

Pupil premium strategy statement – Barncroft Primary School 2025-26

This statement details our school's use of pupil 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	436 (Nov 2025)
Proportion (%) of pupil premium eligible pupils	43% (190)
Academic year/years that our current pupil premium strategy plan covers	September 2025 until September 2028
Date this statement was published	December 2025
Date on which it will be reviewed	July 2026 December 2026 July 2027 December 2027 July 2028
Statement authorised by	Sara Petipher (Head Teacher)
Pupil premium lead	Andrew Thomas
Governor / Trustee lead	Paul Shaw and Dominic Mayo

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£281,740
Pupil premium funding carried forward from previous years	£ 0
Total budget for this academic year	£281,740

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.

Challenge number	Detail of challenge
1	Disadvantages pupils do not retain information and are not secure in the key foundational skills. Assessments, question level analysis, pupil and staff voice indicate that the progress made by disadvantaged students is not always maintained as pupils move through the school. They struggle to retain key pieces of information which then impacts their ability to learn new information or apply skills as foundational skills are not always embedded. (SIP Priority 1 and 6)
2	Communication, language and oracy is a barrier to learning for pupil premium students. Assessments, question level analysis, observations, pupil and staff voice show that pupils struggle to articulate themselves confidently. As a result, data shows that this impacts pupils' ability to self-regulate, problem solve, their executive function skills and their confidence in participating in class discussions. It is also impacting on their ability to orally compose sentences therefore leading to poorer writing outcomes. (SIP Priority 2 and 3)

3	The attendance of disadvantaged pupils is lower than that of non disadvantaged students. Attendance data for disadvantaged pupil shows that they have 91.1% attendance year to date compared to 96% for non-disadvantaged pupils. Disadvantaged learners also have a higher percentage of persistent absentees, reduced hours provision and lates. This significantly impacts their academic performance and mental health. (SIP Priority 4)
4	Pupil premium children do not always have the same opportunities to embed and practice learning outside of school. Staff voice, communication with parents and data indicate that not all pupil premium students engage in home learning and reading on a regular basis. This results in lower reading speeds and poorer comprehension results. Parents in this group of learners do not always access workshops and parents' evenings meaning that parent engagement and links between home and school are not always strong. (SIP Priority 1 and 4)
5	Pupils cultural and life experiences and understanding varies across the school leading to gaps in background knowledge. Pupil and staff voice, observations and discussions with families show that not all families are in a financial situation to be able to provide different life and cultural experiences for their children. This leads to a disparity in background knowledge for pupils and widens the academic and personal social attainment gap. (SIP Priority 3, 5 and 6)

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
High quality teaching across the school ensures that the gap between pp and non pp pupils closes in reading, writing and maths. (Linked to challenge 1 and SIP priority 1)	<u>End of Year 1:</u> • Whole school disadvantaged gap will decrease from 22% to 10% in Maths, from 19% to 10% in Reading and Writing. • 100% of teachers will receive training focusing on how to plan and deliver high quality teaching within English and Maths, including how to differentiate effectively to close the gap. • Each year group will build upon progress so that at the end of the academic year percentages are above their starting baseline for disadvantaged pupils. Pupils will be identified during pupil progress meetings and regularly reviewed. • Lesson observations and learning walks show that 90% of lessons are good or better. Where they are not, coaching will be put in place to ensure needs are met quickly. • Combined for disadvantaged pupils will increase from 22% to 40% • 5% of disadvantaged pupils will achieve GDS. <u>End of Year 2:</u> • Whole school disadvantaged gap will decrease from 10% to 5% in Maths, Reading and Writing.

	• Lesson observations and learning walks show that 95% of lessons are good or better. Where they are not, coaching will be in place to ensure needs are met quickly. • Combined for disadvantaged pupils will increase from 40% to 50% • 10% of disadvantaged pupils will achieve GDS. <u>End of Year 3:</u> • Whole school disadvantaged gap will decrease to 0% across Reading, Writing and Maths. • Lesson observations and learning walks show that 100% of lessons are good or better. Where they are not, coaching will be in place to ensure needs are met quickly. • Combined for disadvantaged pupils will increase from 50% to be in line with national averages. • 15% of disadvantaged pupils will achieve GDS.
Pupil premium pupils will be secure in the foundational skills for reading, writing and maths. (Linked to challenge 1 and SIP priority 1)	<u>End of Year 1:</u> • Common Exception word assessments will show that 80% of disadvantaged pupils can read the correct number on CEW for their year group compared to 40% at present. • 60% of disadvantaged pupils will be reading the correct book for their year group, compared to 32% at present. • 70% of disadvantaged pupils will pass the phonics screening check. End of academic year 2024/25 was 66.7% • Writing assessments will show that all pupil premium pupils are secure in writing basic sentences including full stops and capital letters. Handwriting will be clear and legible. • Times tables tests will show that 60% of disadvantaged pupils will be secure in the times tables for their year group. <u>End of Year 2:</u> • Common Exception word assessments will show that 90% of disadvantaged pupils can read the correct number on CEW for their year group • 80% of disadvantaged pupils will be reading the correct book for their year group. • 75-80% of disadvantaged pupils will pass the phonics screening check. • Writing assessments will show that all pupil premium pupils are able to apply a variety of skills from their year group so that they can achieve at least WTS+ • Times tables tests will show that 80% of disadvantaged pupils will be secure in the times tables for their year group. <u>End of Year 3:</u> • Common Exception word assessments will show that 95% of disadvantaged pupils can read the correct number on CEW for their year group • 95% of disadvantaged pupils will be reading the correct book for their year group. • 80-90% of disadvantaged pupils will pass the phonics screening check. • Writing assessments will show that all pupil premium pupils are able to apply a variety of skills from their year group so that they can achieve at least EXS • Times tables tests will show that 95% of disadvantaged pupils will be secure in the times tables for their year group.
Pupils in KS1 will be able to confidently utilise their oracy skills to be able to	<u>End of Year 1:</u> • 100% of teachers will be trained in the Voice 21 Oracy strategies, they will be able to plan for each of the teacher benchmarks.

share their thinking when called upon or needed to. Pupils in KS2 will be able to confidently participate in class discussions. This will include using their prior knowledge to build on shared knowledge and challenge other people's thoughts. (Linked to challenge 2 and SIP priority 1)	- Disadvantaged pupils will achieve at least 70% of the oracy framework goals. - Disadvantaged pupils will be able to solve conflicts and share their feelings with some support, this will be identified through pupil voice and behaviour data analysis. <u>End of Year 2:</u> 100% of teachers will be trained in the Voice 21 Oracy strategies, they will be able to plan for each of the teacher benchmarks. - Disadvantaged pupils will achieve at least 80% of the oracy framework goals. - Disadvantaged pupils will be able to solve conflicts and share their feelings independently this will be identified through pupil voice and behaviour data analysis. <u>End of Year 3:</u> - There will be a strong culture of Oracy, talk and listening throughout the school, all pupils will talk confidently in a variety of different situations using explorative talk. - Disadvantaged pupils will achieve at least 90% of the oracy framework goals.
Attendance for disadvantaged pupils will improve. (Linked to challenge 3 and SIP priority 1 and 4)	<u>End of Year 1:</u> - Attendance is consistently above 92% - Persistent absence is below 18% - Less children will be on RHP and there will be a reduced number of suspensions. <u>End of Year 2:</u> - Attendance is consistently above 94% - Persistent absence is below 15% - Less children will be on RHP and there will be a reduced number of suspensions. <u>End of Year 3:</u> - Attendance consistently above 96% - Persistent absence below 10% - Less children will be on RHP and there will be a reduced number of suspensions.
All disadvantaged pupils will improve their reading ability working towards reading fluently an age related expectation text. (Linked to challenge 4 and SIP priority 1 and 4)	<u>End of Year 1:</u> 70% of disadvantaged pupils will be reading the correct book for their age group. They will be able to read it fluently and to answer questions about the text. 70% of disadvantaged pupils will have a reading speed of at least 100 words per minute. <u>End of Year 2:</u> 80% of disadvantaged pupils will be reading the correct book for their age group. They will be able to read it fluently and to answer questions about the text. 80% of disadvantaged pupils will have a reading speed of at least 100 words per minute. <u>End of Year 3:</u> 90% of disadvantaged pupils will be reading the correct book for their age group. They will be able to read it fluently and to answer questions about the text. 90% of disadvantaged pupils will have a reading speed of at least 100 words per minute.

Parental engagement will increase at targeted workshops. (Linked to challenge 3 and SIP priority 1 and 4)	<u>End of Year 1:</u> • Parent survey will show an increased number of parents participating in the survey. • The number of parents recommending the school will increase by 5% • Uptake of workshops by targeted parents will increase by 5% <u>End of Year 2:</u> • Parent survey will show an increased number of parents participating in the survey. • The number of parents recommending the school will increase by 10% • Uptake of workshops by targeted parents will increase by 10% <u>End of Year 3:</u> • The number of parents recommending the school will increase by 15% • Uptake of workshops by targeted parents will increase by 15%
Disadvantaged pupils will have a wider cultural experiences. (Linked to challenge 5 and SIP priority 3, 5 and 6)	<u>End of Year 1:</u> • 64% of PP children will attend a club • PP uptake of residential will increase by 10% <u>End of Year 2:</u> • 74% of PP children will attend a club. • PP uptake of residential will increase by 10% <u>End of Year 3:</u> • 84% of PP children will attend a club • PP uptake of residential will increase by 10%

Activity in this academic year

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

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £143,687

Activity	Evidence that supports this approach	Challenge number(s) addressed
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

CPD cycles planned across the year to: - To improve high quality teaching and task design. - To create a coaching and mentoring cycle for staff (Iris). - To support effective use of adaptations and faded scaffolding. - Voice 21. To develop oracy across the school. These will be reviewed and form part of the coaching cycle.	High quality teaching improves pupil outcomes, and effective professional development offers a crucial tool to develop teaching quality and enhance children's outcomes in the classroom. (EEF Toolkit – Effective Professional Development) Purposeful speaking and listening activities support pupils' language development. (EEF Toolkit – Improving Literacy)	1
Dashboards – Curriculum lead to develop the use of dashboards and sticky knowledge across the curriculum to support the retention of knowledge.	Teachers should make sure that sometimes pupils undertake tasks that make them struggle ('deliberate difficulties'); this will make learners more likely (in the future) to recall information from such tasks from their long-term memory. (EEF Toolkit – Metacognition)	1 2 5
Writing curriculum being rewritten – English leader will rewrite the curriculum to focus on securing the foundational skills.	The ultimate aim is for children to know and use a wider vocabulary across the curriculum, supporting a successful and stimulating environment for learning through, and about, language and communication. (EEF Toolkit – Improving Literacy in KS2) Children must develop fluency in these skills to the point that they have become automated. If children have to concentrate to ensure their transcription is accurate, they will be less able to think about the content of their writing. (EEF Toolkit – Improving Literacy in KS1)	1 2 5 (real life experiences included)
Recruitment of two LSAs – CC and JL to support disadvantaged pupils reintegrating into class.	Teaching assistants can provide a large positive impact on learner outcomes. (EEF Toolkit)	1 2

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

Budgeted cost: £67,617

Activity	Evidence that supports this approach	Challenge number(s) addressed
Daily phonics interventions 1:1 for targeted pupils to be reviewed regularly.	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
Daily readers after lunch time for targeted pupils. Pre-teach for targeted pupils for maths and reading.	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
Forest School- opportunity to support life skill, wider cultural experiences and self regulation and confidence.	Forest School is an approach to education that seeks to shape teaching to an individual's learning style. It is not only focused on the acquisition of knowledge but shows that if learning is enjoyable and fulfilling a person grows and gains self-esteem through experiencing the process. (Forest Research)	2 5
School trips and sports events – money will be allocated to each year group that will provide culturally rich experiences.	Evidence strongly supports school trips, which improve academic performance, social-emotional development, and personal skills. They enhance learning by making subjects concrete and relatable, boost confidence and resilience through new experiences, and improve social skills like communication and teamwork. Trips can increase curiosity, foster a greater appreciation for the natural world, and provide cultural enrichment that may otherwise be inaccessible.(Google)	5

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

Budgeted cost: £70,436

Activity	Evidence that supports this approach	Challenge number(s) addressed
Home School Link officer is now working as part of an attendance team to help, support and monitor attendance across the school and to help reduce any barriers for families.	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 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)	3
CPD – HIAS advisor support with behaviour at lunch times and extending provision that goes with it. TAC support and training on executive functioning.	Effective professional development offers a crucial tool to develop teaching quality and enhance children's outcomes in the classroom. (EEF Toolkit – Effective Professional Development)	1 2 3 5
TGMC. Therapeutic behaviour policy support the self-regulation and metacognition of children.	"It is reasonably straightforward to identify what a good culture might look like, but like a diet, the difficulty lies in embedding and maintaining it. This includes staff training, effective use of consequences, data monitoring, staff and student surveys and maintaining standards." Tom Bennett, 2017/EEF - Improving Behaviour	2 3 5
Parental engagement – incentivise parents to engage more with school by	Parental engagement has a positive impact on average of 4 months' additional progress. It is crucial to consider how to engage with all parents	4

implementing a raffle ticket system.	to avoid widening attainment gaps. (EEF Toolkit – Parental Engagement)	
Member of SLT to lead on parental engagement.		4
Buzz Club. Starts before school and is aimed at children that struggle to self regulate when coming into school.	It describes how they can motivate themselves to engage in learning and develop strategies to enhance their learning and to improve. (EEF Toolkit – Metacognition and Self Regulation)	2 3
FSM Milk		5
ELSA support	Perceived benefits included having a positive impact on behaviour, emotional well-being, relationships and academic achievement, measured by improvements in attendance, social skills and a reduction in exclusions (Bravery & Harris 2009)	2 3 5

Total budgeted cost: £ 281,740

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

<u>Data</u>				
<i>End of KS2 2025 (2024)</i>	<i>Writing</i>	<i>Maths</i>	<i>Reading</i>	<i>Combined</i>
<i>Non PP</i>	<i>72% (67%)</i>	<i>80% (79%)</i>	<i>83% (79%)</i>	<i>66% (59%)</i>
<i>PP</i>	<i>58% (67%)</i>	<i>58% (70%)</i>	<i>61% (57%)</i>	<i>49% (48%)</i>
<i>SEN</i>	<i>13% (44%)</i>	<i>25% (56%)</i>	<i>38% (57%)</i>	<i>13% (44%)</i>
<i>All Pupils</i>	<i>65% (67%)</i>	<i>68% (75%)</i>	<i>72% (69%)</i>	<i>57% (54%)</i>

<i>End of KS1 2025 (2024)</i>	<i>Writing</i>	<i>Maths</i>	<i>Reading</i>	<i>Combined</i>
<i>Non PP</i>	<i>76% (57%)</i>	<i>51% (76%)</i>	<i>72% (65%)</i>	<i>49% (50%)</i>
<i>PP</i>	<i>58% (35%)</i>	<i>44% (62%)</i>	<i>52% (43%)</i>	<i>40% (32%)</i>
<i>SEN</i>	<i>36% (8%)</i>	<i>23% (33%)</i>	<i>23% (21%)</i>	<i>19% (8%)</i>
<i>All Pupils</i>	<i>69% (49%)</i>	<i>48% (71%)</i>	<i>64% (57%)</i>	<i>45% (43%)</i>

<i>Phonics 2025 (2024)</i>		<i>EYFS GLD 2025 (2024)</i>	
<i>Non PP</i>	<i>92% (87%)</i>	<i>Non PP</i>	<i>56% (82%)</i>
<i>PP</i>	<i>67% (67%)</i>	<i>PP</i>	<i>54% (52%)</i>
<i>SEN</i>	<i>53% (47%)</i>	<i>SEN</i>	<i>19% (29%)</i>
<i>All Pupils</i>	<i>82% (79%)</i>	<i>All Pupils</i>	<i>55% (71%)</i>

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

Learning walks, pupil and staff voice show that the vocabulary gap is closing but some pupils are still struggling with oracy skills and being able to articulate their true thoughts and feelings.

Challenge 2: Improve the phonics capabilities of disadvantaged pupils:

Previous years data (79%) has increased this year (82%) which is above the National standard (81%). The improvement was seen in non disadvantaged pupils which highlights the need to support our disadvantaged pupils further. The scores for disadvantaged pupils was higher when completing the phonics screening check compared to previous years.

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

Data shows that there has been improvements in writing for end of Key Stage 1 compared to last year. For end of Key Stage 2, the data shows an improvement for non disadvantaged pupils compared to last year but our disadvantaged pupils showed a decrease from the previous year. This continues to be a focus for this year for all year groups.

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

Behaviour data analysis shows that the reporting of incidents has decreased. The focus for the new strategy will be to focus on Level 3 incidents and supporting children's metacognition and self-regulation.

Challenge 5: Improve attendance and reduce the disadvantaged gap:

Ongoing challenge with attendance data showing that attendance is still low for disadvantaged pupils. New attendance team now in place from the start of this academic year to support with improving attendance for these pupils.

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium to fund in the previous academic year.

Programme	Provider

Service pupil premium funding (optional)

<i>For schools that receive this funding, you may wish to provide the following information: How our service pupil premium allocation was spent last academic year</i>
The impact of that spending on service pupil premium eligible pupils

Further information (optional)