact and effectiveness of teaching for mastery.</p> <p>Maths Lead release time to embed key elements.</p> <p>Bespoke Maths – training, coaching and monitoring.</p> <p>Renewal of White Rose License</p> <p>Renewal of deepening understanding</p>	<p>progression through KS1 to support success in the future.</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>Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk)</p> <p>EEF</p> <p>Improving Mathematics in the Early Years and Key Stage 1 EEF (educationendowmentfoundation.org.uk)</p> <p>EEF +5</p> <p>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>Improving Mathematics in Key Stage 2</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><i>EEF +5</i></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><i>EEF (+3)</i></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 Improving School Attendance advice</p>	7

<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>EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)</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>

	As above EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)	
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: £ 107, 204

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 2024 to 2025 academic year.

Our Pupil Premium strategy forms a core of 3 years with minor alterations yearly according to changing needs of our pupils, as well as local and national priorities.

Overall, the 2025 data shows that although there continues to be a gap between disadvantaged and non-disadvantaged pupils, most disadvantaged pupils made progress from their starting points across the academic year.

To narrow the gap, identified disadvantaged pupils will continue to receive support via the Pupil Premium funding and as outlined in the strategy.

The English lead, alongside the Trust Improvement lead, completed writing moderation, lesson drop ins and planning and book scrutiny, across school, throughout the year. As a result, this supported the implementation of refined medium-term planning for all teachers. Additional CPD for staff, upskilled the teaching of writing, however the percentages remain the lowest in the area of writing and therefore remains a focus for the school.

The Attendance Team have continued to offer support for families who fall below national expected figures. There is no gap between disadvantaged and non-disadvantaged pupils. Attendance of disadvantaged pupils is 94% compared to 95% for non-disadvantaged pupils.

PA for disadvantaged pupils has shown a decrease from autumn to summer term from 12% to 8%. The gap has narrowed for PA. In summer term the PA was 10.4% compared to 8% for non-disadvantaged pupils.

The Attendance officer supports school and families who fall below the national expected figures. School and termly Trust rewards provide an incentive for pupils to attend school.

End of term RWInc assessments and monitoring from the English lead and lead teacher from the English Hub, have shown that all children have made progress across the year.

64% of children achieved GLD. Language interventions supported the confidence of speaking, listening and interaction. which was reflected overall in the Communication and Language and English band. Helicopter Stories and BLAST! have developed drama skills and children are more confident telling narratives.

Emotional wellbeing remained a key focus across the year. The Mental health lead completed training and worked with the Mental health Support Team to implement support for children across school. The Wellbeing team met regularly and identified keyways to support children across school. Day to day well-being procedures in school continue to impact on children's mental health to ensure they feel emotionally secure, have improved resilience, resulting in

readiness for learning. School achieved Silver Level on the Sunderland Mental health Charter Mark.

Subsidised, educational visits this year have enabled all children to experience and take part in wider curriculum activities.

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.