

Pupil premium strategy statement – Bure Park Primary School

Before completing this template, read the Education Endowment Foundation's [guide to the pupil premium](#) and DfE's [pupil premium guidance for school leaders](#), which includes the 'menu of approaches'. It is for school leaders to decide what activity to spend their pupil premium on, within the framework set out by the menu.

All schools that receive pupil premium are required to use this template to complete and publish a pupil premium statement on their school website by 31 December every academic year.

If you are starting a new pupil premium strategy plan, use this blank template. If you are continuing a strategy plan from last academic year, you may prefer to edit your existing statement, if that version was published using the template.

Before publishing your completed statement, delete the instructions (text in italics) in this template, and this text box.

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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	403
Proportion (%) of pupil premium eligible pupils	7%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended – you must still publish an updated statement each academic year)	2025-2028
Date this statement was published	4 th December 2025
Date on which it will be reviewed	30 th November 2026
Statement authorised by	Full Governing Body – 4 th December 2025
Pupil premium lead	Sarah Moon
Governor / Trustee lead	Tara Kelly

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£60,500
Pupil premium funding carried forward from previous years <i>(enter £0 if not applicable)</i>	£0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£60,500

Part A: Pupil premium strategy plan

Statement of intent

Pupils at Bure Park Primary will leave the school with the necessary skills to “be the best they can be”

At Bure Park School we focus on the whole child and use the pupil premium funding to improve academic progress, emotional wellbeing, attendance, extra curricular opportunities and experiences.

High quality teaching is at the heart off what we do and we follow the three tier model - high quality teaching, targeted teaching and wider strategies

We work together with the families in our care to improve the lives of the young people we work with.

We believe in being proactive as each year and that each child is different. Therefore, resources are constantly monitored, evaluated and if necessary, changed, to ensure provision has the maximum impact.

This plan is monitored by the PP Governor three times a year and findings are shared with the Full Governing Body.

Challenges

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

Challenge number	Detail of challenge
1	Attendance – In the academic year 2024-25 attendance for PPF children was 90.5%, with 47.68% Persistence Absence. Lack of attendance has an impact on academic progress.
2	Emotional Wellbeing of children - Our assessments, discussions and observations have identified social and emotional / self-confidence issues for more of our disadvantaged pupils than non-disadvantaged pupils.
3	Attainment in writing - At the end of KS2 our pupils achieved 72% in their writing which was the national average. However only 33% of our disadvantaged children met the expected standard in writing – (2/6)
4	Combined Attainment – At the end of KS2 69% of our pupils met the combined mark of the expected standard in reading, writing and maths – which was above

	the national average mark of 62% However only 33% of our disadvantaged children (2/6) met the combined mark, compared with 47% nationally.
--	--

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
Attendance for PPF children will increase and Persistence Absence rate for PPF children will decrease	2027-28 Attendance for PPF children will be 95% and PA will be <20%
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	<p>Sustained high levels of wellbeing from 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> • Qualitative data from student voice, student and parent surveys and teacher observations • A significant increase in participation in enrichment activities, particularly amongst disadvantaged children.
To improve writing outcomes at the end of Key Stage 2	2027-28 At least 60% of PPF children will be expected standard in writing at the end of Key Stage 2
To improve combined (Reading, writing and Maths) at the end of Key Stage 2	2027 – 28 At least 60% of PPF children will gained the combined standard in Reading and writing and Maths at the end of Key Stage 2.

Activity in this academic year

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

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 4,600

Activity	Evidence that supports this approach	Challenge number(s) addressed

<i>PIXL</i>	Children sit diagnostic assessments three times a year allowing teachers to identify strengths and needs of a child's learning profile. This allows staff to use intervention and Quality First Teaching to close learning gaps.	4
<i>Oxford Wellbeing Project</i>	The school will be a part of the project, which will work on developing children's wellbeing in the classroom. This will consist of two members of staff attending initial training and two twilight sessions for all staff. A plan will then be put into place to be utilised within the classroom. EEF recommends that we implement professional development with care taking into consideration the context and needs of the school. With many children struggling with emotional regulation, mental health and wellbeing – this project is necessary to support our children in school.	2
<i>ARCH Readers</i>	Children will have twice weekly reading support for an ARCH reading volunteer. To raise confidence in reading and attainment. This is a structured intervention which has proven results.	2,3,4

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

Budgeted cost: £ 45,400

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Pastoral Support to support emotional regulation and wellbeing of children.</i>	Full time Pastoral support to work with children in planned intervention sessions, or ad hoc as necessary. The Pastoral support will also support families through organising parental workshops and individual support. EEF states that effective parental engagement can lead to learning gains of +3 months over the course of a year.	2
<i>Academic Support - Class TAs in each year group.</i>	After PIXL Assessments at Pupil Progress Meetings teachers and DHT and HT will meet and discuss learning profiles of individual children. Interventions and Quality First Teaching will be discussed to close learning gaps.	3,4

	As recommended by EEF TAs will scaffold learning to develop pupils independence as well as deliver structured based interventions where appropriate. These will be measured and evaluated through assessments three times a year.	
--	---	--

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

Budgeted cost: £10,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Providing uniform – jumper and plimsols	Branded uniform can be expensive for parents – even though as a school we have adopted the government recommendations. We provide a branded jumper and plimsols to all PPF children at the beginning of each year. This aids their emotional wellbeing as they are the same as everybody else.	2
<i>Extra Curricular opportunities</i>	EEF states that extra curricular opportunities can provide more positive attitudes to learning and we offer teacher led clubs in the autumn and summer terms. These are wide ranging and include art, choir, football, athletics, multi-skills, rugby, forest school, board games and computer clubs. All PPF children have access to one club per term for free. We also offer a 50% reduction in cost for peripatetic music lessons for children who show an aptitude for a musical instrument, but the cost is a barrier.	2
<i>Support with residentials and educational visits</i>	Children have the opportunity to go on two residentials in Year 4 and Year 6. We used the Pupil Premium funding to contribute 50% to the cost of these residentials and payments plans to support children in attending these. We also use pupil premium funding to pay for 50% off the cost of educational visits throughout the year. Thus removing the barrier of children having these opportunities and experiences. These experiences, evidence has shown, provides more positive attitudes to learning.	2

<i>Wrap around care – attendance/punctuality</i>	We offer breakfast club for free to support children, in receipt of PPF funding, with coming into school and thus improving attendance and punctuality. We also provide free breakfast for children who have not had breakfast in the morning.	1, 2
--	--	------

Total budgeted cost: £60,500

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Data from National Tests

Early Years Foundation Stage Profile	School			Oxfordshire			National		
	2023	2024	2025	2023	2024	2025	2023	2024	2025
Good Level of Development	65	58	75	69	69	71	67	68	68

Phonics	Year 1								
	School			Oxfordshire			National		
	2023	2024	2025	2023	2024	2025	2023	2024	2025
Working at the Expected Standard	88	80	80	74	79	80	75	79	80

Key Stage 1 Attainment	Working at the Expected Standard								
	School			Oxfordshire			National		
	2023	2024	2025	2023	2024	2025	2023	2024	2025
Reading	60	not available	not available	68	not available	not available	68	not available	not available
Writing	58	not available	not available	60	not available	not available	60	not available	not available
Mathematics	72	not available	not available	70	not available	not available	70	not available	not available

Key Stage 2 Attainment	Working at the Expected Standard								
	School			Oxfordshire			National		
	2023	2024	2025	2023	2024	2025	2023	2024	2025
Reading, Writing and Mathematics	67	55	69	59	61	60	59	61	62
Reading (Test)	74	69	80	73	76	76	73	75	75
Writing (TA)	72	62	72	71	72	70	72	72	72
Mathematics (Test)	85	76	82	73	73	74	73	74	74

	Average Scaled Score								
	School			Oxfordshire			National		
	2023	2024	2025	2023	2024	2025	2023	2024	2025
Reading (Test)	106.1	105.4	105.4	105.5	105.6	105.9	105.1	105.3	105.6
Mathematics (Test)	105.6	105.2	106.7	103.9	104.2	104.4	104.2	104.4	104.7

Closing the Gap	Disadvantaged Pupil Attainment								
	School			Oxfordshire			National		
	2023	2024	2025	2023	2024	2025	2023	2024	2025
Key Stage 2 Working at the Expected Standard Reading, Writing, Mathematics	54	30	33	37	38	38	44	46	47
EYFSP - Good Level of Development (FSM)	60	50	0	49	42	44	52	52	51

Please note that in 2025 we had 1 child in receipt of PPF funding in Reception and 6 children in Y6. Pupils in Y6 would have experienced some disruption due to COVID 19 (Y2 and Y3) this will have affected individual children's education.

Formative and Summative Data for 2024-5

Total number of children in cohort Number of children in receipt of PPF funding	Reading			Writing			Maths		
	EXP+ - whole cohort	Exp + – Non-PPF	Exp + PPF	EXP+ - whole cohort	Exp + – Non-PPF	Exp + PPF	EXP+ - whole cohort	Exp + – Non-PPF	Exp + PPF
6 39 6	81% 31	81% 27	66% 4	72% 28	78% 26	33% 2	82% 32	88% 29	50% 3
5 62 9	76% 46	79% 41	56% 5	42% 24	40% 21	33% 3	70% 43	75% 40	33% 3
4 59 6	67% 39	67% 35	67% 4	33% 20	36% 20	0% 0	53% 31	54% 28	50% 3
3 43 6	41% 18	50% 18	0% 0	25% 12	32% 12	0% 0	40% 17	44% 16	14% 1
2 50 6	58% 29	57% 26	67% 4	54% 29	54% 26	50% 3	64% 32	64% 28	67% 4
1 57 2	37% 21	38% 21	0% 0	54% 29	60% 29	0% 0	74% 42	75% 41	50% 1

Review of 3 year strategy:

To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils

Whole school Attendance from 2024-5 was 94.8% FSM pupils were 90.2% compared with 95.4% for non FSM children. PA was 53.57% out of the 15 children who was persistently absent seven had been on at least one term time holiday.

We have worked with families regarding attendance, meeting with them and offering free breakfast clubs to improve punctuality and this has been successful. We have also collected children from home when transport has been a barrier for them coming into school.

The biggest barrier to the attendance of our children in receipt of PPF is term time holidays. 44% of our children took at least one holiday in the academic year 2024-25. Many of our families for financial reasons have decided to take holidays during term time. As a school currently we have not fined parents for taking children out for a holiday. This is under review with the Governing body.

Attendance is still a concern and it a focus of the next strategy document.

Children vocabulary and oral skills increase

The introduction of WELCOM has supported teachers to identify areas to develop in a child vocabulary and oral skills. Interventions are then put in place to close learning gaps. Our GLD levels for disadvantaged children were above the Oxfordshire level in 2024. In this instance two out of three children made age related expectations progress in oracy. We only had one PP child in Reception in July 2025 and he did not meet the expected levels of GLD. They did make

progress in their oracy skills and WELCOM assessments shows their progress, even though he will need some intervention in Year 6 to try and reach age related expectations.

Reading levels, enjoyment and fluency increases

Two out of three years of this strategy the school has achieved above national standard for end of KS2 Reading. There were only six children in receipt of PPF funding in the 2024/5 cohort and four out of the six children achieved the expected standard in reading. The two children who didn't make the expected standard made good progress but they had additional SEND needs.

From pupil voice children enjoy reading and there are timetables slots throughout the day including ERIC time and story time. PP children have had access to the ARCH reader programme and have had dedicated time twice weekly to develop fluency and love of reading.

To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils

We have a dedicated pastoral team who support a wide range of children, including SPP children, as we recognise that some of our children, including disadvantaged children, can struggle with low mood, anxiety and mental health issues.

Children have had a variety of whole class strategies, group sessions and individual 1:1 sessions to support children's wellbeing. We have whole class brain start smart sessions every morning in each classroom which focus on connecting and uniting the class families as well as working on relaxation and breathing techniques. There is also soft landings to support a smaller group of children who struggle to engage in the mornings. The pastoral team work with groups of children on interventions like circle of friends, forest school groups and in the academic year 2024/5 the focus was on developing boys emotional literacy in KS2. All these groups involve disadvantaged children. The boys emotional literacy programme was particularly successful and boys were beginning to be able to express their emotions using a wider range of vocabulary – previously emotions had been named as happy or sad. Physical altercations were reduced as children learned to talk rather than be aggressive.

To improve writing levels

Two out of three years of this strategy the school has achieved the national standard for end of KS2 Reading. In 2024/5 two out of the six children in receipt of PPF funding in Year 6 achieved the expected standard in writing. Three out of the six children achieved the expected standard in grammar, punctuation and spelling end of KS2 SAT. Writing is an area that needs further development and is a part of the new strategy. Writing also forms part of the SIP for 2025/6. Writing is an area for us to develop further as a school for all children, and a part of this plan will be high quality training for teachers and teaching assistants.

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium to fund in the previous academic year.

Programme	Provider
None	

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, implementation and evaluation, or other activity that you are delivering to support disadvantaged pupils that is not dependent on pupil premium funding.