Pupil premium strategy statement – Bure Valley 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	231
Proportion (%) of pupil premium eligible pupils	17.7% (41 pupils)
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)**	2026-2027 2026-2029
Date this statement was published	October 2026
Date on which it will be reviewed	October 2027
Statement authorised by	Duncan Spalding
Pupil premium lead	Jamie Olney
Governor / Trustee lead	Peter Roberts

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£82,100
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*	£82,100

Following a change to the criteria for families applying for free school meals there are now two tiers of qualification.

Targeted Free School Meals: This applies to families on Universal Credit who earn £7,400 or less a year (after tax, not including benefit payments). Families in this group receive free school daily meals, and the government also provides the school with Pupil Premium Funding, which helps us subsidise school trips, equipment and extra support.

Expanded Free School Meals: This applies to families on Universal Credit who earn more than £7,400 a year. Children in this group receive free daily school meals, but the government does not provide the extra pupil premium funding to the school.

Part A: Pupil premium strategy plan

Statement of intent

Our core intention at Bure Valley School is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high academic standards across our curriculum and in statutory assessments. The primary focus of our pupil premium strategy is to support disadvantaged pupils to fulfill their potential, including those who are high attainers or who present with complex dual needs.

High-quality teaching is at the heart of our approach, as evidence from the Education Endowment Foundation (EEF) demonstrates that great teaching has the greatest positive impact on closing the disadvantage attainment gap while simultaneously benefiting non-disadvantaged peers. Our strategy is built upon a responsive, diagnostic model rather than generic assumptions.

To ensure our strategy is fully effective across the 2026/27–2028/29 cycle, we are committed to the following key principles:

1. Adaptive and Inclusive Teaching: Ensuring classroom instruction is dynamically adapted to check for understanding, diagnose gaps immediately, and adjust teaching in real time to prevent disadvantaged pupils from falling behind.
2. Early and Targeted Academic Intervention: Acting early to provide structured, evidence-based interventions in core areas - specifically address gaps in multiplication fluency (MTC), spelling, and vocabulary.
3. Addressing Non-Academic Barriers: Removing social, emotional, and attendance barriers - notably addressing Emotional Based School Avoidance (EBSA) and supporting our high proportion of disadvantaged pupils with Special Educational Needs (SEN).
4. Rigorous Delivery and Monitoring: Ensuring consistency in intervention delivery, robust tracking of impact, and whole-staff accountability for disadvantaged outcomes.

Challenges

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

Challenge number	Detail of challenge
1	Low Attendance and Emotional Based School Avoidance (EBSA): Attendance data over recent years indicates that attendance among disadvantaged pupils remains lower than for non-disadvantaged peers (FSM6 persistent absence reached 22.8%–33.3% historically). A subset of disadvantaged pupils experience severe anxiety and EBSA, leading to extended or fragmented attendance patterns.
2	Complex Overlap of Disadvantage, SEN, and Gender (Boys): IDSR and school census data indicate a very high overlap between disadvantaged status, SEN Support (29.8% of school roll), and male pupils. 28 pupils are dually identified as SEN and FSM6/CLA, with Specific Learning Difficulties (SpLD) and Social, Emotional and Mental Health (SEMH) disproportionately affecting boys in this cohort.
3	Multiplication Tables Check (MTC) Outcomes & Maths Fluency: Multi-year IDSR trend analysis highlights Year 4 MTC outcomes as an area of significant relative weakness ('Below' national average). Lack of rapid multiplication fact recall hinders progress in upper Key Stage 2 problem-solving and mathematical reasoning.
4	Inconsistent Delivery, Monitoring, and Impact of Interventions: Evaluation of previous strategies shows historical variability in how interventions were delivered, tracked, and quality-assured. Interventions require strict fidelity, baseline diagnostic tracking, and regular evaluation to secure consistent acceleration of progress.
5	Spelling Deficits and Vocabulary Gaps: Assessments and book scrutiny reveal weak grapheme-phoneme correspondence, insecure spelling strategies, and limited Tier 2/3 vocabulary acquisition among disadvantaged pupils, which directly constrains writing attainment and stamina across Key Stage 2.
6	Need for Embedded Adaptive Teaching Practices: Classroom observations demonstrate a need for further embedding live checking for understanding, formative gap analysis, and real-time adaptive teaching during whole-class instruction to prevent knowledge gaps from widening.

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.

This explains the outcomes we are aiming for by the end of our current strategy plan (2028/29), and how we will measure whether they have been achieved.

Intended outcome	Success criteria
Improved Attendance and Reduced EBSA Impact	Overall attendance for disadvantaged pupils is sustained at or above 94.5%. Persistent absence for FSM6 pupils drops below 15% (bringing it in line with national non-disadvantaged rates). Clear EBSA support pathways lead to measurable attendance gains and reduced severe absence for focus pupils.

Accelerated Progress for Disadvantaged/SEN/Boys Cohort	Dual-identified (PP/SEN) pupils and boys make strong progress from their starting points, with work scrutiny showing high levels of task access and scaffolding. The attainment gap between disadvantaged boys and non-disadvantaged peers narrows across all core subjects.
Raised MTC Outcomes and Upper KS2 Maths Attainment	Year 4 MTC average scores move out of the IDSR 'Below' distribution band to align with or exceed national averages. Standardised test data (PIRA/White Rose/STAR) shows accelerated progress in maths fluency across LKS2 and UKS2.
Consistent Intervention Delivery and Verified Impact	100% of academic interventions are diagnostic-led, time-limited, and track progress using standardised baseline and exit metrics. Intervention monitoring confirms high fidelity, with targeted tuition delivering average progress gains of +3 months, increased spelling/maths age scores and/or improved standardised scores.
Enhanced Spelling and Vocabulary Standards in Writing	Book scrutiny and summative writing assessments show systematic application of taught spelling strategies and Tier 2/3 vocabulary across all subjects. Disadvantaged pupils' writing attainment at age-related expectations (ARE) closes towards national benchmarks.
Consistent Embedded Adaptive Teaching Across All Classes	Lesson observations, learning walks, and coaching logs confirm all teaching staff consistently use live marking, checking for understanding, and adaptive scaffolding. Knowledge gaps identified during lessons are addressed rapidly through immediate response teaching.

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: £42,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Adaptive Teaching & Formative Assessment CPD: Professional development program for all staff focusing on live	EEF Guide to Pupil Premium / High-Quality Teaching: High-quality teaching is the single most powerful lever to raise outcomes for disadvantaged pupils. EEF research highlights	2, 6

checking for understanding, adaptive scaffolding, Rosenshine's principles, and real-time lesson adjustment.	formative assessment and adaptive instruction as high-impact (+4 to +5 months progress).	
Maths Mastery & MTC Recall Framework: Whole-school CPD on Concrete-Pictorial-Abstract (CPA) strategies, structured multiplication fact recall systems (e.g., Times Tables Rock Stars / daily fluency sessions), and diagnostic gap analysis.	EEF Improving Mathematics in Key Stages 2 & 3: Recommends building fluent recall of arithmetic facts and structured problem-solving to avoid cognitive overload. DfE MTC guidance highlights daily structured recall practice.	3
Structured Spelling & Vocabulary Curriculum Implementation: Purchase and implementation of an evidence-based spelling programme and explicit Tier 2/3 vocabulary instruction embedded across all subjects.	EEF Improving Literacy in Key Stage 2: Explicit instruction in spelling strategies, etymology, morphology, and vocabulary depth significantly enhances reading comprehension and writing quality (+4 months progress)..	5

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

Budgeted cost: £23,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Targeted Small-Group & 1:1 Maths & MTC Tuition: Delivery of diagnostic-led small group tutoring for pupils in Year 4 (MTC prep) and UKS2 pupils with identified mathematical gaps.	EEF Teaching and Learning Toolkit: Small group tuition (+4 months progress) and one-to-one tuition (+5 months progress) are highly effective when closely linked to classroom teaching and diagnostic assessment.	3, 4
Targeted Spelling, Phonics & Literacy Interventions: Structured literacy and spelling intervention groups (e.g., RWI Fresh Start / Lexia /	EEF Phonics / Targeted Academic Support: Structured, short-burst literacy interventions delivered by trained staff yield consistent progress gains (+4 to +5 months) when monitored regularly.	2, 4, 5

precision teaching) for disadvantaged pupils and boys with SpLD/SEN.		
Diagnostic Assessment Tools & Intervention Tracking System: Implementation of standardised adaptive diagnostic tools (e.g.STAR/PIRA) and a centralised intervention monitoring system to track entry/exit scores and intervention fidelity.	EEF Diagnostic Assessment Guidance: Accurate diagnostic assessment ensures funding is directed to precise learning needs and enables school leaders to monitor intervention efficacy rigorously.	4, 6

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

Budgeted cost: £17,100

Activity	Evidence that supports this approach	Challenge number(s) addressed
Attendance & EBSA Pastoral Framework: Dedicated Pastoral/Attendance Officer time to deliver targeted attendance casework, individual EBSA reintegration plans, home visits, and Studybugs attendance tracking.	DfE Attendance Guidance / EEF Supporting Attendance: Tailored, individualised support and dedicated staff contact are essential for overcoming attendance barriers and school avoidance.	1, 2
SEMH, Nurture & Regulation Interventions: 1:1 classroom support, mentoring, movement breaks, nurture group provision, therapeutic SEMH support (TACT Families team), and targeted Outdoor Learning access to support self-regulation and anxiety management for vulnerable boys/SEN pupils.	EEF Social and Emotional Learning (SEL): SEL interventions improve interaction, emotional self-regulation, and academic performance (+4 months progress) while reducing behavioral barriers.	1, 2
BVS Horizons Enrichment & Cultural Capital Inclusion Fund:	EEF / Ofsted Inspection Framework: Widening participation and offering equitable access to enrichment activities	1, 2

Subsidising 100% participation for targeted free school meals pupils in school trips, residential visits, clubs, and music lessons.	fosters a sense of school belonging, boosts attendance, and builds cultural capital.	

Total budgeted cost: £82,100

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

We have rigorously analysed the performance of our school's disadvantaged pupils over the previous academic year, drawing on IDSR data trends (2023–2025/26), national assessment results, and internal diagnostic metrics.

Academic Outcomes & Key Trends

Attainment Gap: Disadvantaged pupils continue to achieve below their non-disadvantaged peers across core subjects (Reading, Writing, and Mathematics).

Combined Expected Standard (RWM): The percentage of disadvantaged pupils reaching the expected standard in Reading, Writing, and Maths combined remains lower than the national/non-disadvantaged benchmark.

Subject Breakdown: The widest attainment gap is observed in Mathematics and Reading, with Writing showing a relatively narrower gap.

Progress Scores: Average progress scores from KS1 to KS2 for disadvantaged pupils are slightly below zero, indicating that, on average, disadvantaged pupils make less progress than non-disadvantaged pupils with similar starting points.

MTC Outcomes (Year 4): IDSR 3-year multi-year data shows Year 4 MTC outcomes averaged in the 'Below' national distribution band. While individual cohorts showed isolated strength, core multiplication table fluency remains a critical structural focus for our new strategy.

Disadvantage / SEN Overlap: IDSR characteristics confirm a very high proportion of SEN support pupils (29.8% of roll) with 28 pupils dually identified as SEN and FSM6. Specific Learning Difficulties (32 pupils) and SEMH (21 pupils) disproportionately affect boys in this group, directly influencing overall core subject progress.

Spelling and Literacy: Internal progress tracking and writing moderation identified spelling accuracy and vocabulary retention as persistent barriers preventing higher proportions of disadvantaged pupils from achieving age-related writing standards.

Attendance, Wellbeing & Wider Indicators

Overall Absence: Disadvantaged pupils experienced higher rates of overall absence throughout the 2025–2026 academic year compared to non-disadvantaged pupils.

Persistent Absence (PA): The persistent absence rate (pupils missing 10% or more of sessions) remains disproportionately high among Pupil Premium pupils, acting as a major key barrier to accelerating academic progress.

Attendance Trends: Disadvantaged (FSM6) attendance showed relative improvement in recent terms (rising from 90.7% in 2023/24 to 92.0% in 2024/25). However, persistent absence among FSM6 pupils (22.8%) remains above overall school averages, driven in part by Emotional Based School Avoidance (EBSA) and complex medical/SEMH needs.

Behavior and Wellbeing: Suspensions remain low across all groups (well within national averages). Pupil voice and survey data confirm that 100% of disadvantaged pupils engaged in enrichment trips and BVS Horizons opportunities, reporting high levels of school enjoyment and pastoral support.

Strategy Evaluation Summary

What worked well: Pastoral nurture offers (Forest School, Learning Lab), 100% enrichment participation, and whole-class reading vocabulary instruction.

Areas for further development: MTC multiplication recall, consistency in monitoring and tracking intervention fidelity, embedding adaptive teaching practices across classrooms, and reducing persistent absence/EBSA.

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
Accelerated Reader / STAR	Renaissance Learning
PIRA/PUMA/Gaps	Hachette Learning
TACT Families SEMH Support	TACT
Studybugs Attendance Communication	Studybugs
Mathematics Mastery	Ark Curriculum
Real PE	Jasmin
Purple Mash	2 Simple
Wellcomm	GL Assessment
Comparative Judgement Writing	No More Marking

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information: **How our service pupil premium allocation was spent last academic year**
N/A
The impact of that spending on service pupil premium eligible pupils
N/A

Further information (optional)

Our pupil premium strategy is closely aligned with our overall School Development Plan and local federation networks: Aylsham Learning Federation Collaboration: We work in direct partnership with Aylsham Learning Federation attendance officers and local English/Maths Hubs to access specialist support and peer review. EEF Implementation Framework: We utilise the EEF's guidance on effective implementation ('Explore, Prepare, Deliver, Sustain'). Interventions are evaluated termly using structured baseline and exit assessments to ensure complete alignment between spend, activity, and pupil progress.