



Updated: May 2026
Linked to: Computing Policy (2026)

Purpose

This statement outlines Burton Manor Primary School's commitment to removing barriers and improving outcomes in Computing for disadvantaged pupils, including those eligible for the Pupil Premium. Our aim is to ensure all pupils, regardless of background, access the same ambitious Computing curriculum and develop the digital knowledge and skills required for future learning and employment.

This statement sits alongside the Computing Policy and explains how leaders ensure disadvantaged pupils are supported to succeed within that shared curriculum.

Aims

- To ensure disadvantaged pupils access and succeed within the full, ambitious Computing curriculum
 - To support pupils in overcoming barriers such as limited access to technology or reduced digital experience
 - To embed inclusive, evidence-informed teaching strategies that support disadvantaged learners
 - To review the impact of provision and adapt support where needed to secure progress
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Strategies for implementation

a. Quality First Teaching

- Adaptive teaching approaches are used to ensure disadvantaged pupils can access, engage with and succeed in Computing lessons.
 - Teaching does not assume prior digital experience; core concepts and vocabulary are taught explicitly.
 - Scaffolding is used where appropriate, including visual aids, structured templates and vocabulary support, without reducing curriculum ambition.
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b. Access to technology

- Disadvantaged pupils have regular access to appropriate devices and software during the school day.
 - Where possible, additional opportunities to access technology are provided, such as structured after-school provision or temporary loan of devices.
 - School-based access ensures learning is not dependent on home technology provision.
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c. Curriculum design

- Computing is embedded across the curriculum to reinforce and apply digital skills in meaningful contexts.
 - Curriculum content and examples are chosen to be relevant and engaging, supporting confidence and motivation.
 - The curriculum is coherently sequenced so disadvantaged pupils build knowledge cumulatively over time.
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d. Staff development

- Staff receive guidance and training on inclusive Computing teaching and supporting disadvantaged pupils effectively.
 - Best practice is shared within school to ensure consistent approaches across classes and year groups.
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Monitoring and evaluation

- Leaders regularly review evidence of progress for disadvantaged pupils in Computing, including work samples, formative assessment outcomes and pupil voice.
 - Ongoing assessment is used to identify emerging gaps in understanding and inform responsive teaching.
 - The impact of provision is reviewed and reported through subject leadership monitoring and within the wider Pupil Premium strategy shared with governors.
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Summary

Disadvantaged pupils at Burton Manor Primary School study the same ambitious Computing curriculum as their peers. Leaders recognise potential barriers and respond through curriculum design, high-quality teaching and equitable access to technology. This ensures disadvantaged pupils are supported to make strong progress and develop confidence and independence as digital learners.