

Pupil premium strategy statement 2025 - 2026

This statement details our school's use of pupil premium for the 2025 to 2026 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	Bury C of E Primary School
Number of pupils in school	208
Proportion (%) of pupil premium eligible pupils	18%
Academic year/years that our current pupil premium strategy plan covers	2025/2026 to 2027/2028
Date this statement was published	December 2025
Date on which it will be reviewed	December 2026
Statement authorised by	Miss Emma Heanes
Pupil premium lead	Miss Lizzie Jones
Governor / Trustee lead	Mrs Maria Pidoux

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£50,194
Pupil premium funding carried forward from previous years	£0
Total budget for this academic year	£50,194

Part A: Pupil premium strategy plan

Statement of intent

Our Vision:

At Bury C of E Primary School,
*We love one another and are forgiving of each other,
just as in Christ God forgave us.
We speak the truth in love and show proper respect to everyone.*

This is an invitation to 'Do everything in love'.

Our Values:

Love: Dear friends, let us love one another for love comes from God. Everyone who loves has been born of God and knows God. Whoever does not love does not know God, because God is love. 1 John 4:7-8

Forgiveness: Be kind and compassionate to one another, forgiving each other, just as in Christ God forgave you. Ephesians 4:31-32

Honesty: Speak the truth in love Ephesians 4:15

Respect: Show proper respect to everyone, love the family of believers (...) 1 Peter 2:17

At Bury C of E Primary School, we believe our school is a community and that it is vitally important that everyone is safe and happy within it. We aim to provide an environment in which our children are secure and confident, irrespective of race, gender and religion, with Equal Opportunities for all. We are totally committed to social justice and improving life chances for potentially vulnerable children. We are dedicated to sharing our work and findings beyond the school to improve outcomes for as many children as it can reach.

As a school, we strive to ensure that our Pupil Premium children have excellent learning and experiential opportunities, both inside and outside of school. We offer bespoke plans for our children through a thorough and shared analysis of the barriers that they may face and tailoring provision to ensure that these barriers are addressed and overcome, whilst supporting and nurturing our children and their mental health and wellbeing. All teaching staff are involved in the identification of pupils, analysis of data and monitoring, so that they have an excellent understanding of the children and their needs. This also means that there is a good awareness of strengths, weaknesses and context throughout the school.

We provide a culture where:

- Staff believe in ALL children
- Staff adopt a "solution-focused" approach to overcoming barriers
- Staff support children and parents/carers to develop growth mind sets towards learning
- A love of learning is nurtured and encouraged
- Lifelong learning and skills are nurtured
- The mental health and well-being of our children and families are supported

Through careful analysis of whole school, year groups, groups and core subject outcomes, we aim to narrow the gap and catch up to national, and also match the outcomes for pupils within the school. We support pupils by providing additional adult support, targeted interventions and group work. Regular analysis and monitoring is carried out to ensure that our children are receiving the best and most relevant provision for their needs.

In addition to the academic areas listed above we also:

This list is not exhaustive and will change according to the needs and support our disadvantaged pupils require.

- Provide welfare and wellbeing support for pupils when needed, as well as monitoring attendance and meeting with parents.
- Provide access to a range of IT/Computing resources to support high quality learning beyond the school.
- Arrange visits, visitors and project work to enhance the curriculum and raise attainment.
- Support access to subsidised visits and residential visits.

- Facilitate staff and parent continual professional development to raise awareness and mindfully use current research and best practice to develop our own pedagogy, and therefore positively impacting outcomes for pupils and families.
- Support access to clubs and music

Challenges

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

Challenge number	Detail of challenge
1	Issues with attendance and punctuality
2	Prior underachievement. Identified as not on track to meet targets and/or under attaining at end of last key stage
3	Vulnerability to social and emotional issues
4	Social and economic disadvantage
5	Complex family situations
6	Resources and support for learning at home and school
7	Opportunities for learning outside of school and extra-curricular activities

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 broaden horizons through a well thought out and planned curriculum with exceptional opportunities to enhance the breadth of our educational offer.	Due to pupils having access to a broad curriculum, they apply basic skills well. Pupils make excellent progress and enjoyment is high. Pupils have memorable experiences that help to support their engagement and escalate progress in all subjects.
To improve the basic skills, knowledge and understanding of Pupil Premium children in our school, particularly in Writing, Reading, Spelling/Phonics and Mathematics (instant recall, automaticity, fluency and problem solving).	Data, pupil voice, staff and parent voice as well as books show that PP children make excellent progress in Writing, Reading, Spelling/Phonics and Mathematics (instant recall, automaticity, fluency and problem solving).
To raise aspirations and understanding of the value of education/importance of effort at school, linked to future life, wellbeing and occupations.	Pupils have improved aspirations and can express this showing an understanding of education both within and beyond the school.

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)

Budgeted cost: £20,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Staff Development and Training</p> <ul style="list-style-type: none"> • Courses, resources • Focus on supporting PP children • Online training packages • Designated Teacher Training • Basic skills teaching enhanced • Enhancement of our teaching and curriculum planning in line with DfE and EEF guidance. • We will fund teacher release time to embed key elements of guidance in school 	<p>'High quality teaching improves pupil outcomes, and effective professional development offers a crucial tool to develop teaching quality and enhance children's outcomes in the classroom.'</p> <p>'Effective professional development is likely to provide teachers with the techniques they require to improve practice. Following building knowledge and then being motivated to act upon it, these techniques will provide the tools required to take action and change practice.'</p> <p>'PD may be more effective if it establishes a method whereby teachers can monitor and record their own performance'</p> <p>Effective Professional Development Guidance Report- EEF https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1017683/Maths_guidance_KS_1_and_2.pdf https://educationendowmentfoundation.org.uk/public/files/Publications/SEL/EEF_Social_and_Emotional_Learning.pdf</p> <p>School evidence: DEMAT partnership – development of curriculum areas Senior Mental Health Lead has completed training and is now providing training for other staff.</p>	<p>1,2,3</p>
<p>PP Lead</p> <ul style="list-style-type: none"> • Half a day fortnightly to oversee whole provision, monitor pupils and put effective plans in place to improve outcomes across the school • Monitoring and support • Deliver interventions to children 	<p>School evidence- impact reports, governors' reports, monitoring and feedback</p> <p>EEF- Putting evidence to work; A school's guide to implementation</p>	<p>1,2,3,6,7</p>

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

Budgeted cost: £27,694

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Interventions</p> <ul style="list-style-type: none"> • Teaching Groups and 1:1 • See Academy Development Plan • Plan for key priorities to raising achievement of Pupil Premium Pupils • Mental health support for identified children with SEMH needs. 	<p>Special Educational Needs Guidance Report- EEF</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation</p> <p>EEF- Making best use of teaching assistants</p> <p>https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1017683/Maths_guidance_KS_1_and_2.pdf</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</p> <p>https://educationendowmentfoundation.org.uk/public/files/Publications/SEL/EEF_Social_and_Emotional_Learning.pdf</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/metacognition</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/behaviour</p> <p>https://educationendowmentfoundation.org.uk/news/prioritise-social-and-emotional-learning</p>	2,3,5
<p>Online Resources</p> <ul style="list-style-type: none"> • Access to online learning resources (Times Tables Rockstars, Purplemash, Numbots,) 	<p>Studies involving digital technology typically have greater impact (+ 6 months).- EEF Toolkit</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation</p> <p>EEF Digital Technology Guidance Report</p>	2,3,4,6,7

	https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/digital	
Resources <ul style="list-style-type: none"> • Purchase resources to improve pupils' progress and provision in reading, writing, mathematics and GPS. • Provide additional resources to support at home or in school to scaffold learning and provide specified support. 	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/homework Parental engagement in children's learning and the quality of the home learning environment are associated with improved academic outcomes at all ages. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/extending-school-time	2,3,4,6,7

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

Budgeted cost: £2000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Visits, Residential trips and inspirational ideas <ul style="list-style-type: none"> • Wider aspects of school life – Clubs • Staff to enhance the wider aspects of school life to contribute to emotional wellbeing as well as interest in learning within and beyond the school • Additional experiences to enhance learning for pupils with visitors to the school 	https://educationendowmentfoundation.org.uk/education-evidence/guidancereports/behaviour https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/primary-sel https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1033448/Teaching_a_broad_and_balanced_curriculum_for_education_recovery.pdf Providing opportunities that children may not experience due to financial constraints will help to nurture lifelong skills and lifelong learners.	1,2,3,4,7
Music <ul style="list-style-type: none"> • To raise interest and promote a love of music. • To give additional opportunities to enhance oracy and performance skills. 	Music improves concentration, in addition to English and Mathematic outcomes. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation	1,2,3,4,7

Total budgeted cost: £50,194

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.

Detail	Amount
Pupil premium funding allocation from previous academic year	£42,733
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for previous academic year	£42,733

Funding	Provision	Examples of intervention	Impact	Future Actions
£33,795	Teaching Assistants Interventions After school interventions Staff CPD	Teaching Groups and 1:1 support. See Academy Improvement Plan for key priorities to raising achievement of Pupil Premium Pupils. Additional staff to work with targeted pupils (core subjects).	Raised attainment and progression for PP children throughout the school. Standards in core subjects have been raised through targeted programmes and interventions, attainment has been raised and progression has been improved through teaching, interventions and targeted support. Additional staff have been provided to allow for programmes and interventions to take place with HLTAs, Teachers and TA's. Tailored interventions and boosters have been offered to improve progress and diminish gaps in knowledge and understanding. These have been completed by teachers. Interventions have been offered as small groups and were delivered weekly for either a term or half term, depending on the needs of the individual groups. Interventions have had an English/Maths focus in order to address gaps in knowledge and embed skills and knowledge. After school boosters were also offered by school staff in order to further support, knowledge and understanding and enable children to make good progress and achieve ARE or better.	Identify high performing interventions – which work best and why? Continue with catch-up interventions and booster sessions. PP Lead to be given release time to rigorously monitor PP children and provision to support better than expected progress for them to reach ARE or further.

£6900	Resources and Clubs	<p>Purchase resources to improve pupils' progress and provision in reading, writing, Mathematics and GPS.</p> <p>Provide additional resources to support at home or in school to scaffold learning and provide specified support.</p>	<p>Pupils have not been disadvantaged by access to resources and support beyond the school, with resources they can access to support learning within and beyond the school day to narrow the gap to national and pupils within school who are not PP.</p> <p>All children have resources readily available in the classroom in order to support and further their learning and these have been regularly audited and purchased by teachers and leaders.</p>	<p>To monitor the effectiveness of resources purchased.</p> <p>To look at what clubs are on offer to children.</p>
£550	Online Resources	<p>Times Tables Rockstars</p> <p>NumBots</p> <p>Purple Mash</p>	<p>Increased engagement and access to learning. These resources were used by staff and children in order to support, further and consolidate learning in different curriculum areas.</p> <p>Online resources are also used within the classroom and for home learning.</p>	<p>Continue to assess the use of these programmes and their benefits for the children.</p> <p>Ensure that these are being used both in school and at home and support parents/carers with the use of these programmes.</p>
£1000	Visits, residential trips and inspirational ideas.	<p>Visits subsidised</p> <p>Visitors in school</p> <p>Learning</p> <p>Subsidised residential visits</p> <p>Experiential Learning opportunities</p> <p>School environment development experiences and opportunities</p>	<p>An enriched curriculum was offered and all children were able to access this. There were visits, experiences, visitors to school, etc.</p> <p>Visits were subsidised for PP children.</p>	<p>Offer a range of visits/events /opportunities to all year groups and subsidise for PP children.</p> <p>Review this expenditure again at the end of the financial year.</p>
£488	Music Clubs	<p>Clubs</p> <p>Music</p> <p>Resources</p>	<p>All pupils have access to clubs/music tuition to help develop children's interests and skills.</p>	<p>Further PP access to music tuition and clubs.</p>

Externally provided programmes

Programme	Provider
Times Tables Rockstars	https://trockstars.com/
NumBots	https://numbots.com/
Purple Mash	https://www.purplemash.com/login/

Signed by B Vaghela
Bethan Vaghela
Chair of Governors
12/12/2025

Further information

Bury C of E Primary is committed to ensuring that all children are fully challenged and achieve their potential through quality first teaching. Due to the allocation of additional funding and the accountability this brings, the school will ensure that disadvantaged most able pupils are provided with opportunities to not only access and embrace the curriculum, but to experience learning and life skills that will develop their whole being as a child. Experiences can include additional sports, music, arts or simply new experiences.

Our aim is to help our children nurture existing talents and help them identify new ones. These opportunities can be provided in and/or outside of school hours.

Individualising support

“There’s no stigma attached to being in an intervention in this school. Everyone needs something, whatever that might be, and so they’re all getting something somewhere.”

We will ensure that the additional support we provide is effective by:

- Looking at the individual needs of each child and identifying their barriers to learning
- Ensuring support staff and class teachers communicate regularly
- Providing high quality interventions
- Working with other agencies to bring in additional expertise
- Providing extensive support for parents to develop their own skills to support their children’s learning within the curriculum
- To manage and support in times of crisis
- Tailoring interventions to the individual needs of the child
- Recognising and building on children’s strengths and achievements to further boost confidence
- Going the ‘Extra Mile’

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:

- embedding more effective practice around feedback. [EEF evidence](#) demonstrates this has significant benefits for pupils, particularly disadvantaged pupils.