

Burford School & Nursery

Pupil Premium Strategy Statement 2024-27

This statement details our school’s use of pupil premium 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	Burford School and Nursery
Number of pupils in school	414
Proportion (%) of pupil premium eligible pupils	5%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	3 years
Date this statement was first published	19 th December 2024
Date on which it was last reviewed	October 2025
Date for 3-year strategy review	1st December 2027
Statement authorised by	Tracey Marshall
Pupil premium lead	Judy Puddephatt
Governor / Trustee lead	Craig Robertson

Funding overview for current academic year

Detail	Amount
Pupil premium funding allocation this academic year	£21,000
Recovery premium funding allocation this academic year (2024/25)	£0
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	£21,032.47

Part A: Pupil premium strategy plan

Statement of intent

Our aim is to ensure that our pupils are not disadvantaged because of their socioeconomic context. We believe that, with the correct support, all pupils can achieve their full potential, as long as the provision meets their needs.

Our objectives are to:

- Remove barriers to learning created by poverty, family circumstance and background
 - Narrow the attainment gaps between disadvantaged pupils and their non-disadvantaged counterparts both within school and in comparison to national data
- Develop pupils' confidence in their ability to communicate effectively in a wide range of contexts
- Enable pupils to look after their social and emotional wellbeing and to develop resilience
- Enable pupils to access a wide range of opportunities to develop their knowledge and understanding of the world

To achieve our objectives and overcome identified barriers to learning, we will:

- Set ambitious expectations for all children at Burford
- Provide all teachers with high quality CPD to ensure that pupils access effective inclusive quality first teaching
- Provide targeted intervention and support to quickly address identified gaps in learning including the use of whole class work, small group work and one-to-one conferencing
- Target funding to ensure that all pupils have access to trips, residential and first-hand learning experiences
- Provide opportunities for all pupils to participate in enrichment activities including sport and music
- Provide appropriate nurture support to support pupils in their social and emotional development

Challenges

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

Challenge number	Detail of challenge
1	Internal data indicates that learning and applying English, specifically in writing composition and transcription, across disadvantaged children in all year groups requires development.
2	Internal data indicates that the impact of learning Maths for some disadvantaged pupils requires targeted intervention.
3	An increased number of pupils and families who require pastoral support and support with their mental health and wellbeing.
4	The financial impact of the cost-of-living crisis for some families and therefore needing additional financial support from the school (for example, help with purchasing uniform and attending extra-curricular clubs after school), or referrals to local charities.

5	Some disadvantaged pupils require further support to develop secure oracy skills, to make academic and social progress.
6	Attendance data indicates that children who are entitled to PPG have attendance which is below the average for children who are not entitled to PPG.

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.

Challenge	Intended outcome	Success criteria
1.	<p>1. <u>Teaching – English</u> All children across all attainment groups will make good or better progress from their starting points.</p> <p>2. <u>Targeted academic support</u> Children who are working towards or below the national standard in English (writing) will have made good or better progress within 3 years.</p>	<ul style="list-style-type: none"> As part of the School Development Plan (SDP), Burford School will continue to embed and strengthen Inclusive Quality First Teaching in English lessons’ and maximise the impact of support staff. Burford’s English curriculum will be evaluated and reinvigorated with support from an external English Advisor and led by the Senior Leadership Team. Early reading including phonics results will be in-line, or better, than National data. Effectiveness of phonics scheme will be evaluated to achieve this. Children who require targeted academic support will be part of a focus group in class and conferencing in writing. Feedback, from staff or peers, will be live, allowing the child to respond immediately. Pupils will receive inclusive, in-class interventions from their class teacher or teaching assistant in lessons and progress measures will be reviewed in termly pupil progress meetings.
2.	<p>1. <u>Teaching – Maths</u> All children across all attainment groups will make good or better progress from their starting points.</p> <p>2. <u>Targeted academic support</u> Children who are working towards or below the national standard in Maths will make good or better progress within 3 years.</p>	<ul style="list-style-type: none"> As part of the School Development Plan (SDP), Burford School will continue to embed and strengthen Inclusive Quality First Teaching in Maths lessons’ and maximise the impact of support staff. Burford’s Math Mastery specialists – both internally and externally - will train and support staff to ensure the children re-engage with this whole school initiative and begin to close fundamental skills and knowledge in Maths to progress. Children who require targeted academic support will be part of a focus group in class and will receive targeted intervention to secure basic skills. Pupils will receive inclusive, in-class interventions from their class teacher or teaching assistant in lessons

		and progress measures will be reviewed in termly pupil progress meetings.
3.	<p>3. <u>Wider strategies</u> Pupils will be able to identify strategies to help them maintain positive physical and mental health and wellbeing.</p>	<p>Burford School's Mental Health Lead and Senior Leadership Team will ensure that:</p> <ul style="list-style-type: none"> • We will continue working with Bucks Mind to train Year 6 pupils to be Peer Mentors. • We will continue to adopt an internal Youth Mental Health First Aid-tiered approach which is continually reviewed and embedded before involving external agencies. • Burford's Jigsaw programme, which promotes mindfulness, wellbeing and calm time, will continue to be considered a priority lesson alongside core learning subjects. • Restorative Justice approaches are taken for behaviour management. • STEPs training will continue to be given and updated to encourage de-escalation techniques. • Parental engagement will be strong between school and home, including finding early help where needed. • Pupils are provided with access to the ELSA programme, implemented by trained, internal professionals. • Playground leaders are appointed from within UKS2 to help support and encourage younger children at play.
4.	<p>3. <u>Wider strategies</u> All pupils and Burford School will have received a wide and enriched curriculum without prejudice. All pupils will be given opportunities to engage in wider curricular activities.</p>	<ul style="list-style-type: none"> • Disadvantaged pupils will be financially supported to access wider curricular activities, including after school clubs, music lessons, trips, themed topic days, swimming, residential trips and school uniform. • Through positive parental engagement, families will be supported in contacting relevant outside agencies for financial assistance, for example, One Can Trust and the Baby Bank.
5.	<p>1. <u>Teaching - core learning</u> The oracy and language development skills of all children will be secure.</p> <p>2. <u>Targeted academic support</u> Intervention put in place to support oracy and language development of children most in need will be effective in</p>	<ul style="list-style-type: none"> • Specific barriers to oracy skills for disadvantaged children will be diagnosed, and internal or external support implemented. • All staff will be trained on how to support oracy and language development of young people, particularly those from disadvantaged backgrounds. • Effective targeted interventions will be in place to address specific need in individuals with oracy or language development needs, including social skills support by welfare team.

	<p>progressing the oracy skills of those children participating for their social or academic development.</p>	<ul style="list-style-type: none"> • Termly progress review in pupil progress meetings will measure the impact of support; to continue or change in response to this review.
6.	<p>3. <u>Wider strategies</u> Co-operative relationships have been established with families who may be in need of support due to disadvantage and support provided to ensure barriers to attendance are minimised in support of children reaching their academic potential.</p>	<ul style="list-style-type: none"> • Class teachers spot potential problems early and hold informal discussions with parents regarding any barriers to attendance which the school may be able to support with. • Poor attendance, particularly persistent absence, is identified by the attendance lead via half-termly monitoring of attendance. • Our Inclusion manager works effectively with families and is able to support them to ensure that barriers to attendance are minimised.

Activity in this academic year (2025-2026)

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

Teaching

Budgeted cost: £4,336.20

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>To embed the new curriculum and teaching approaches in English and maths, in line with our 'Inclusive Quality First Teaching' pedagogical routines at Burford School, to ensure all groups of learners are sufficiently challenged to make expected or better progress, in the following ways:</p> <ul style="list-style-type: none"> • Continue to enhance our teaching and learning approach to writing, as the Buckinghamshire HUB group for Opening Doors, and to continue to review our assessment of writing through moderation and research • Reviewing curriculum in line with the Writing Framework • Make resources available to raise standards in writing in line with our Opening Doors approach to high quality texts • Handwriting practice and consistency, developing understanding and practice of our new Kinetic Letters scheme; developing as part of a new Handwriting Policy • Enhance our maths mastery approach, including developing our planning and teaching with the White Rose mastery scheme, a resource-rich platform which allows for additional guided and independent practice while stretching confident learners • Align White Rose assessments (termly cycle) with White Rose teaching scheme to ensure progress is effectively tracked and responded to • Continue to work with the BBO Hub on development of our maths curriculum, including training for maths leads (x4 sessions) and subsequent training of staff • SLT to ensure adherence to high standards through our support and review timetable across core and wider curriculum thus, improving practice and outcomes for children 	<p><i>DfE The Writing Framework 2025: It is vital to make sure all pupils are given every opportunity early on to progress. They should have regular, successful writing experiences so they do not lose faith in themselves and become demotivated. Praise should be encouraging and linked to improvements and goals. When used well, metacognitive approaches (that is, approaches that get pupils to think about their own learning) can motivate them to engage in, and improve, their learning and help them progress; the potential impact can be particularly high for disadvantaged pupils. 11</i></p> <p><i>The Education Endowment Foundation (EEF) emphasises that "great teaching is the most important lever schools have to improve pupil attainment." It underscores the necessity of supporting every teacher in delivering high-quality teaching to achieve the best outcomes for all pupils, especially the disadvantaged. Teaching approaches promoting long-term retention of knowledge, fluency in key skills, and the use of metacognitive strategies are fundamental. Strategies such as explicit instruction, scaffolding, and flexible grouping are highlighted as key components of high-quality teaching and learning for pupils, tailored to the differing needs within classes¹.</i></p> <p><i>DfE: 'Writing Framework' 2025</i></p> <p><i>Writing places significant demands on pupils' working memory so it is vital to teach it in a sequenced way that helps to manage those demands...</i></p> <p><i>Leaders are responsible for: establishing a positive writing culture, developing a well-sequenced curriculum, ensuring that all teachers are trained to teach writing.²</i></p> <p><i>EEF Improving Mathematics in KS2/KS3: Assessment should be used not only to track pupils' learning but also to provide teachers with information about what pupils do and do not know...</i></p> <p><i>Emphasise the many connections between mathematical facts, procedures, and concepts...</i></p>	<p>1, 2, 5</p>

<ul style="list-style-type: none"> • Plan and organise maths workshops to support parents' understanding of teaching for maths mastery • Support parental engagement with early years development through online platform Tapestry • Regular promotion of learning of essential building blocks e.g. times table facts in regular newsletter features • Assessment is diagnostic and regularly tracked effectively to inform planning and intervention 	<p><i>Technology is not a silver bullet—it has to be used judiciously and less costly resources may be just as effective.</i> 3</p>	
<p>Explore adaptive teaching further through the IQFT model to support vulnerable learners:</p> <ul style="list-style-type: none"> • Enhance support for lower confidence children in school through staff training, with a focus on maths and English development • Enhance our tracking of the progress of disadvantaged learners with individual pupil trackers (tracking lived experience), gap analysis trackers, termly summative assessment cycles and specific focus on children entitled to PPG in pupil progress meetings • Support the learning experience of vulnerable pupils through staff training for teachers and teaching assistants, including closing gaps and supporting children with SEND needs • Align homework expectations with school practice, including introduction of White Rose home journals for maths and paper-based English homework • Raise awareness of essential building blocks in maths and English, including spelling and times tables support, non-negotiables for English writing in class, through online platforms Spelling Shed and Times Tables Rock Stars, and the introduction of weekly class cups in reading and maths • Use of Accelerated Reader to allow pupils to read within an accessible range, allowing close monitoring by their teacher and support where necessary 	<p><i>Education Endowment Foundation (2021) 'Metacognition and self regulated learning' Available at: Metacognition and Self-regulated Learning EEF: Rosenshine's Principles of Instruction are important because they are an evidence-based, practical framework for effective teaching, drawing on cognitive science, master teacher practices, and cognitive support research to help students learn complex skills by focusing on structured lessons, guided practice, frequent checking for understanding, and effective questioning, which all align with the Department for Education's (DfE) emphasis on research-informed teaching.</i> 12</p>	<p>1,2,5</p>

Targeted academic support

Budgeted cost: £3938.90

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>SLT and subject leaders will routinely coach support staff in leading purposeful and inclusive targeted interventions, specifically in English and Maths to allow for accelerated progress to be made. These will include:</p> <ul style="list-style-type: none"> • Writing conferencing with focus children on a 1:1 or small group setting • Training staff in how to support learners with specific needs, for example through use of TRUGs, sensory circuits, effective movement breaks. • Specific focus groups and/or 1:1 writing conferences routinely planned for pupils who required targeted personalised support in order to move their learning on. • Enhanced tracking of interventions for vulnerable children including gap analysis trackers, created and developed by the teachers and tracked by SLT • Use of visual cues to enhance learners for vulnerable learners requiring language development including widgets, visual timetables, Literacy Shed and online platforms Spelling Shed and TTRS. • Use of online assessment platform, Insight, for diagnostic tracking of vulnerable learners, Pixl for resources to support these learners and Tapestry to track the progress of younger learners. <p>Specific focus will be given to the following areas where research indicates the key elements that need addressing:</p> <p>Writing <u>EYFS/KS1</u></p> <p>The EY curriculum is designed to support high quality interactions and emphasise children’s language and communication skills.</p> <ul style="list-style-type: none"> • Review of the current curriculum will continue to enhance and embed through reflective practice and development of the long-term plans 	<p><i>The Education Endowment Foundation (EEF) highlights that "Teaching assistants can provide a large positive impact on learner outcomes" when "trained to deliver targeted interventions to small groups or individuals." It notes, "investing in professional development for teaching assistants to deliver structured interventions can be a cost-effective approach to improving learner outcomes." Furthermore, evidence from the EEF shows positive effects in studies where teaching assistants deliver high-quality structured interventions in literacy and numeracy, indicating the potential for accelerated progress in English and Maths through well-designed targeted interventions².</i></p> <p><i>The DfE's Maths Guidance and Ready to Progress criteria aims 'to bring greater coherence to the national curriculum by exposing core concepts ... and demonstrating progression from year 1 to year 6; [and highlight]... the most important knowledge and understanding within each year group and important connections between these mathematical topics.'³</i></p> <p><i>EEF: 'Gaining a thorough knowledge of your disadvantaged pupils' levels of attainment and progress is the first step to developing an effective Pupil Premium strategy. You should adopt a rigorous approach to identifying your pupil needs, avoiding the temptation to cherry-pick data that confirms 'hunches'. You should gather and reflect on a wide range of data to build a rich picture.'⁷</i></p> <p><i>EEF 'Improving mathematics in the Early Years and KS1': Professional development should be used to raise the quality of practitioner' knowledge of mathematics, of children's mathematical development and of effective mathematical pedagogy. • Developmental progressions show us how children typically learn mathematical concepts and can inform teaching. • Practi-</i></p>	<p>1, 2, 5</p>

<ul style="list-style-type: none"> • Opportunities for staff training and development – staff reflecting on their own practice • Embedding of various new schemes – Kinetic letters, Opening Doors, Reading Club. • Review and introduction of high-quality texts and supplementary texts • Team planning/teaching – children’s interests being built on – feedback from all parties (staff, children, parents) <p>KS2</p> <p>Staff to continue to develop their teaching using the Opening Doors approach to writing including:</p> <ul style="list-style-type: none"> • half termly writing-focused meetings, including OD staff-led and Burford staff-led training • subject leads training from OD, with cover provided, with training to be disseminated to staff • PPT templates for consistency across school in all terms • sharing best practice with other Open Doors schools • development of English curriculum map in line with Writing Framework • review of units taught and evaluated year-by-year <p>Targeted intervention for focus children including small group or 1:1 conferencing</p> <p>Writing assessment: moderation to ensure consistency of use of objectives for each year group inc. recording TAFs, and children acting on feedback; development of effective feedback practice</p> <p>Maths</p> <p>Ensuring smooth transition of teaching to a new mastery scheme (White Rose)</p> <ul style="list-style-type: none"> • Training for subject leads alongside Maths BBO Hub and White Rose • sharing best practice (TRGs, team-teaching, observing peer specialists) • staff training by external specialists (BBO Maths Hub) or internally (maths subject leads), ensuring training on essential building blocks of learning, including calculation and times 	<p><i>tioners should be aware that developing a secure grasp of early mathematical ideas takes time, and specific skills may emerge in different orders. 8</i></p> <p><i>EEF ‘Improving mathematics in KS2 and KS3’: Emphasise the many connections between mathematical facts, procedures, and concepts. • Ensure that pupils develop fluent recall of facts. • Teach pupils to understand procedures. • Teach pupils to consciously choose between mathematical strategies. 9</i></p> <p><i>DfE The Writing Framework: Subjective measures tend to assess a complete piece of writing for its overall effect. These can be particularly useful for identifying gaps in composition, vocabulary and language development. Examples include: • success criteria • comparative judgement • writing moderation. 13</i></p> <p><i>EEF Oral Language Intervention: The average impact of Oral language interventions is approximately an additional six months’ progress over the course of a year. Some studies also often report improved classroom climate and fewer</i></p>	
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<p>To consolidate behaviour routines during transitions and for learning.</p> <ul style="list-style-type: none"> • Enhance behaviour routines that are conducive to learning with continued training of staff, based on research • Ensure communication clarity when new behaviour measures are implemented to promote consistently throughout the school • To respond to feedback by stakeholders with regards to behaviour in the school, implementing change where appropriate • To research and implement new ideas to Burford through a staff working group, intended to enhance learning behaviour both inside and outside the classroom • To track behaviour reported on CPOMs, discuss at SLT or within the Nurture Group and act where required to pre-empt escalation 	<p><i>DfE Supporting the attainment of disadvantaged pupils: One of the common starting points was to focus on attendance and behaviour alongside quality teaching, as part of a whole-school commitment to helping each pupil to succeed. Heads and senior leaders in more successful schools said that it was crucial that their staff were invested in the approach the school was taking. Some spoke of staff leaving as the school's ethos shifted. From this starting point they focused more on addressing individual pupils' learning needs, introduced more sophisticated data management systems and trained staff to use them. 10</i></p>	<p>3,4,6</p>
<p>Ensure the wider and enriched curriculum is engaging for pupils and adaptive to their needs.</p> <ul style="list-style-type: none"> • Continual professional development of staff to plan engaging and challenging lessons across core and wider curriculum • Embed new schemes in French, geography and history <p>Pupils at Burford will feel part of the wider community.</p> <ul style="list-style-type: none"> • Support outdoor learning opportunities, with a focus to support pupils' physical and mental health, from Forest School to Outdoor Learning • Organising school trips which enhance the learning experience of the child, supported by the quality-verification of the SLT • Encourage critical thinking through Votes for Schools platform in twice weekly sessions (assembly and in-class vote) 	<p><i>Science Direct: From the perspective of classroom instruction, students feel more engaged when teachers provide high-quality instruction, including challenging tasks, high expectations, and a strong emphasis on effort (Parsons et al., 2018, Raphael et al., 2008).14</i></p> <p><i>DfE supporting disadvantaged pupils case study: Over the first two years staff tried many new interventions and became adept at identifying what was working for whom. Looking for new practice became the norm, as did planning their own tailored professional development. In the third year the school began trying out new approaches to improve their engagement with families and the wider community. The head felt confident this would help raise parents' expectations and improve their ability to support their children's learning at home. 11</i></p>	

<ul style="list-style-type: none"> • Enhance cultural capital offer for the children through international links with other schools, specifically Kenya. • Developing positions of responsibility of disadvantaged children including roles such as student councillors, house captains, peer mentors, playground leaders and digital leaders. 		
<p>For children needing additional pastoral support:</p> <ul style="list-style-type: none"> • use of Jigsaw to promote positive mental wellbeing as well as awareness of themselves and the world around them • access to an enhanced nurture offer, within the ELSA programme and/or Youth Mental Health First Aider Team, a Speech and Language Therapist and the wider Nurture Team when available • access to peer mentors, trained by Bucks Mind • access to playground leaders to support development of play skills within younger learners, alongside the development of older learners in supporting, mentoring role • access to Nurture Club in the morning to aid children who feel overwhelmed on daily entry • parental engagement from the school will be promoted by the Senior Leadership Team and early help will be sought for those families who need support in the current cost of living crisis • enrichment curricular activities will be inclusive of all learners to ensure everyone has the same opportunities at Burford School 	<p><i>Pastoral care in education by Eleanor Long: The transformation in pastoral care within UK primary schools over recent years, with a shift towards non-teaching staff taking on pastoral roles, underlines the acknowledged need for pastoral support to bolster pupils' well-being and academic focus. This shift in pastoral care roles aims to alleviate the burden on teachers, enabling them to concentrate on teaching and learning, which indirectly suggests the positive impact pastoral support can have on the school environment and pupils' academic progress⁴.</i></p>	3,4,6
<p>Tracking of attendance and contact with families to minimise barriers to regular attendance within the school's expectations.</p>	<p><i>With clear links between attendance, attainment and behaviour, and in the context of increased levels of absence since the COVID-19 pandemic, attendance is a challenge and priority for schools up and down the country.</i></p> <p><i>Improving attendance is a multifaceted mission,</i></p>	6

	<p><i>requiring different approaches in different contexts. There are, however, some common overarching principles that can inform attendance strategies.</i>5</p>	
<p>Financial support for vulnerable families:</p> <ul style="list-style-type: none"> • School continuing to provide holiday food vouchers to eligible families following the end of the HAF programme • Financial assistance with afterschool clubs, music lessons, trips/residentials, themed topic days, swimming, school uniform • access, where required, to a wider curriculum, including tutoring and external provision for EBSNA children 	<p><i>There are many benefits for children who attend the HAF programme. We want to encourage all HAF providers to ensure a high-quality experience that will result in children:</i></p> <ul style="list-style-type: none"> • <i>receiving healthy and nutritious meals</i> • <i>maintaining a healthy level of physical activity</i> • <i>being happy, having fun and meeting new friends</i> • <i>developing a greater understanding of food, nutrition and other health related issues</i> • <i>taking part in fun and engaging activities that support their development and well-being</i> • <i>feeling safe and secure</i> • <i>getting access to the right support services</i> • <i>returning to school feeling engaged and ready to learn</i> 	<p>4</p>

Total budgeted cost: £21,032.47

Part B: Review of outcomes in the previous academic year 2024-2025

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2024 to 2025 academic year.

2024/25 Pupil Premium Outcomes:

Whole school attainment:



BURFORD SCHOOL – STATUTORY DATA – 2024-2025

Phase and Subject	EYFS GLD 2024-25 Foundation Stage Profile compared to NCER 2025 'emerging National' results			Year 1 Phonics Screening Check			Year 4 Multiplication Tables Check		KS2 Statutory Assessment Tests (2024-25) compared to national data (2022-23)		
	BURFORD	BUCKS	NATIONAL	BURFORD	BUCKS	NATIONAL	BURFORD	NATIONAL	BURFORD	BUCKS	NATIONAL
EYFS GLD	81%	71%	68%								
Phonics				88%	82%	80%					
Multiplication Tables							21.1 (BY MARK out of 25)	21.1 (BY MARK out of 25)			
Reading EXS+ (GDS)									89% (44%)	79%	75%
Writing EXS+ (GDS)									79% (16%)	72%	72%
Grammar, Punctuation & Spell									82% (37%)	76%	73%
Maths EXS+ (GDS)									78% (26%)	76%	74%
Science EXS									87%	84%	82%

- We opted not to do the optional KS1 SATs offered so data is internal assessments for Year 2.
- Where % are not recorded, they have not yet been published. These results contain emerging results from

BURFORD SCHOOL & NURSERY: Enjoy, Achieve, Succeed Together

Comparing core scores for pupils entitled to PPG this summer to previous summers show gains in reading and writing. Maths requires, and is getting, focus.

	2024-2025 (Summer)	2023-2024 (Summer)	2022-2023 (Summer)
Reading	74% EXS+ (26% GDS)	70% EXS+ (29% GDS)	77% EXS+ (23% GDS)
Writing	52% EXS+ (4% GDS)	47% EXS+ (0% GDS)	46% EXS+ (0% GDS)
Maths	52% EXS+ (4% GDS)	71% EXS+ (18% GDS)	62% EXS+ (8% GDS)

Attainment of children entitled to PPG:

- Reading is encouraging and broadly comparable to attainment of the non-PPG pupils with 74% of PPG children EXS+ and 82% of non-PPG pupils EXS+ (bearing in mind that there are far less PPG pupils therefore % scores are disproportionate to non-PP pupils).
- Comparing writing with PPG children to non-PPG children, there is a gap, with 52% EXS+ who are entitled to PPG and 70% at EXS+ who are not entitled. 12% of non-PPG pupils are GDS compared to only 4% in children entitled to PPG.

- Maths also shows a gap between those children entitled to PPG and those children not entitled to PPG. For those entitled to PPG, only 52% are EXS+ in maths (4% GDS) whereas 75% of non-PPG pupils are EXS in maths (22% GDS).
- With fine margins and broad grading categories, data will not show all the progress made by children entitled to PPG. For example, in Year 6, one child missed EXS by 2% and jumped 27% from 25% to 53% from spring to summer term. Another child jumped 15% from spring to summer to narrowly miss out on EXS and, whilst their scores remain WTS, they have been set up well for success at secondary school.
- One child entitled to PPG is GDS in maths, though 3 others are very close to GDS.

Progress of children entitled to PPG:

- All children entitled to PPG maintained writing gradings (teacher assessment) from the previous year.
- One of the 2 children who slipped in reading was within 7% of his GDS boundary. One child entitled to PPG went from EXS to GDS.
- As a subject, the most dips in progress were in maths, which requires focus. These slips include 2 children who went from GDS to EXS, 4 children who went from EXS to WTS, one child who went from EXS to BEL (this child disengaged with the SATs process) and one child who went from WTS to BEL.
- The SLT have identified which year groups showed the most deceleration and will be working to support them in ensuring success for the pupils entitled to PPG in their current cohorts, alongside working to accelerate the progress of the children, who slipped last year, in their new year groups.

Tracking the success of children entitled to PPG:

- Tracking lived experience for children whose families are entitled to PPG is done through individual pupil trackers. The teachers track: attainment, parental involvement, attendance, unit reviews, interventions, homework completion and contextual information including SEMH needs, family circumstances, life experiences (e.g. clubs, pastoral achievements) and behaviour. These are completed once a term. Everyday observations and parent communication will contribute to these trackers.
- Data is tracked as a focus in our termly Pupil Progress meetings between AHT/DT and teachers following the assessment cycles.
- PPG children with SEND support are further tracked through IPMs and support plans (this includes 4 children this year).
- In order to keep improving, interventions are tracked on gap analysis trackers for all children, including PPG children, introduced in September 2025.

Lived experience for children entitled to PPG:

- Attendance: comparing the attendance of children entitled to PPG with children not entitled to PPG, 70% of children entitled had less than 10% absence rates. 30% were persistently absent or severely absent (includes 1 EBSNA child who is PPG). This compares to 90% of non-PPG pupils who had less than 10% absences, with 10% persistently or severely absent.
- Homework: only two children were judged by their teachers to be good at completing homework with most PP children inconsistently handing in homework, however this is a pattern with non-PPG pupils, when homework became optional. Expectations have been reset this year, and we have moved to paper-based homework for English and maths. Maths homework books are White Rose books, consistent with the new scheme.
- Parental support: attendance at parents' evenings were positive. Vast majority of parents attended.
- Wellbeing: generally PP children were reported as being happy at school; occasionally children had required support with social skills groups or sessions with the wellbeing team.
- Responsibilities around school: there were peer mentors, playground leaders and school councillors within the group, with one child helping run a basketball club for younger children.

- Behaviour concerns: none for most PP children; where there were behaviour concerns, the children tended to have SEND needs and/or boys.
- Teachers and TAs were trained on Pupil Premium Grants, advised of the children who were entitled to PPG and introduced to individual pupil trackers last year; these will be continued this year.

Review of Pupil Premium Strategy – Year 1 of a 3-Year Strategy

1. English

- Teachers have introduced the Opening Doors approach to writing in school and have attended several staff meetings by the Opening Doors team, including how to teach using this approach in Early Years.
- Handwriting scheme has been introduced to encourage more consistency and improved outcomes across the school. Teachers attended three training sessions and this has already been implemented in summer term.
- Cover teachers and class teachers provided writing conferencing to improve outcomes.
- All teachers use established non-negotiables throughout the school; reminders of the non-negotiables feature on cross-curriculum power points.
- Staff were additionally trained in supporting lower confidence children across all subjects, include English.
- Burford hosted a Marlow Liaison Moderation with all local schools to compare and discuss writing, which was a very positive experience. Several internal sample-review sessions have taken place, allowing teachers the opportunities to share best practice and compare standards.

2. Maths

- Training opportunities extended to Teacher Research Groups (TRGs) this year, in both KS1 and KS2, and teaching on Learning Walks has received positive feedback across the school. Maths BBO Hub conducted two training sessions for teachers. Maths was deep-dived during the Ofsted inspection.
- Children have been supported in focus groups within class run by class teachers, additional TA support in class, in addition to discrete, teacher-led interventions happening during assembly times, pre-school boosters in Year 6 run by the DHT and classes being split into 3 limited-number breakout groups, to help support the children in their run up to SATs.
- SLT decided to retain a maths mastery approach but begin using White Rose as a platform rather than Maths No Problem, with the aim that less children will be left behind. Assessments (end of term cycles) will be White Rose assessments and homework journals are also White Rose, bringing consistency for the children.
- Use of new scheme allows for assessment cycles to revert to 3 x per year, allowing teachers and parents to intervene earlier where needed, including earlier mid-year reports and parent meetings.
- Maths subject leads worked with a variety of teachers this year, including an ECT teacher, a recently emerged ECT teacher and a teacher working within a new year group.
- Maths leads ran maths training x2 for the teachers and x2 for the teaching assistants last year.

3. Wider Strategies

- Two PP children were trained as Peer Mentors. Peer Mentor offer was again available this year for all children, including PP children.
- Some of our PP children received support from our wellbeing team including our YMHFA, ELSA support staff and social stories providers. Last year, this included the challenge of restaffing our Wellbeing team, with prior key members moving out of teaching.
- Staff were trained on Step On and Step Up approach to behaviour management to support all children, including PP children. Staff were giving 3 x sessions on behaviour, based on research recommended by Pixl and researched by DHT, to both teachers and TAs on behaviour practice in school. Parents have been supported by the SLT, including one family who received significant ongoing support from HT.
- Some PP children volunteered for roles as Playground Leaders and ran a basketball club for younger children.

- Nurture Club was started to ensure any PPG pupils who struggled to come into school were effectively supported with an early, nurturing start to the day. Nurture club will return from Autumn 2 half term.
- Burford continues to use Votes for Schools to boost the cultural capital of all children, including PP children, and the Inclusion lead has been trained in how best to support disadvantaged pupils attending two training sessions offered by County.
- New DSL team trained to support all children, including PP children, several of whom have required support this year.

4. Wider Strategies: Financial support

- The school had paid for or contributed to payments for school clubs, uniform, homework books, school trips or visits, music lessons and other items including Annual Leavers Books to a total current spend of £2530.49.
- The most substantial cost to the school was for school trips/visits, the cost of which totalled £1510.90 and including paying most of the costs for 4 children in Year 6 attending the annual residential trip to Liddington.
- All children in school are provided with essential equipment in pencil cases which remain in school, to take cost away for covering these items and to prevent expensive items being brought to school by children (e.g. gel pens, expensive pencil cases).

5. Wider Strategies: Oracy and Language Development

- Teachers were trained in oracy and language development by Alex Ball, an outside provider.
- TAs were trained in supporting children with oracy development in school, to benefit all children including PP children, led by DHT.
- Training is prepared for teachers, with staff meeting due to be scheduled, led by DHT.
- Training has been completed in supporting language development for EYFS staff by Hayley Hyatt.
- Several PP pupils have been supported in social skills groups.

6. Wider Strategies: Co-operative Relationships

- Contact was made with PP families, including organising and distributing Christmas hampers and Christmas and Summer food vouchers distributed (paid for by the church).
- The school provided families entitled to PPG with £15 per week per child to contribute towards food during the school holidays.
- Families have been supported with reimbursement for school clothing and other financial commitments above.
- Inclusion officer ensured Year 6 PP pupil was given a Leavers sweatshirt, had spending money at Liddington and received a Leavers book.
- HT and SENDCo were involved in organising a successful appeal for a secondary school place for a Year 6 Leaver.

Total spend £36,215