

Pupil premium strategy statement – Barlestone C of E Primary

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	190
Proportion (%) of pupil premium eligible pupils	17%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended – you must still publish an updated statement each academic year)	2025-2026, 2026-2027, 2027-2028
Date this statement was published	November 2025
Date on which it will be reviewed	November (Annually)
Statement authorised by	
Pupil premium lead	Megan Davies
Governor / Trustee lead	

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£57,570
Pupil premium funding carried forward from previous years (<i>enter £0 if not applicable</i>)	£0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£57,570

Part A: Pupil premium strategy plan

Statement of intent

Our primary objective is to ensure that all pupils reach their full potential, both academically and socially. To support this a significant proportion of our efforts related to the pupil premium strategy will centre around delivering high quality teaching, accelerating progress to enable pupils to reach age related expectations, promoting attendance that meet the national expectations and providing broader experiences that enrich each pupil's perspective of the world.

Key principles behind the strategy are:

- **Teacher development-** High quality evidence based professional development to support high quality teaching. Broad and balanced knowledge-based curriculum that responds to the needs of pupils. High quality standardised assessments to carefully track pupils needs.
- **Targeted academic support** that is linked carefully to classroom teaching and individual pupils' specific needs. This may be in the form of pre teaching, over teaching and specific evidence-based interventions.
- **Attendance-** the school will utilise various resources to promote attendance, ensuring all pupils receive the education they are entitled to. This support may include in-school assistance, social and emotional support for students facing emotional- based school avoidance (EBSA), Emotional literacy support assistance (ELSA), Trust attendance officer and Local authority offer through inclusion services.
- **Wider experiences-** school will ensure pupils have to opportunity to experience a range of opportunities that strengthen their perspective of the world and offer experience to develop their individual needs.

Challenges

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

Challenge number	Detail of challenge
1	Ensure high quality teaching is strong across the whole school
2	Close the attainment gap from children who didn't meet age related expectations for their particular year group or national test (PSC and MTC).
3	Ensure that there is a strong culture of high expectations embedded across the school

4	Raise attendance for Pupils in receipt of Pupil Premium to be in line with national expectations.
5	Ensure pupils have the opportunity to engage in wider experiences that develop them as individuals.

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
Strong teaching and learning. Evidence based strategies used with every lesson.	Strong knowledge Coaching that happens regularly and positive impact on practice. Teachers make informed adaptations to support pupils progress Pupils retain more critical knowledge over time. Outcomes for disadvantaged pupils will meet that of their non disadvantaged peers.
Raise attainment for disadvantaged pupils at each statutory assessment point.	Disadvantage pupils attain the same level as non disadvantaged pupils in each statutory assessment point. Outcomes are inline with national expectations. Children are ready for their next stage of learning.
High expectations for pupils that have a positive impact on teaching, learning and behaviour.	Behaviour management strategies are consistent across the school. Staff have high expectations for each pupil and provide the appropriate support to enable them to flourish.
Attendance of disadvantaged pupils to be in /line with non-disadvantaged.	Attendance is carefully monitored and in school support is offered swiftly to ensure improvement for pupils where necessary.

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: £21,301

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Devise, develop & deliver a programme of strong, sustained CPD, focused on evidence-led teaching approaches, delivered in line with the EEF guidance by Trust Teaching & Learning Leads.</p>	<p>Evidence shows that quality of teaching has a high impact on pupil outcomes. Using approaches that have been shown to have impact in the classroom will enhance the impact of teaching and learning.</p> <p>Following EEF guidance on the delivery of effective CPD allows teachers to be shown strategies, and also have time to practice them with peers and apply them to future classroom practice.</p> <p>EEF Effective Professional Development Guidance Report</p> <p>Improving The Impact of Teachers in Pupil Achievement in the UK – Sutton Trust</p>	<p>1,2</p>
<p>Provide instructional coaching for all teachers, delivered by experienced coaches</p>	<p>Instructional coaching has been shown to have impact over time due to the nature of being coached in small increments, and having this modelled with time to practice and have feedback on by an expert.</p> <p>The EEF designate this as follow on coaching and put this at the heart of effective professional development following on from initial training.</p> <p>Four Reasons Instructional Coaching is Currently the Best Evidence-Informed CPD</p> <p>Putting Evidence to Work – EEF</p> <p>What is Instructional Coaching – Ambition Institute</p>	<p>1,2,3</p>

<p>Development of high quality curriculum resources that are ambitious and academically rigorous, including teacher resources that support development of teacher subject knowledge</p>	<p>A strong, ambitious curriculum with logically sequences lessons has been shown to be essential for learning to take place.</p> <p>Teacher subject knowledge, and their pedagogical understanding of how to relay this knowledge to pupils has also been highlight as effective practice.</p> <p>The Great Teaching Toolkit: Evidence Review – Evidence Based Education</p>	<p>1,2,3</p>
---	---	--------------

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

Budgeted cost: £29,015.20

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Additional Phonics sessions for pupils who require further support.</p>	<p>Targeted phonics interventions have been shown to be more effective when delivered regular sessions over a period of upto 12 weeks.</p> <p>https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/phonics/</p>	<p>1,2,3</p>
<p>School-led interventions. A significant proportion of the pupils who receive interventions will be disadvantaged.</p>	<p>Interventions targeting a specific need or knowledge gap can be effective in supporting low attaining pupils or those who are falling behind.</p> <p>Small group tuition EEF</p>	<p>1,2,3</p>
<p>Purchase of standardised diagnostic assessments . Training for staff to ensure</p>	<p>Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction:</p> <p>Standardised tests Assessing and Monitoring Pupil Progress Education Endowment Foundation EEF</p>	<p>1,2,3</p>

assessments are interpreted and administered correctly.		
Early language support for pupils who are below in baseline testing relating to language and communication.	Gaps between more affluent children and their peers emerge before the age of 5, so efforts to support children's learning in the early years are likely to be particularly important for children from disadvantaged backgrounds. https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit4	1,2,3
Improving the quality of social and emotional learning, with the support of ELSA where required.	There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life. https://d2tic4wvo1iusb.cloudfront.net/production/eef-guidance-reports/primary-sel/EEF_Social_and_Emotional_Learning.pdf?v=1735561465	1,2,3,4

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

Budgeted cost: £7,253.80

Activity	Evidence that supports this approach	Challenge number(s) addressed
Embedding principles of good practice set out in the DfE's Improving School Attendance advice.	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.	4

Employing trust attendance officer and engage in LA services around attendance.		
Pupil Premium pupils are supported with the cost of swimming.	Physical activity has important benefits in terms of health, wellbeing and physical development.	1,2,3,4,5
Pupils are supported with a contribution towards uniform	Pupils are supported with a one off contribution for uniform on request.	3,4,5
Development of a range of before and after school clubs.	There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers)	3,4,5
<i>All pupil Premium pupils received school milk</i>	We have identified a need to set a small amount of funding aside to support children's nutrition and good health	5
Pupil Premium pupils are supported with cost of school trips.	There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behavior and relationships with peers): https://educationendowmentfoundation.org.uk/public/files/Publications/SEL/EEF_Social_and_Emotional_Learning.pdf	1,2,3,4,5
Pupil premium pupils (KS2) are supported with the cost of music lessons.	Access to the arts has important benefits in terms of health, wellbeing and physical health.	5

Total budgeted cost: £ 57,570

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

EYFS

GLD- 90% (Expected national average 69%) PP- 75%

Key Stage 1 and Phonics

Year 1

Phonics- - 86% (expected national 80%) PP-71%

Year 2

Reading- 82% (Expected National 71.2%) PP- 67%

Writing- 77% (Expected national 63.6%) PP 67%

Maths 77% (Expected national 72.4) PP 67%

R/W/M combined 73% (Expected national 58.8) 67%

Key Stage 2

Year 4 MTC

Full Marks 57% (National prediction % achieving full marks 38.85) PP-33%

Year 6

Reading 70% (National 75%) PP- 50%

Writing 63% (National 72%) PP- 38%

Maths 77% (National 74%) PP- 50%

Combined 57% (National 62%) PP- 38%

Pupils are assessed using test papers (Whitrose Maths and Headstart Reading) which enable areas of need to be identified and addressed. Cognitive ability tests (CAT4) are also used to support teachers, pupils and parents on how learning can be individualised so that the pupil reaches their full potential.

Teaching strategies which include pre teaching, reteaching using different methods, scaffolds to ensure knowledge is embedded throughout all areas of the curriculum.

Maths mastery approach is being used to deliver the maths curriculum allowing pupils to consolidate key knowledge and methods. These methods and facts then can be applied to reasoning and problem-solving questions. We also supplement our maths teaching with Mastering number to enable pupils the develop a good number sense and fluency for their key year group.

Support staff have received high quality training to ensure they are skilled in providing high quality provision in the classroom and through interventions. Support staff continue to offer high quality support directed by class teachers to support pupils who need it, they also run various interventions for small groups and individuals where needed to maximise the impact for children.

Pupils behaviour is seen as a strength of the school, pupils attend well to their learning. Pupils receive support for their wellbeing in terms of adult check in's, meet and greets and ELSA sessions where needed. Attendance for all pupils was 94% and for pupils in receipt of Pupil Premium it was 92% this is something we will continue to address as we move into the next academic year..

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