

Pupil premium strategy statement: St Buryan Academy

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	53
Proportion (%) of pupil premium eligible pupils	24.5% (13 pupils)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022–2025 (Year 3 of 3)
Date this statement was published	December 2024
Date on which it will be reviewed	July 2025
Statement authorised by	Joshua McDonald
Pupil Premium Lead	Joshua McDonald
Governor/Trustee Lead	Alex Kettlewell

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£16,758.34
Pupil premium (and recovery premium*) funding carried forward from previous years <i>(enter £0 if not applicable)</i>	£0

Part A: Pupil premium strategy plan

Statement of intent

At St Buryan Academy, our ambition is that every child, regardless of background, makes strong progress and enjoys equal access to the full spectrum of opportunities and experiences our school offers. For our pupil premium children, we strive to close gaps in attainment — particularly in writing — and eliminate barriers such as persistent absence or reduced access to enrichment.

Our strategy is rooted in knowing every child as an individual, delivering high-quality teaching, and being responsive through targeted academic and pastoral support. With small cohorts, our approach is nimble, ensuring resources make maximum impact.

Our approach will be responsive to challenges and individual needs and not assumptions about the impact of disadvantage but as actions from robust assessment. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they're set
- act early to intervene at the point need is identified and implement the correct support
- adopt a whole-school approach where all staff are responsible for raising expectations, attainment and progress of both disadvantaged and non-disadvantaged children

Challenges

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

Challenge number	Detail of challenge
1	Gaps in vocabulary and language across all key stages.
2	Gaps in phonics knowledge, especially in younger disadvantaged pupils.

3	Lower writing attainment and progress, particularly post-COVID.
4	Persistent absenteeism among disadvantaged pupils.
5	Increased social and emotional needs due to family or post-COVID factors.

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
Close writing attainment gap for disadvantaged pupils	At least 70% of PP pupils meeting ARE in writing by end of year for their current year group
Improved attendance among PP pupils	PP attendance is within 3% of national average
Greater vocabulary development and oracy skills	Observed improvements in class discussions and written work
Access to teacher-led clubs and enrichment for all PP pupils	100% of PP pupils attend at least one club during the year
Improved emotional wellbeing and classroom engagement	Reduction in SEMH incidents, positive pupil voice outcomes

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: £2,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
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Staff CPD on oracy across the curriculum	EEF: Oral Language Interventions https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions	1, 2
Staff moderation and planning time to improve writing outcomes	Internal writing data; DfE KS2 assessments	3

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

Budgeted cost: £11, 164

Activity	Evidence that supports this approach	Challenge number(s) addressed
Small group writing and phonics intervention (teacher/TA-led)	EEF: Small Group Tuition https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition	1, 2, 3
One-to-one academic support in writing and SPaG	EEF: One-to-One Tuition https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition	3

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

Budgeted cost: £3,594

Activity	Evidence that supports this approach	Challenge number(s) addressed
Implement and monitor pastoral interventions (e.g., Lego Therapy, Draw & Talk)	EIF: Mental Health Interventions https://www.eif.org.uk/blog/three-reasons-why-schools-should-offer-mental-health-interventions	5

Promote inclusion to after-school clubs for PP pupils	Participation tracking and pupil voice	4
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Total budgeted cost: £16,758

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

- At the end of KS2 (2023/24), pupil premium pupils made improved progress in reading and maths; writing remains an area of focus.
- 100% of PP pupils passed the Phonics Screening by the end of Year 2 (above national average).
- Attendance for PP pupils improved from 89% to 92.3%, but remains a key priority.
- Mental health and well-being programmes had noticeable positive effects on classroom engagement and behaviour.
- Club attendance by PP pupils increased but not universally; barriers remain for a small number.

We are continuing our focus on writing, attendance, and inclusion in enrichment activities to ensure equitable progress and experience for all our pupils.

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
Play Therapy	Jenna Denton

Intended Outcomes

- Close writing attainment gap for disadvantaged pupils – At least 70% of PP pupils meeting ARE in writing by Year 6
- Improved attendance among PP pupils – PP attendance is within 2% of national average
- Greater vocabulary development and oracy skills – Observed improvements in class discussions and written work
- Access to teacher-led clubs and enrichment for all PP pupils – 100% of PP pupils attend at least one club during the year
- Improved emotional wellbeing and classroom engagement – Fewer SEMH incidents, positive pupil voice outcomes