

Pupil Premium School Strategy 2024- 2027 TOP LEVEL OVERVIEW

The Burgate School and Sixth Form

1 Teaching and Learning

Address gaps in progress

Developing high quality teaching and assessment.

Learning Landmarks and tracking of academic performance

Address gaps in achievement

Recruitment, training and retention of teaching staff

Training for teachers through the Burgate Teaching and Learning Blueprint

Address gaps in knowledge & skills at point of transition

Developing a high quality curriculum

Curriculum provision of Core Skills to support learners



2 Targeted support

Address the gaps in Literacy and Numeracy through intervention and support

Literacy and numeracy support intervention GCSE groups.

Subject specialist teachers

Literacy and numeracy support intervention to support transition.

3 Complementary strategies

Address gaps in attendance

Attendance Welfare officer

Supporting social and emotional needs

School counsellor, pastoral and academic mentor

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2025 to 2026 academic year) 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	The Burgate School and Sixth Form
Number of pupils in school	1072
Proportion (%) of pupil premium eligible pupils	11.7%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2024-2027
Date this statement was published	March 2025
Date on which it will be reviewed	December 2027
Statement authorised by	B Clemson Deputy Head
Pupil premium lead	S Mallace-Goulbourne
Governor / Trustee lead	A Richardson

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£134,000
Recovery premium funding allocation this academic year	£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	£134,000

Part A: Pupil premium strategy plan

Statement of intent

Our aim at The Burgate is that all students, regardless of their background or barriers to education, enjoy their learning and feel valued for who they are. In light of the pandemic and current cost of living crisis, we strive to close the attainment gap and ensure that students at our school who receive Pupil Premium funding make progress that is equal to non-disadvantaged students. Our motto, “Learning For Life”, underpins everything we do. We understand that education is a powerful tool to support students from disadvantaged backgrounds to access further education, employment or training and lead fulfilled lives.

The focus of our pupil premium strategy is to support disadvantaged students to achieve that goal. We will consider the individual challenges faced by all vulnerable pupils, such as those who have a social worker and young carers. The activity we have outlined in this statement is also intended to support all their needs.

High-quality teaching and assessment alongside strong relational practice remain at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils’ attainment will be sustained and improved alongside progress for their disadvantaged peers.

We also recognise the well-being and pastoral care which can contribute significantly to students’ attendance and development at school. We consider this to be a vital and worthy area to allocate spending to.

Challenges

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

Challenge number	Detail of challenge
1	Address gaps in progress of Disadvantaged students Disadvantaged students on average make less progress than their non-disadvantaged peers nationally. Termly data drops suggest that the pandemic and associated school closures have widened the gap between Disadvantaged and Non-Disadvantaged students in terms of progress in most year groups. Although disadvantaged

	student at the Burgate do better on average than their peers nationally, it is also important to diminish the difference further between our students and their peers.
2	Address gaps in progress of Disadvantaged High Prior Attainer (HPA) students Disadvantaged HPA students on average make less progress than their non-disadvantaged peers nationally. They are also less likely to attend HEIs, particularly Russell Group institutions.
3	Address gaps in student engagement and aspiration Some students may have low aspirations and engagement with school which may then be inadvertently reinforced by parents and teaching staff due to unconscious bias and low expectations. Tracking of engagement in learning data from termly reports demonstrates Disadvantaged students have lower levels of engagement in lessons than their non-Disadvantaged peers.
4	Address gaps in knowledge & skills during Year 7 transition A disproportionate percentage of Disadvantaged students entering the school have not met ARE at KS2 or where they have been affected by the partial school closure are not demonstrating equivalent ability in baseline data.
5	Address the gaps in Literacy and Numeracy through intervention and support Assessments, observations, and discussions with students indicate that disadvantaged pupils generally have significantly lower levels of reading and vocabulary comprehension than peers. NGRT data shows a significant gap on average between disadvantaged and non-disadvantaged students. This impacts their progress in all subjects. Students from disadvantaged backgrounds also typically face more barriers to reading for pleasure/outside of the classroom.
6	Address gaps in attendance Our attendance data over the last academic year indicates that attendance among disadvantaged pupils has on average been lower than for non-disadvantaged pupils. The reasons for this are complex and often not simply related to socio-economic disadvantage.

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	Challenge link	Success criteria
Disadvantaged students make rapid progress, achieving outcomes in line with or exceeding national averages. Intervention, particularly for disadvantaged students in Year 10, is used to boost progress	1, 2	Low, middle, and high prior attaining students across all year groups are in line with their non disadvantaged peers in terms of progress towards their end of year targets in Year 9 -13 and their age and stage in Year 7 and 8. 85%+ of disadvantaged students make on or above expected progress in Years 7-9. Year 10 and 11 students' progress towards target grades is in line with flightpath and non-disadvantaged peers. Year 12 and 13 students' APS is in line with flightpath and non-disadvantaged peers. The progress gap between the performance of our disadvantaged students (-0.22 in 23/24) and their peers nationally (-0.57 in 23/24) is diminished further.
Disadvantaged (bursary) students transition to HEI in line with their non-disadvantaged peers	2	On average, 50-60% of Year 13 students at the Burgate progress to higher education. Disadvantaged students should progress at the same rate.
All Disadvantaged students have high aspirations as do their teachers. Disadvantaged students engage in their learning in line with their peers. Senior and middle leaders and teaching staff are aware of the disadvantaged students in their classes/year groups and intervention groups. They track, intervene and evaluate their	3	All teaching staff know how to use adaptive teaching strategies linked to the Burgate Walk-Thru to support disadvantaged students and secure positive progress and engagement as evidenced in Department Audits. Teachers understand how cognitive bias can affect their perception of students. Disadvantaged students are prioritised for intervention

progress and achievements carefully.		across all year groups to close attainment and progress gaps. Disadvantaged High Prior Attainers (HPAs), particularly those in Year 10, are prioritised for HPA mentoring and “ambition” programme to boost cultural capital and engagement with education. Parental engagement of disadvantaged students increases. Disadvantaged students’ engagement is recognised through the school system, and this is tracked and monitored to ensure parity with non-disadvantaged students. Average engagement in learning scores of disadvantaged students on termly reports across Year 7-13 are in line with non-disadvantaged peers.
Address gaps in knowledge & skills during Year 7 transition Where appropriate Disadvantaged students receive a bespoke curriculum to support this	4, 5	Disadvantaged students who have not met ARE, or who are unlikely to meet ARE are identified at the point of transition through KS2 data and internal baselines (NGRT and departmental assessments). Students are supported by bespoke, tiered interventions (including Accelerate/Accelwrite and paired reading alongside sixth form mentors) in the Learning Hub to improve their vocabulary and reading fluency/ comprehension. Students are re-tested and their reading ages/stanines show significant improvement. Disadvantaged students are supported alongside non-disadvantaged peers in Core Skills pathway and through Academic support in the Learning Hub.

		Students are supported to engage with reading for pleasure by the English department programme. Parental engagement and intervention used to support students who struggle to engage with the programme.
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils	6	Sustained high attendance from 2024/25 demonstrated by the overall absence rate for all pupils being no more than 96%, in line with the expectation for all students. Disadvantaged students have access to specialist wellbeing support in the Learning Hub to address persistent absenteeism and complex barriers to learning.

Activity in this academic year

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

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £70,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Developing high quality assessment</i> Learning Landmarks and tracking of academic performance	Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction.	1, 2, 4, 5
<i>Supporting high quality, adaptive teaching with a focus on literacy and numeracy instruction.</i> Train teachers to support students' literacy and numeracy in the classroom	"Training focused on teaching reading is likely to help secondary school teachers teach their subject more effectively."- EEF Improving Literacy in Secondary Schools	1, 2, 4, 5
<i>Recruitment and retention of teaching staff</i> <i>Training for teachers through the Burgate Walk-Thru</i>	"Great teaching is the most important lever schools have to improve outcomes from their pupils." (EEF Maximising Learning, 2025). The Burgate Teaching and Learning Walk-Thru outlines key areas of best practice, linked to the EEF Teaching and Learning Toolkit, Rosenshine's Principles of Instruction and the Making Every Lesson Count series produced by the Durrington Research School. The Walk-Thru underpins all areas of teaching and learning quality assurance throughout the school. Teachers receive CPD based on the Walk-Thru and are regularly observed and given formative feedback using its criteria.	1, 2
Developing a high quality curriculum	"Evidence consistently shows the positive impact that targeted academic	3

Curriculum provision of Core Skills to support learners	support can have, including for those pupils who are not making good progress across the spectrum of achievement. (EEF Targeted Academic Support guidance, 2025). Standardised tests were given to Y7 students in lieu of Y6 SATS and this data had been used to identify those students who are furthest behind. They are then given an adapted curriculum. The EEF suggest that there should be a particular focus on literacy and numeracy and that focus on particular skills such as oral language skills and reading which is what these students receive in their Core Skills lessons. The EEF (EEF COVID-19 Support Guide for School 2020) also suggests that these sessions need to be regular and sustained. Students have Core Skills lesson between 3 and 5 lessons a fortnight timetable throughout their 5 years in the school. Core Skills students are regularly assessed to monitor progress and to ascertain their emerging needs to that the intervention can be tailored to it.	
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £ 20,100

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Assessing students' literacy gaps</i> NGRT baselines used to assess reading skills at point of transition in Year 7	"Schools should expect and proactively plan to support students with the weakest levels of literacy, particularly in Year 7." (EEF- Improving Literacy in Secondary Schools). We use the NGRT and other internal baseline assessments to assess and track students' literacy and numeracy progress. According to available information, the NGRT (New Group Reading Test) is considered to be a highly accurate reading test, with a reliability coefficient	5

	consistently above 0.9, indicating a strong level of consistency in its results. Internal data from 2023-24 shows a significant positive impact on students' reading ages and standardised scores after receiving literacy intervention.	
<i>Interventions to support literacy and numeracy</i> <i>Literacy and numeracy support intervention</i> <i>GCSE intervention taught by subject specialist teachers</i>	The EEF states that "There is growing evidence supporting the impact of high quality 1:1 and small group intervention as a catch-up strategy. (EEF COVID-19 Support Guide for School 2020). It goes on to say that "Tuition delivered by qualified teachers is likely to have the biggest impact." The EEF report says where specialist teachers are unavailable "tuition delivered by tutors, teaching assistants or trained volunteers can be just as effective." Core Skills is well-embedded as a pathway at Burgate for low prior attaining students (both disadvantaged and non-disadvantaged). Alongside, there are now a range of interventions running in the Learning Hub including Tier 2 and 3 literacy intervention delivered by sixth form students/LSAs. GCSE intervention delivered by subject specialists in Year 11 has a proven impact on students' progress and final grades according to internal analysis.	1, 4, 5
<i>Teaching assistant deployment</i>	"TAs can provide noticeable improvements to pupil attainment. Here, TAs are working well alongside teachers in providing excellent supplementary learning support." (EEF- Making Best Use of Teaching Assistants) Teachers receive training on how best to utilise LSAs (TAs) in the classroom at our school. LSAs increasingly provide bespoke support and intervention for students.	1
<i>HPA disadvantaged mentoring and intervention</i>	"Some evidence suggests that some pupils from disadvantaged backgrounds show low engagement with or have low expectations of schooling. Mentoring	2, 3

	interventions may be more beneficial for these pupils, as the development of trusting relationships with an adult or older peer can provide a different source of support.” (EEF- Mentoring)	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £24,120

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Supporting attendance through Learning Hub interventions and specific programmes (i.e. the Bridge).</i> <i>Attendance Welfare officer</i>	“There is some evidence of promise for parental communication and engagement approaches and responsive interventions that meet the individual needs of the pupils. The interventions that show promise take a holistic approach in understanding pupils and their specific need and address the specific barriers to attendance that have been identified.” (EEF Attendance guidance).	6
<i>Supporting social and emotional needs</i> <i>School counsellor, pastoral and academic mentor</i>	“Universal approaches to teaching, learning, behaviour, relationships and communication with families will support the majority of pupils and families, but universal systems are unlikely to meet the needs of all pupils. Some, who might have very specific and individual reasons for their absence from school, may need a more personalised approach to support their attendance and engagement.” (EEF Attendance guidance).	6

Total budgeted cost: £134,000

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 2022 to 2023 academic year.

Outperforming the national picture, disadvantaged students at the Burgate School achieved a progress score of -0.21 compared with -0.44 at the national level. Our attainment 8 score was 39.7 which compares favourably with the average for disadvantaged learners nationally. Most impressively, 84.6% of our disadvantaged learners achieved at least a grade 4 in English and 61.5% in Maths.

This is a result of a successful strategy over several years and a focus on adaptive teaching to suit disadvantaged learners. Staff at the Burgate are well acquainted with the Teaching and Learning Walk-Thru which includes all the necessary ingredients for success. It is also indicative of the success of our approach to behaviour and inclusion which is underpinned by strong relational practice. Both disadvantaged and non-disadvantaged students at the Burgate are supported throughout their time here by caring and responsive teachers, tutors, Heads of Year and senior leaders. This creates a sense of community and a culture of belonging.

Attendance of disadvantaged students at the end of the academic year 2023/24 was 87.4%. This is an improving picture but nonetheless the figure is below the average attendance of non-disadvantaged peers (93.5%). This is a focus of our attendance strategy and a key area on the School Improvement Plan.

Disadvantaged representation across our wider curriculum is proportionate and disadvantaged learners are invited to attend all clubs, trips and extra-curricular provision using funding from the Pupil Premium budget.

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	The service premium is focused on supporting the pastoral needs of our students. For example students are entitled to 25% contribution toward enrichment activities and opportunities. The school also seeks to encourage open communication with parents of Service students to help support their learning. Parents know their children

	best and are vital to the work of this school in supporting them. To this end the service premium is used to support the work of the attendance welfare officer
What was the impact of that spending on service pupil premium eligible pupils?	Attendance of Service students in 2023/2024 was 92%.

Further information (optional)

An itemised budget sits behind this strategy and can be viewed on request.