

Pupil premium strategy statement – Barncroft Primary School 2024 - 2025

This statement details our school's use of pupil premium (and recovery 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	439 (Sept 2024)
Proportion (%) of pupil premium eligible pupils	42% (186)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	Sept 2022/2023 until September 2025/2026
Date this statement was published	December 2022
Date on which it will be reviewed	December 2024 July 2025 December 2025 July 2026 December 2026
Statement authorised by	Sara Petipher (Head Teacher)
Pupil premium lead	John Pitt (Year 4, 5, 6 Phase Leader)
Governor / Trustee lead	Paul Shaw

Funding overview

Detail	Amount
Pupil premium funding allocation April 24- March 25	£238444
Recovery premium funding allocation this academic year	£5655
Pupil premium (and recovery premium*) funding carried forward from previous years	NA
Total budget for this academic year	£244099

Part A: Pupil premium strategy plan

Statement of intent

Our aim is to provide all pupils with quality first teaching- a knowledge-rich curriculum delivered by outstanding teachers will ensure that all pupils make good progress across their primary journey. This strategy aims to ensure that all children leave us as confident speakers who have a good vocabulary and are able to read a wide range of texts for information and enjoyment. We want to involve parents as much as possible in their child's learning journey and will go over and above to make sure that this happens. We prioritise children's social, emotional and mental health and take time to address any problems or worries. Our aim is for every child to participate in at least one extra-curricular activity each week and also benefit from an enriched curriculum. We treat each child as an individual and even though we aim to reduce class sizes wherever possible, we acknowledge that some children will require extra support and intervention. This support will be delivered by competent staff and will be reviewed regularly to ensure that all children achieve their best.

Challenges

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

Nationally, it has been reported that 43% of disadvantaged children fail to reach the 'expected standard' and the gap between them and mainstream children is at its highest it has been for 10 years (2022/2023).

Challenge number	Detail of challenge
1	Improve oral language skills and reduce vocabulary gaps among disadvantaged pupils: Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. These are evident from Reception through to KS2.48% of disadvantaged
2	Improve the phonics capabilities of disadvantaged pupils: Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with phonics than their peers. This negatively impacts their development as readers. KS1 phonics screening results for 2023/24 were 79%, up 15% from the previous year. The disadvantaged children's result increased from 56.5% last year to 70%. There is still a gap between disadvantaged pupils and non-disadvantaged pupils of 14%.
3	Reduce the attainment gap in writing across the school:

	Internal and external assessments indicate that writing attainment among disadvantaged pupils is significantly below that of non-disadvantaged pupils. July 2024 data showed that the attainment gap between disadvantaged and non-disadvantaged children in writing was 5%. The previous year it was 26% so this is impressive.
4	Continue to support the social, emotional and mental health of all our pupils: Our assessments, observations and discussions with pupils and families have identified social and emotional issues for many pupils, notably due to the cost of living increase, and a lack of enrichment opportunities. These challenges particularly affect disadvantaged pupils, including their attainment and sense of belonging to the whole school community. 72% of children who have ELSA are disadvantaged.
5	Improve attendance and reduce the disadvantaged gap: 2023- 2024- Non-disadvantaged pupils' attendance was 95% compared with 91% for disadvantaged pupils (4% gap). 14% of non-disadvantaged pupils were persistently absent compared with 36% of disadvantaged pupils (22% gap). This term so far: Attendance 8% gap. Persistent attendance gap 7%.

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.

Aim - For all children to make good or better progress.

Intended outcome – Improve vocabulary, phonics and writing	Success criteria:
	• High level of vocabulary seen in books • Close the attainment gap in phonics, reading and writing by 10%
Improve oral language skills and reduce vocabulary gaps among disadvantaged pupils	Vocabulary on display in every classroom (learning walks). Teachers are following curriculum documents to ensure that the vocabulary being taught is transferrable (lesson obs). Vocabulary is being taught explicitly in curriculum subjects as well as in English lessons and book looks show this (book looks and pupil voice). High-level vocabulary evident in written work across the curriculum (book looks). Frequent opportunities for public speaking e.g. assemblies/ school councillors / community events. Pupils can access challenging texts in a wide range of genres. The attainment gap in reading between disadvantaged pupils and their peers is reduced by 10%. July 2024- not disadvantaged- 71% compared to disadvantaged 66% (5% gap). Gap reduced by 21%. July 2023- not disadvantaged- 83% compared to disadvantaged 57% (26% gap).

Improve the phonics capabilities of disadvantaged pupils	The attainment gap in reading between disadvantaged pupils and their peers is reduced by 10%. (See above data) 100% of PP children in KS1 do phonics. 66% of the children in KS2 who do phonics interventions are disadvantaged. KS1 phonics screening results for 2023/24 were 79%, up 15% from the previous year. The disadvantaged children's result increased from 56.5% last year to 70%. There is still a gap between disadvantaged pupils and non-disadvantaged pupils of 14%.
Reduce the attainment gap in writing across the school	An average of 75% of pupils will be working at the expected standard in writing. The attainment gap in writing between disadvantaged pupils and their peers is reduced to 10%. July 2024 data showed that the attainment gap between disadvantaged and non-disadvantaged children in writing was 5%. The previous year it was 26% so this is impressive.
Intended outcome – Create a positive learning environment for children and parents.	Success criteria: • High satisfaction in pupil voice surveys • Reduction in behaviour incidents and persistent absenteeism. • An increase in parental engagement
Continue to support the social, emotional and mental health of all our pupils	All staff will create a positive and inclusive learning environment in which children feel safe and can thrive (learning walks, pupil voice, CPD on being trauma informed). Jan 2024- pupil survey- 98% of disadvantaged say they enjoy school- huge increase Jan 2023- pupil survey- 78% of disadvantaged say they enjoy school Pupils demonstrate a resilient approach to learning across the curriculum (learning walks, Arbor, behaviour meetings, PRPs, attainment). Monitoring shows that pastoral interventions are effective at meeting pupil needs (PRP's, Behaviour meetings, Arbor, CPOMS, ELSA, EHCP referrals). Less children will be on RHP and there will be a reduced number of exclusions. No. of exclusions: Sept 21- Mar 22 – 13.5 days lost Sept 22 – Mar 23 – 6 days lost Sept 23- Mar 24- 7.5 days lost At least 50% of disadvantaged children to be attending an after-school club. Results from survey: Jan 23 survey- 44% of all PP children attend an after-school club. Jan 24 survey- 54% of all PP children attend an after-school club.
Improve the uptake of parental engagement	Sustained high attendance by 2025/26 demonstrated by: • The overall unauthorised absence rate for all pupils being no more than 20%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced by 5%.

	2022- 23- 26% PA v 38% PA disadvantaged 2023- 24- 26% PA v 35% PA disadvantaged Parents read with their child at home and complete their reading record. Introduced certificates and badges in assembly. Home learning is completed each week. An increase of 10% of parents' attendance at school workshops and information meetings. Feb 2023 Parental engagement of PP children = 83% Feb 2024 Parental engagement of PP children = 94%
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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)

Aim - For all children to make good or better progress.

Budgeted cost: £125491

Activity	Evidence that supports this approach	Challenge number(s) addressed
Staffing		
Reduced class sizes in Year 6 Circa £46000	The evidence suggests that significant effects take place when class sizes are reduced to 20 or below. This allows teachers additional opportunities to provide feedback on pupils and provide high quality interactions between pupils and teachers. (EEF Toolkit)	1,2,3,4
Inclusion Lead member of SLT to help support and drive the provision for SEND and Pupil Premium children across the school. £23006		1, 2, 3, 4, 5
Home School Link officer to help support and monitor attendance across the school and to help reduce any barriers for families. £15675	Parental engagement refers to teachers and schools involving parents in supporting their children's academic learning. It includes: - approaches and programmes which aim to develop parental skills such as literacy or IT skills; - general approaches which encourage parents to support	4, 5

	their children with, for example reading or homework; - the involvement of parents in their children's learning activities; and - more intensive programmes for families in crisis. Parental engagement has a positive impact on average of 4 months' additional progress. It is crucial to consider how to engage with all parents to avoid widening attainment gaps. (EEF Toolkit)	
Appointment of two LSAs to support those disadvantaged children with additional needs. £37800	Teaching assistants can provide a large positive impact on learner outcomes.	1, 2, 3, 4, 5
CPD / INSET		
CPD from Inclusion Lead on SMART targets and appropriate interventions to be using. Implementation of the Hampshire Planning Tool for reading and writing. Support plans for all SEN children.		1, 2, 3, 4
25/11/24- Team Teach training for 24 delegates- £3010 3/12/24- Twilight training on Oracy delivered by communication and interaction team from LA. 27/1/25- SALT training on Delayed language disorder- all staff 20/3/25- Oracy and safeguarding review at twilight 1/5/25- High quality inclusive teaching twilight	Approaches such as improving teachers' behaviour management and pupils' cognitive and social skills are both effective. (EEF Toolkit).	1,2,3,4

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

Aim - For all children to make good or better progress.

Budgeted cost: £58942

Activity	Evidence that supports this approach	Challenge number(s) addressed
Specific SEND and PP Support		
Pupils' books to show that effective adaptations are made for SEND and	It is crucial that support is provided through well-structured and carefully	1, 2, 3, 4

Pupil Premium children so that they can access all areas of the curriculum, using the Hampshire Planning Tool Kit and creating reading and writing action plans. £37800 Support plans written by class teachers.	designed learning activities to ensure that lower- attaining pupils are involved, challenged and learn successfully. (EEF Toolkit)	
Target disadvantaged children to be included on class watch lists / pupil progress docs. These children are targeted to receive more scaffolding, support and personalised feedback in order to close attainment gaps. All staff to know who their disadvantaged children are and to give them targeted support. Monitored through regular book looks at SLT and compared to non-disadvantaged children. Data gaps to be reduced by 10%. Termly year team meetings with SLT to check PP progress. Phase Leaders to regularly monitor and check progress. Hants Planning Tool to be used for specific targeted support for those children who are PP and SEND. Precision Teaching being implemented in lessons. Support plans for children completed for each class. A wide range of AfL strategies will be used within every classroom. Challenge is available at every level to ensure that all pupils make progress in every lesson. Pupils' books will show a progressive learning journey which addresses misconceptions. AfL is used efficiently and effectively to enable active learning and pedagogy within the classroom. Revision guides to be brought for English and Maths in Y6 (£5 each) Free for all PP children Small intervention group for Y5 and Y6 SEN/PP children who struggle to access mainstream education. Taught English and Maths as a separate group.	There is some evidence that collaborative learning approaches may benefit those with low prior attainment by providing opportunities for pupils to work with peers to articulate their thinking, share knowledge and skills and address misconceptions through peer support and discussion. (EEF Toolkit)	1, 2, 3, 4

Phase Leaders to analyse the data termly and feedback to SLT and their teams. They will identify any pupils and groups who are falling behind and who need to be a focus the following term.	Providing feedback is a well-evidenced and has a high impact on learning outcomes. Effective feedback tends to focus on the task, subject and self-regulation strategies: it provides specific information on how to improve. (EEF Toolkit)	1, 2, 3, 4
Improve oral language skills and reduce vocabulary gaps among disadvantaged pupils.	Success criteria: High level of vocabulary seen in books	
EYFS- Neli and Word Aware KS1- Blacksheep press narrative groups for language and understanding KS2- Blacksheep press story narrative groups Speech and Language subscription/programme £599 Therapy Course for CLA PPG £1944	On average, one to one tuition is very effective at improving pupil outcomes. One to one tuition might be an effective strategy for providing targeted support for pupils that are identified as having low prior attainment or are struggling in particular areas. (EEF Toolkit)	1, 2, 4, 5
Priority 2- Improve children's oracy - Collaborative learning is taught explicitly - Collaborative learning strategies embedded across the curriculum e.g. effective use of talk partners, dialogic talk and group tasks - The explicit teaching of key vocabulary to assist in conceptual understanding and building knowledge - Opportunities to elaborate on learning; to use describing and explaining which helps integrate new information with prior knowledge and embed it in memory - Use of flexible groupings to promote active pupil engagement with their learning and to encourage focused oral participation - Oral language interventions used well to close the gap	Collaborative learning approaches have a positive impact, on average, and may be a cost-effective approach for raising attainment. The impact of collaborative approaches on learning is consistently positive, with pupils making an additional 5 months' progress, on average, over the course of an academic year. (EEF Toolkit). The average impact of Oral language interventions is approximately an additional six months' progress over the course of a year. Some studies also often report improved classroom climate and fewer behavioural issues following work on oral language. (EEF Toolkit)	1, 2, 3, 4, 5
A range of workshops planned: Swimming Club £2000 Zoolab £499 Egyptian workshop £445 Oliver Twist £749.50 Maya £445	Providing stimulating environments and activities help develop additional personal and social skills. These programmes are more likely to have	1, 4

Activities Week YR6 £123 Scarf £770 Young Voices coach £92.50 Music at Park £3000 Staunton Park £300	an impact on attainment than those that are solely academic in focus. (EEF Toolkit)	
Improve the phonics capabilities of disadvantaged pupils.	Success criteria: • Close the attainment gap in phonics and reading by 10%	
Pupils to use phonic sound mats and complex sound charts in all writing lessons. Teacher marking to focus on spelling across the curriculum. £5000 Daily phonics groups for all of KS1 and those with phonics gaps in KS2 run daily. Intervention morning group for KS2 children who are significantly below their peers. RF supporting with the teaching of phonics through observation, peer teaching. RF to attend updated RWI phonics training and disseminate to school team. Regular assessments and tracking to continue along with introduction of RWI speed reading assessment. Pupils are being targeted for 1:1 phonics tuition to close the attainment and progress gap.		1, 2, 3
Daily phonics interventions for small groups of children identified as having attainment gaps. Additional 1:1 phonics for those significantly below ARE.	Phonics has a positive impact overall (+5 months) with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds. (EEF Toolkit)	1, 2, 3, 4
Targeted reading interventions for small groups of children and 1:1 to close attainment gaps in reading. Regular 1:1 reading to be priority for all children below expected level-class reading files.	On average, one to one tuition is very effective at improving pupil outcomes. One to one tuition might be an effective strategy for providing targeted support for pupils that are identified as having low prior attainment or are struggling in particular areas.	1, 2, 3, 4

Reading interventions take place in the afternoons- see pupil progress.	Evidence indicates that one to one tuition can be effective, providing approximately five additional months' progress on average. Short, regular sessions (about 30 minutes, three to five times a week) over a set period of time (up to ten weeks) appear to result in optimum impact. (EEF Toolkit)	
Reduce the attainment gap in writing across the school.	Success criteria: • Close the attainment gap in writing by 10%	
Children have the opportunity to apply their grammatical knowledge and to produce more extended pieces of work independently. Teachers plan for a new skill to be embedded over 2- or 3-days allowing children the opportunity to apply their skills. Teachers ensure that children have multiple opportunities to write extended pieces across the writing journey and not just at the end. Teachers ensure that the final outcome is tweaked so that children do not simply copy whole class work but show they are able to apply skills independently. English leader to support through CPD. £5025 Team teaching support in place for writing with the support of the English leader, DHT, HT and teachers who have been identified as having a strength in this area. Coaching and mentoring in place to support identified staff.	The potential impact of metacognition and self-regulation approaches is high (+7 months additional progress), although it can be difficult to realise this impact in practice as such methods require pupils to take greater responsibility for their learning and develop their understanding of what is required to succeed. (EEF Toolkit)	1, 2, 3

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

Aim - For all children to make good or better progress.

Budgeted cost: £ 59972

Activity	Evidence that supports this approach	Challenge number(s) addressed
Intended outcome – Continue to support the social, emotional and mental health of all our pupils.	Success criteria: • High satisfaction in pupil voice surveys • Reduction in behaviour incidents and persistent absenteeism. • An increase in parental engagement	
Zones of regulation introduced across the school- Priority 3 Improve children's metacognition and self-regulation Each classroom has a Worry Monster. Personal development board in each classroom, alongside weekly P4C question.	Social and emotional learning approaches have a positive impact, on average, of 4 months' additional progress in academic outcomes over the course of an academic year. Being able to effectively manage emotions will be beneficial to children and young people even if it does not translate to reading or maths scores. (EEF Toolkit)	1, 4
School Dog Therapy £2000 Certain children to be invited to walk Juno, take to classrooms, for children to pet and give treats.		1, 4
To support school wide Milk for FSM £4500 Fridge for storage of Milk £258 Bagels £1017		
Some children, who have been identified by their class teacher, will receive ELSA support. The aim of ELSA is to help remove any barriers to learning and have happy children in school and at home. Full time ELSA in place. £18900	Across all approaches it is crucial to maintain high expectations for pupils and to embed a consistent approach across the school. Successful approaches may also include social and emotional learning interventions and parental engagement approaches. (EEF Toolkit)	1, 4, 5
A wide variety of after school clubs are on offer. Engagement in clubs is monitored, with 50% attendance by disadvantaged children. £7000 We also have a breakfast and an after-school club, which are attended by 42 children in the morning and 17 in the evening (on average). 2023/2024:	Before and after school programmes with a clear structure, a strong link to the curriculum, and well-qualified and well-trained staff are more clearly linked to academic benefits. (EEF Toolkit)	1, 4, 5

Clubs ran in Autumn Term - 19 Clubs ran in Spring Term - 16 Clubs ran in the Summer Term - 18 Autumn Term % PP - Total number of pupils that attended a club = 193 which 76 were PP - 39.4% Spring Term % PP - Total number of pupils that attended a club = 201 which 79 were PP - 39.3% Summer Term % PP - Total number of pupils that attended a club = 174 which 76 were PP - 43.7%		
PE Specialists to track participation of all children and identify trends. Aim to have 50% Pupil Premium children attending a club. Class teachers to encourage these children to attend. 2022/2023: Autumn Term 38% PP Spring Term 35% PP Summer Term 35% PP 2023/2024: Clubs ran in Autumn Term - 19 Clubs ran in Spring Term - 16 Clubs ran in the Summer Term - 18 Autumn Term % PP - Total number of pupils that attended a club = 193 which 76 were PP - 39.4% Spring Term % PP - Total number of pupils that attended a club = 201 which 79 were PP - 39.3% Summer Term % PP - Total number of pupils that attended a club = 174 which 76 were PP - 43.7%	Competition between groups can be used to support pupils in working together more effectively. (EEF Toolkit)	4
Lunch time library and colouring club open for those children who prefer quiet time and a safe place. £15802		4
Subsidised cost for disadvantaged children on trips so that all can attend. £8000		4, 5
Early identification of talent and sign-posting to other clubs. (Hidden Talent Audit). This is to celebrate children's successes outside of school through assemblies and to identify any disadvantaged children who are not attending any clubs whether in or out of school. Children's external club successes are celebrated in assembly and on social media.		4

Pupil resilience to be a focus of all monitoring. Continue to focus on Growth Mindset with children in assemblies and PSHE lessons / Personal Development. Gold award for SMSC achieved Oct 2023 £495 Nov 23- New 5B school values launched – Be Empowered, Be Resilient, Be Curious, Be Kind and Be Aspirational.		1, 4
Continue to access outreach support from PBS and EP. Increase time in school for any child on RHP. Personalise curriculum for child when they attend school. Small groups set up for children who need alternative provision. Impact – happier and more settled children, reduction in behaviour incidents, Arbor, CPOMS, behaviour meetings, RHP and inclusion/exclusions.	According to figures from the Department for Education, pupils who receive Free School Meals are more likely to receive a permanent or fixed period exclusion compared to those who do not. The most common reason for exclusion is persistent disruptive behaviour. Pupil behaviour will have multiple influences, some of which teachers can directly manage through universal or classroom management approaches. Some pupils will require more specialist support to help manage their self-regulation or social and emotional skills. (EEF Toolkit)	1, 2, 3, 4, 5
Continue to focus on Growth Mindset and personal development with all children in assemblies and Personal Development lessons.		1, 4
Intended outcome – Continue to support the social, emotional and mental health of all our pupils.	Staffing and CPD / INSET	
Home School Link Worker supports families who might be struggling e.g. weekly food bank available at school, family links courses, uniform and pickups of children for school.	The average impact of the Parental engagement approaches is about an additional four months' progress over the course of a year. There are also higher impacts for pupils with low prior attainment. (EEF Toolkit)	4, 5
Senior Mental Health Lead to focus on disadvantaged children and supporting them with their mental health.		1, 4
Intended outcome – Continue to support the social, emotional and mental health of all our pupils.	Parental engagement	

Parent and child reading event to promote school engagement and the love of reading. Workshops to be held throughout the year. Advertised on Facebook to encourage uptake. Following the workshops these will also be added to the website and Facebook. Class assemblies to parents. Face to face parents' evenings. £2000	Parental and community involvement programmes are often associated with reported improvements in school ethos or discipline and so are worth considering as alternatives to direct behaviour interventions. (EEF Toolkit)	2, 3, 4, 5
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Total budgeted cost: £ 244405

Part B: Review of the previous academic year (2023-2024)

Outcomes for disadvantaged pupils

This details the impact that our pupil premium activity had on pupils in the 2023 to 2024 academic year.

	Attainment July 2024	Progress July 2024	Attainment July 2023	Progress July 2023
Reading	KS1 All 57% PP 44% KS2 All 66% PP 56%	All 2.8 PP 2.9	KS1 All 64% PP 50% KS2 All 58% PP 40%	All 3.6 PP 3.2
Writing	KS1 All 48% PP 35% KS2 All 51% PP 37%	All 2.5 PP 2.9	KS1 All 58% PP 34% KS2 All 46% PP 33%	All 3.4 PP 3.1
Maths	KS1 All 70% PP 63% KS2 All 66% PP 53%	All 2.5 PP 2.4	KS1 All 67% PP 45% KS2 All 66% PP 51%	All 3.8 PP 3.5
EYFS GLD	All 71% PP 52%		All 67% PP 46%	
KS1 Phonics	All 79% PP 67%		All 63% PP 56%	

Key headline data for 2023/2024:

- KS2 Maths SATs result is 75% - up 46% from previous year.
- KS2 Reading SATS result is 68% - up 19% from previous year.
- KS2 Writing SATs result is 67% - up 10% from previous year.
- A big improvement in parental engagement of disadvantaged children this year (83% to 94%) (Challenge no.5).
- Vast improvement in children enjoying school (78% - 97%) (Challenge 4).

- Disadvantaged children participating in a school club has improved from 44% for to 54% this year. The target of 50% has been achieved (Challenge 4)

Challenge 1: Improve oral language skills and reduce vocabulary gaps among disadvantaged pupils:

There is a whole school approach to the delivery of vocabulary which is linked to all curriculum areas. Key vocabulary is written on all topic plans, displayed in classrooms and explicitly taught in lessons. Reduced class sizes in Years 5 meant that pupils could be targeted more effectively. Phonics teaching is now well-embedded across the school. Progress in reading is systematically tracked across the school and any children falling behind become target children on our watch lists. Pupil Progress meetings analyse progress and attainment and identify children who need targeted support and interventions (all staff within the year group attend the pupil progress meetings, so that all are aware of the support being put in place).

Challenge 2: Improve the phonics capabilities of disadvantaged pupils:

From Sept 23, all phonics staff have received 3 full days training on RWI, as well as observations on the implementation of phonics across the school. Feedback from the RWI trainer was very positive, stating that the layout of the lessons were strong and staff were implementing their training. Individual children who were not making progress have been quickly identified and extra 1:1 sessions put in place. The KS1 phonics screening results for 2023/24 were 79%, up 14% on the previous year.

Challenge 3: Reduce the attainment gap in writing across the school:

Gap in progress was 0.3 in 2023 and 0.4 in 2024.

Gap in attainment was 24% in KS1 and 13% in KS2.

Challenge 4: Continue to support the social, emotional and mental health of all our pupils:

Swimming continues to run for each year group to promote water safety, independence and wellbeing. Outdoor learning was back on the time table for each year group from September 2024 to help promote well-being, as well as re-connecting with nature. Our provision for children with SEMH needs continues to be a strength of the school e.g. intervention groups, support for children who struggle to regulate their emotions, ELSA support and our school SENCO. Our school dog (Juno) is being used effectively to support with the emotional regulation of a variety of children across the year groups. Juno also supports children's resilience by teaching them it is ok to make mistakes. She has received a Dog Mentor Gold Award for her positive impact across the school. Barncroft gained the Gold Award for SMSC in Oct 2023. We have organised many extra-curricular enrichment activities for our children such as theatre workshops, Young Voices, over 40 sporting fixtures and events, as well as trips and residential and over 20 after school clubs being offered each week. 44% of all disadvantaged children attend a club at school.

Challenge 5: Improve the uptake of parental engagement and therefore attendance:

Parental engagement continues to be an important part of school life. Parents come into school to see their children's learning at curriculum showcase events. We have performances to parents in Years R, 2, 4 and 6, as well as class assemblies. Parental engagement is still an area that needs continual development, although progress is being seen.

Results from PP pupil voice:

- Feb 2023 - (83%) of PP parents have engaged with school.
- Jan 2024 PP– 105 (94%) of PP parents have engaged with school
- Jan 2024 Non-PP – 154 (95%) of non-PP parents have engaged with school

There has been an improvement in parental engagement of disadvantaged children this year (from 83% to 94%).

We will continue to monitor our 5 challenges through pupil voice, learning walks, book looks, attendance data, pupil progress meetings and feedback from our staff and parents. We are flexible and adaptable to the needs of our children, and as such, will introduce any new strategies that we feel will have a positive impact on the wellbeing and success of our pupils.