

Pupil premium strategy statement 2024 - 2027

This statement details our school's use of pupil premium 2024 to 2027 academic years funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in these academic years and will review annually the effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	St Barnabas Primary School
Number of pupils in school	228
Proportion (%) of pupil premium eligible pupils	13.5%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2024 – 2027
Date this statement was published	November 2025
Date on which it will be reviewed	October 2026 October 2027
Statement authorised by	Sarah Sheppard
Pupil premium lead	Ryan Calvey
Governor / Trustee lead	Bob Pace

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£37,830
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	£ 37,830

Part A: Pupil premium strategy plan

Statement of intent

At St Barnabas Primary School we have high expectations for every pupil in our school, and believe that with great teaching, supportive relationships with parents and an inclusive approach to meet children's individual needs, every child can fulfil their individual academic and social potential. In order to do this, we engage in a range of strategies to ensure challenge at an appropriate level and provide focused support to overcome individual barriers to learning. We provide a rich and varied curriculum, which makes an exceptional contribution to pupils' outcomes so that all children are engaged and able to achieve to their full potential.

Learning interventions and approaches are adopted at a whole school level and are not restricted purely to pupils eligible for the Pupil Premium. Some specific interventions and school initiatives have been made possible by allocating the Pupil Premium funding to support developments identified as an area of need for our pupil premium children. Our strategies target the individualised needs of our children in receipt of Pupil Premium, with the main aim being that these children do as well as their peers with similar starting points, who are not eligible for the Pupil Premium.

The staff of St Barnabas Primary School are committed to ensuring that all of our disadvantaged pupils, including those who are able, gifted and talented, receive teaching which is at least good in every lesson and that disadvantaged children who have 'fallen behind' their peers with similar starting points, receive intervention and daily support that enables them to close this gap.

We aim to do this through:

- frequent monitoring of qualitative and quantitative data to ensure accurate and timely identification of pupils in need of support
- ensuring that teaching and learning opportunities meet the needs of all the pupils and that where pupils have specific needs that these are addressed through high quality, evidence based interventions led by appropriately trained staff
- ensuring all vulnerable learners are ready to learn through access to a breakfast club, equipment and uniform provision
- close monitoring of attendance at extracurricular provisions along with promotion and support to increase the attendance of vulnerable learners
- ensuring that vulnerable learners have access to high quality pastoral and mental health support through our family link worker

➤ When making provision for socially disadvantaged pupils, we recognise that not all pupils who receive free school meals will be socially disadvantaged and that not all pupils who are socially disadvantaged are registered or qualify for free school meals. We reserve the right to allocate Pupil Premium funding to support any pupil or groups of pupils the school has legitimately identified as being socially disadvantaged.

Funding is allocated within the school budget by financial year. The budget enables us to plan our intervention and support programme year on year, based on the needs of the current cohort of children in receipt of Pupil Premium funding. When making decisions about allocating our Pupil Premium Funding, we have analysed our data thoroughly, considered the needs of our families and have made use of a range of research, such as the Education Endowment Foundation and The Sutton Trust. Expenditure is reviewed, planned and implemented each academic year and identified within each yearly review.

Challenges

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

Challenge number	Detail of challenge
1	Increase attendance and lower rates of persistent absenteeism for PP/disadvantaged children. This is a continued key focus for 25-26.
2	KS1 and KS2 data for writing suggests that disadvantaged pupils are not meeting the standard expected and that the gap between them and their peers has widened over the last year.
3	KS1 and KS2 data for maths suggests that disadvantaged pupils are often sitting just below the expected standard and that the gap between them and their peers has widened over the last year.
4	Increase parental engagement in school and learning resulting in increased homework completion, readiness for school and, for some, raised aspirations.
5	Some pupils do not have age appropriate language skills. This includes speech and language difficulties and a lack of exposure to a wide range of vocabulary.
6	Some of our pupils have very limited life experiences beyond their home and immediate community. They may also have limited access to books, libraries and educational activities at home.
7	Some pupils in receipt of PP funding show a decrease in low level learning behaviours. These pupils physically and emotionally lack self-belief, determination, resilience and readiness to learn. They can struggle to reflect and evaluate their own learning and often lack self-motivation and confidence to improve.

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
- Disadvantaged pupils make at least expected progress from their individual starting points in phonics and reading. - The gap is narrowed in the progress and attainment of PP and non-PP children in end of year phonics assessments and KS1 reading assessments. - Progress of pupils is accelerated so that more able pupils achieve highly.	- Those pupils who have 'fallen behind' are supported and tracked closely to ensure they make accelerated progress and 'catch up' or exceed prior attainment standards. - Children who need to make accelerated progress, receive targeted high-quality intervention which is monitored by school leaders. - Pupils have twice daily opportunities to rehearse, practice and consolidate key skills at their individual level boosting progress. - KS1 phonics groups are ability based to target need across the key stage - Support staff and class teachers support learning effectively using AFL strategies to identify and address learning gaps and misconceptions
PP attendance meets the school's attendance target of 97%	- The attendance of PP learners meets the school target of 97%. - Family Link Worker meets regularly with the LA Attendance Officer and have a clear plan in place for pupils with low attendance. - Staff are aware of difficulties that may impact PP learners and have plans in place to support these. - Offers of support via free breakfast club are offered to all disadvantaged pupils to reduce issues with lateness.
Parents/carers of PP pupils are engaged in school, aware of their child's learning and understand how to support their child.	- The attendance of PP parents/carers at Parents' Evenings is at or above that of non-disadvantaged learners. - Parents of disadvantaged pupils attend parent events e.g. End of Unit sharing events of children's learning, reading workshops - Parent /carers surveys show engagement and satisfaction with school and school life. - Evidence of an increase in parents engaging pupils to access learning at home via online tools and shared reading e.g. TTRockstars, Spelling Shed
Disadvantaged pupils make at least expected progress from their individual starting points in all areas of the curriculum and especially in Reading, Writing and Maths.	Those pupils who have 'fallen behind' are supported and tracked closely to ensure they make accelerated progress and 'catch up' or exceed prior attainment standards.

• Some pupils make better than expected progress. • The gap is narrowed in the progress and attainment of PP and non-PP children.	• Children who need to make accelerated progress, receive targeted high-quality intervention which is monitored by school leaders (SENCO). • Pupils have regular/daily opportunities to rehearse, practice and consolidate key skills in reading, spelling, handwriting and mental and written arithmetic. • Support staff and class teachers support learning effectively using AFL strategies to identify and address learning gaps and misconceptions. • Additional intervention sessions take place based on gaps in learning and with reference to previous key stage data and ongoing teacher assessments. Intervention groups are changed termly to support need..
• Language acquisition is increased for pupils in receipt of pupil premium funding. • A reading culture that ensures all pupils read regularly and develop a love of books is embedded throughout the school community.	• All pupils are exposed to tier 1, tier 2 and tier 3 vocabulary throughout the curriculum. • Targeted pupils receive additional speech and language therapy and intervention. • Pupils read regularly at school and at home. They have access to high quality books for individual and guided reading linked to the reading spine for their year group and/or their individual reading ability. • Focused lessons explore ambitious vocabulary. This is displayed and referred to and thus used by the children in their own writing. • Consistent daily implementation of excellent practice and high expectations across the school for reading and phonics. • All teachers engage with Oracy training and implement oracy toolkit in their classrooms. • Increased % of PP pupils are working at ARE or above across the school in phonics and reading.
• All pupils are exposed to a breadth of experiences that enable them to contextualise their learning. • Pupils love learning and have access to an engaging, broad and varied curriculum • All children have access to appropriate technology at home.	• The wider curriculum will provide pupils with a broad, balance curriculum linked to the local and global community in which they live. • Teachers and support staff will plan a wide range of local visits, shared events and experiences to inspire and enhance learning, promote discussion and make it memorable. • Children will be exposed to a wide range of social, cultural, enrichment and sporting experiences within and outside of the school day. • All children have access to spelling shed and TTRockstars at home and school.

	• Children are given regular opportunities to change their home reading and/or school library book. • Home learning is celebrated and rewarded with dojo points .
• All pupils will have good self-organisation skills, resilience and determination. They will be able to work independently with confidence.	• Children know and understand the St Barnabas School Rules, Be ready, Be respectful, Be responsible. Teachers teach and model these behaviours. Children demonstrate these behaviours throughout the school day and in their lives outside of school. • Pupils demonstrate resilience in their 'Be Ready' behaviours. • Monitoring tasks, such as learning walks and discussions with children show that they have appropriate aged self-organisation and are being encouraged to be independent by all staff. • Pupils show that they are resilient and able to learn from mistakes. Teachers are modelling this behaviour when they are 'thinking out loud.' • KS2 pupils use mark stations to develop independence in moving on own learning and identifying when they need support and/or challenge. • Children can make appropriate choices in the level of challenge they choose in lessons, guided by the class teacher. • Support staff are used effectively to challenge and guide children without creating an over reliance on adult support. • Forest school, PE and jigsaw sessions are used effectively to develop these learning behaviours.

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: £1,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Teacher/ TA Engagement in CPD including the Maths Hub (cost of cover and resources)	Evidence from Education Endowment Foundation – Teaching and Learning Toolkit: Teaching Mastery = + 5 Months	3, 4, 5, 6, 7

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

Budgeted cost: £32,930

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Family Link Worker</i> <i>1:1 Therapy</i> <i>Family support</i>	Evidence from Education Endowment Foundation – Teaching and Learning Toolkit: - Individualised instruction = + 4 Months - One-to-one tuition = +5 months - Metacognition & self-regulation = +7 Months - Small group tuition = +4 Months - Teaching assistant supervision = +4 Months Evidence from Education Endowment Foundation - The Guide to Pupil Premium: A tiered approach To Spending. Evidence from Education Endowment Foundation – Teaching and Learning Toolkit: Parental Engagement = + 4 Months.	2,3, 4, 5, 6, 7
<i>Reading assistants</i>	Evidence from Education Endowment Foundation – Teaching and Learning Toolkit: - Individualised instruction = + 4 Months - One-to-one tuition = +5 months - Metacognition & self-regulation = +7 Months	1, 3, 4, 5, 6, 7

	- Small group tuition = +4 Months - Teaching assistant supervision = +4 Months Evidence from Education Endowment Foundation - The Guide to Pupil Premium: A tiered approach To Spending. Evidence from Education Endowment Foundation – Teaching and Learning Toolkit: Parental Engagement = + 4 Months.	
<i>Phonics Books</i>	“Good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils.” EEF guide to the Pupil Premium. Staff who feel skilled and have well matched resources to fit teaching are able to have the most impact	1, 3, 4, 5, 6, 7
<i>Tutoring (catch up) 1:1 or small group support</i>	Evidence from Education Endowment Foundation – Teaching and Learning Toolkit: - Individualised instruction = + 4 Months - One-to-one tuition = +5 months - Small group tuition = +4 Months	1, 4, 5, 6, 7

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

Budgeted cost: £2,400 + £1,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Family Link worker</i>	EHAP support Evidence from Education Endowment Foundation – Teaching and Learning Toolkit: Parental Engagement = + 4 Months. Behaviour interventions = + 4 Months Social and emotional learning = +4 Months	1, 2, 3, 4, 5, 6, 7
<i>Behaviour support</i>	Evidence from Education Endowment Foundation – Teaching and Learning Toolkit: Parental Engagement = + 4 Months. Behaviour interventions = + 4 Months Social and emotional learning = +4 Months	1, 2, 3, 4, 6, 7
<i>Support with funding school trips</i> <i>Uniform/PE kit/forest school kit</i>	Evidence from Education Endowment Foundation - The Guide to Pupil Premium: A tiered approach To Spending.	2, 3, 4, 5, 6, 7
		2, 3, 6, 7
		2, 3, 4, 6, 7

Free Breakfast club/Enrichment clubs places	“Findings from previous research suggest extracurricular activities are important in developing soft (especially social) skills as well as being associated with a range of other positive outcomes (e.g. achievement, attendance at school). We found from our analysis that extracurricular activities - specifically music classes and playing a wide range of sports – are important in predicting intentions to remain in education after compulsory schooling.” Social Mobility Commission research.	
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Total budgeted cost: £ 37,830

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
Read Write Inc Phonics	
Mastering Number KS1	
Mastering Number KS2	