

Pupil premium strategy statement

This statement details our school's use of pupil premium funding for the 2025 to 2026 academic year.

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	Sir William Burrough School
Number of pupils in school	292
Proportion (%) of pupil premium eligible pupils	28%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2023-2026
Date this statement was published	March 2026
Date on which it will be reviewed	March 2027
Statement authorised by	Siobhan Fehim, Executive Headteacher
Pupil premium lead	David Hodges
Governor / Trustee lead	Ross Tranter

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£141.809 (including £265.20 early years pupil premium)
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	£141.809

Part A: Pupil premium strategy plan

Statement of intent

The ultimate objective of our Pupil Premium Strategy Plan is for all our disadvantaged pupils to be attaining at or above the expected level in the Key Stage 2 SATs in order to give them a firm foundation as they progress into their secondary education and beyond. Our curriculum is designed to give all children the knowledge, skills and cultural capital they need to succeed in life. Together with a focus on high attainment and an enriched curriculum, we also place the highest value on the well-being of all our pupils.

Our current Pupil Premium Strategy Plan works towards achieving these objectives through robust teacher standards, effective use of assessment, a focus on metacognition and enriched provision.

We are driven by our passion for and commitment to developing well-rounded, robust and resilient citizens ready for a global world full of possibilities and challenges. We know that if you provide high-quality teaching that is effective for disadvantaged learners, then you are providing effective teaching for all.

Challenges

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

Challenge number	Detail of challenge
1	Many of our disadvantaged pupils are those with English as an additional language and require support around literacy throughout their time at the school as a result.
2	High levels of deprivation in the borough with many of our disadvantaged pupils living in over-crowded households.
3	A loss of learning as a result of the disruption caused by Covid-19, which potentially has disproportionately affected our disadvantaged cohorts.
4	Low attendance from a small number of our disadvantaged families.
5	Children in receipt of pupil premium funding are often disproportionately affected by safeguarding issues.
6	Cultural Capital - We understand the importance of continuing to provide an enhanced and comprehensive of co-curriculum opportunities including educational trips and visits and other opportunities to enhance children's personal development and cultural capital at reduced or no cost to families. This is particularly important now more than ever as families face increased financial pressures.

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
The majority of disadvantaged children to reach Expected Standard or above in Key Stage 2 SATs.	The number of disadvantaged children who reach the Expected Standard in Key Stage 2 SATs in all subjects is in-line with national averages for disadvantaged cohorts.
High-quality teaching and learning throughout the school.	All teachers are supporting pupils to make accelerated progress throughout the academic year.
Close all gaps caused as a result of the interruption to education by the Covid-19 lockdowns and school closures, with focused intervention for disadvantaged children.	All children progressing within expectations for their year groups with timely support for any learning lost.
High levels of pupil wellbeing and resilience.	All children aware of how to stay safe in the real and digital world. Pupils report good levels of wellbeing.
Children experience high levels of well-being supported by an enriching co-curriculum offer (through the subsidising of trips, visits and protected spaces in co-curriculum clubs).	Children are engaged with the co-curriculum offer through attending trips and visits.
Attendance of persistent absentees improved.	Attendance of persistent absentees improves to 90% or above.

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
Continued professional development for teaching and support staff in relation to our English curriculum with training focused on closing the Covid-19 learning gaps, specifically with regard to Reading, Writing and Maths.	+6 months impact (EEF toolkit - Reading comprehension strategies) +5 months impact (EEF toolkit - Oral language interventions) +8 months impact (EEF toolkit - Feedback)	1, 3
Providing additional release time for curriculum leaders to observe colleagues and deliver bespoke teaching feedback to teaching staff, including Early Career Teachers.	Effective Professional Development - Education Endowment Foundation	1, 3
Use of Read Write inc programme across the school including: Access to the Read Write Inc programme along with its sequenced curriculum Access to high-quality resources to support delivery of the programme Purchase of additional teaching resources LSA time to enable small, ability focused teaching groups across EYFS and KS1 Cover time to release experienced Read Write Inc practitioners to support the implementation of the		1, 3

programme across the school		
Use of White Rose Maths teaching resources to support the delivery of maths mastery teaching from N - Year 6	Improving Maths in KS2 and KS3 - EEF Improving Maths in the Early Years and KS1 - EEF	1, 3

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

Budgeted cost: £43, 710

Activity	Evidence that supports this approach	Challenge number(s) addressed
Increased targeted support for children falling behind in KS1 and Reception with specific emphasis on phonics and early reading, including costs to divert human resources.	+6 months impact (EEF toolkit - Reading comprehension strategies) +5 months impact (EEF toolkit - Oral language interventions) EEF's Teaching and Learning Toolkit - Phonics	1, 2, 3

	+6 months impact (EEF Early Years toolkit - Communication and Language)	
All children in Key Stage 2 to use Renaissance Learning's Accelerated Reader programmes for digital support.	+5 months impact (EEF toolkit - Mastery learning) +6 months impact (EEF toolkit - Reading comprehension) Past evidence that the analytic aspects of the programme allow to spot pupils in need of immediate intervention	1, 2, 3
Additional members of staff joining the pastoral team to support vulnerable pupils from EYFS to Year 6.		2, 4, 5

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

Budgeted cost: £24,699

Activity	Evidence that supports this approach	Challenge number(s) addressed
Buying into Tower Hamlets Behaviour and Attendance Support Service	Past success at improving attendance of high-level absentees	4
Parental Engagement Activities	Leadership time focused on parental engagement (Pastoral Leader) Family Liaison and Wellbeing Officer time working with children and families	4, 5, 6
Regular high-level training for all staff and governors on safeguarding	All safeguarding issues are dealt with promptly and appropriately as shown in the relevant confidential documentation	5

Total budgeted cost: £129,764

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 2023 to 2024 academic year.

At Sir William Burrough children in receipt of pupil premium funding achieved well at the end of Key Stage Two. In 2024/25, 79% of disadvantaged pupils at Sir William Burrough reached the expected standard in Reading & Writing, and 68% in Mathematics.

Overall, 68% of pupil premium pupils achieved the combined Reading, Writing and Mathematics measure. This is well above the national disadvantaged outcome of 47% and above the Tower Hamlets disadvantaged figure of 63% for 2024/25.

In Reading and Writing, pupil premium pupils at the school exceeded both local and national disadvantaged outcomes (Tower Hamlets: 75% Reading, 72% Writing; National: 63% Reading, 58% Writing). Mathematics attainment, while strong in context, remained slightly below the Tower Hamlets disadvantaged average (75%) but above the national figure (61%).

At the higher standard in the combined measure, 3% of the school's pupil premium pupils achieved GD, which aligns with national disadvantaged outcomes (3%) though below the Tower Hamlets disadvantaged level (8%).

Pupil premium pupils at Sir William Burrough demonstrated strong attainment at the higher standard across KS2.

In 2024/25, 32% achieved Greater Depth in Reading, 11% in Writing and 11% in Mathematics, with 3% reaching the higher standard in the combined Reading, Writing and Maths measure.

Compared with national disadvantaged outcomes for the same year, pupil premium pupils at the school performed well above the national PP benchmark in Reading (21%) and above national PP levels in Writing (6%), while Maths GD (11%) remained slightly below the national PP benchmark (15%). For the combined measure, the school's 3% is in line with national disadvantaged performance (3%).

These outcomes show that pupil premium pupils at Sir William Burrough perform above both local and national disadvantaged peers overall, with continued work needed to strengthen outcomes at the higher standard and in mathematics.

25% of PP pupils at the school met the expected standard, which is significantly below both the national disadvantaged benchmark of 67% and Tower Hamlets' disadvantaged pupils. In contrast, non-pupil-premium pupils at the school achieved 79.3%, broadly aligned with national non-disadvantaged performance (84%).

This large attainment gap indicates that phonics acquisition is a targeted priority for disadvantaged pupils. The data demonstrates the immediate need for strengthened early reading intervention, with sharper daily phonics practice and accelerated support to ensure PP pupils can access the full KS1 curriculum and close the gap with both national and local peers.

In 2024/25, 68% of pupil premium children at the school achieved a Good Level of Development (GLD), compared with the national disadvantaged outcome of 51.3% and the Tower Hamlets overall GLD rate of 65.7% for the same year.

We are on track to reach the outcomes of our strategy and will continue to identify, track and target children throughout the school.

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
STAR Reading and Accelerated Reader	Renaissance Learning
Read Write Inc Phonics	Read Write INC
White Rose Maths Programme	White Rose Maths Education