

# Barnacre Road Pupil premium strategy statement 20252028

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	203 reception- year 6 42 nursery
Proportion (%) of pupil premium eligible pupils	22.2% reception-year 6 22% nursery-year 6
Academic year/years that our current pupil premium strategy plan covers ( <b>3-year plans are recommended – you must still publish an updated statement each academic year</b> )	2025-2028
Date this statement was published	October 2025
Date on which it will be reviewed	July 2025
Statement authorised by	J Molyneux
Pupil premium lead	J Molyneux
Governor / Trustee lead	J Cowper

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year EYPP allocation this academic year (estimated)	£53,025 £2991
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b>	<b>£56,016</b>

# Part A: Pupil premium strategy plan

## Statement of intent

The legacy of the pandemic continues to have an impact on the lives of many of our pupils and their families within the community that we serve. The ongoing cost of living crisis also disproportionately impacts on our most vulnerable and disadvantaged families. An increasing number of pupils face extensive challenges with their social, emotional and mental health.

Ongoing curriculum revisions and improvements in the quality of teaching means that disadvantaged pupils in early years and key stage 1 are continuing to make progress across all areas school life.

There are no KS1-KS2 progress scores for academic years 2023/24 and 2024/25 due to no KS1 baseline being available to calculate primary progress measures for these years due to Covid-19 disruption. There were 4 pupil premium pupils in the 2024 KS2 cohort meaning published data for pupil premium pupils is suppressed.

At Barnacre Primary School, our values are **believe, belong, become**. We are committed to ensuring that all pupils, regardless of background and starting point, have the opportunity to thrive academically, socially and emotionally.

Our Pupil Premium strategy is designed to:

- Raise attainment and close the gap between disadvantaged pupils and their peers
- Improve attendance and engagement with education
- Provide access to enriching experiences that build character and aspiration
- Support improved behaviour and pupil wellbeing through early intervention.

We aim to deliver a strategy that is evidence-informed, sustainable, and embedded within our wider school improvement plan

## Challenges

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

Challenge number	Detail of challenge
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1	Pupils arrive at the school with significant gaps in early vocabulary, speech and language, literacy development and subsequent writing deficits. Some pupils also struggle with numeracy.
2	SEMH and behavioural needs
3	Attendance
4	Financial hardship due to the ongoing cost of living crisis.

## 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
<p>Disadvantaged pupils will become more confident and successful in accessing their curriculum.</p> <p>The attainment and progress gap between disadvantaged pupils and their non-disadvantaged peers will close.</p>	<p>Attendance, behaviour and engagement of disadvantaged pupils will improve.</p> <p>Disadvantaged pupils will achieve, at least in line with national average, within all statutory assessments at EYFS, Key Stage 1 and Key Stage 2, effectively supporting key transitions.</p>
<p>Improvement in the behaviour and attitudes to learning of identified groups of disadvantaged pupils.</p>	<p>Disadvantaged pupils remain in class enabling full access to the taught curriculum.</p> <p>Pupils successfully develop the skills to positively engage, and where necessary, self-regulate, when interacting with their peers and adults within all aspects of school life.</p>
<p>Attendance and punctuality of disadvantaged pupils improve.</p>	<p>Improved attendance and reduction in the number of pupils persistently and severely absent, aligning the school with the national average.</p>
<p>Pupils successfully access wider curricular activities within and beyond the school day.</p>	<p>Pupils access a breadth of curricular and extracurricular activities to successfully develop social interaction skills. Increased exposure to cultural capital experiences support their knowledge and understanding of the taught curriculum.</p>

## 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: £18,700

<b>Activity</b>	<b>Evidence that supports this approach</b>	<b>Challenge number(s) addressed</b>
Embed the behaviour policy, providing appropriate CPD opportunities for staff to support high expectations for learning.	Behaviour interventions +3 months (EEF Toolkit).	2
Consistent and effective implementation of the intended curriculum, which is well sequenced and ambitious for all learners. Effective use of adaptive teaching strategies employed to enable all learners to successfully access their curriculum.		1
Within the design and delivery of the curriculum, particularly in Early Years, an increased focus on the support the linguistic aspects of communication, such as teaching and modelling vocabulary and language whilst supporting both cognitive and linguistic aspects of communication, including interactive reading or collaborative talk. Staff training on high quality interactions in EYFS, particularly using the ShREC approach.	Communication and language approaches +7 months (EEF Toolkit).	1
Development of whole school INSET and targeted CPD programme focusing on developing positive behaviours for learning and effectively adapting the implementation of the intended curriculum. The Trust Teaching and Learning library further developed and membership to National College to allow staff to support their own professional development needs.	Behaviour interventions +3 months (EEF Toolkit).	1, 2

Targeted programme of CPD (Lancashire Talk Units) for every year group class teacher to improve the teaching of grammar, punctuation, oracy and writing, as well as increasing engagement in writing.	Oral language interventions +6 months (EEF toolkit)  Reading comprehension strategies +7 months (EEF toolkit)	1
Implement NCETM teaching for mastery programme and mastering number programme.	Mastery learning +5 months (EEF toolkit)	1
The classroom environment reflects the values of the school, creating a positive environment to support greater engagement in learning.	Social and emotional learning +3 months (EEF Toolkit).	2

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

Budgeted cost: £24,730

Activity	Evidence that supports this approach	Challenge number(s) addressed
Secure accurate baseline data through teacher assessment against nonstatutory Development Matters framework when pupils enter the school allowing for early identification of need from which timely and targeted intervention and support can be initiated.	Early literacy approaches +4 months (EEF Toolkit).  Early numeracy approaches +7 months (EEF Toolkit).	1

<p>Provide targeted intervention and support for identified pupils – 1:1, small group intervention with a particular focus on (RWInc, Wellcom, White Rose Maths &amp; Mastering Number):</p> <ul style="list-style-type: none"> <li>• Phonics (RWInc one to one and catch up)</li> <li>• Comprehension and fluency</li> <li>• Oracy</li> <li>• Writing</li> <li>• Number</li> <li>• Sentence building</li> <li>• Spelling</li> <li>• IDL</li> </ul>	<p>Phonics impact +5 months (EEF Toolkit). Reading comprehension impact +6 months (EEF Toolkit).</p> <p>Oral language interventions +6 months (EEF Toolkit).</p> <p>1:1 tuition +5 months (EEF Toolkit).</p> <p>Individualised instruction +4 months (EEF Toolkit).</p> <p>Small group tuition impact +4 months (EEF Toolkit).</p>	1
Effective deployment of TAs in the classroom.	Teaching Assistant Interventions +4 months (EEF Toolkit)	1, 2
Social and emotional/behavioural learning interventions such as the Nest	Metacognition and self-regulation interventions +8 months (EEF Toolkit).	2
lunchtime provision, drawing and talking.		
Create suitable outside space and resources to support all learners, particularly those within Early Years.	Physical development approaches +5 months (EEF Toolkit) and Play-based learning +4 months (EEF Toolkit).	1, 2
	Physical activity +2 months (EEF Toolkit).	

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

Budgeted cost: £ 11,595

Activity	Evidence that supports this approach	Challenge number(s) addressed
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<p>Attendance systems and processes allow for tighter monitoring and subsequent interventions for absent pupils.</p> <p>Tight tracking and monitoring of pupil attendance and punctuality with swift identification of patterns, barriers and subsequent interventions.</p> <p>Raised profile of link between attendance and outcomes communicated to pupils and parents/ carers through appropriate channels.</p>	<p>Primary school children who attend school nearly every day in Year 6 (95-100% attendance) are 30% more likely to reach the expected standard in reading, writing and maths compared to similar pupils who attend 90-95% of the time. (The DfE Education Hub blog).</p>	3
<p>Provide relevant and targeted support to families where necessary</p>	<p>Parental engagement +4 months (EEF Toolkit).</p>	1, 2, 3, 4
<p>Provide a comprehensive clubs and activities offer before, during and afterschool for pupils across all key stages to engage with. Review the curriculum, embedding cultural capital opportunities for pupils to experience and explore.</p>	<p>Arts participation +3 months (EEF Toolkit).</p> <p>Physical activity +2 months (EEF Toolkit).</p>	2, 4
<p>Support families suffering hardship, including help with uniform/ PE kit, equipment and assistance with trips and visits.</p>	<p>Parent/carer voice indicates how impactful financial support is within these respective areas.</p>	4

**Total budgeted cost: £55,025**

## Part B: Review of the previous academic year: Outcomes for disadvantaged pupils 2024-25

Intended outcome	Success criteria	Impact
PP children's attendance continues to rise so the gap between PP and non-PP narrows	94% minimum for 2024-25	Attendance for PP pupils in 2024/25 was 90.5% compared to 91.7% in 2023/24. Attendance for non-PP pupils in 2024/25 was 95.9% National average attendance for PP pupils in 2024/25 was 89.4%.  Persistent absence for PP pupils in 2024/25 was 20% compared to 17.9% in 2023/24. Persistent absence for non-PP pupils in 2024/25 was 4.7% National average Persistent absence for PP pupils in 2024/25 was 31.3%
Pupil premium children are able to access the full Barnacre offer	PP pupils attend school visits, participate in music lessons, sporting events and extra-curricular activities.  Participation is in line with non-PP pupils	95.3% PP pupils attended at least one activity in 2024/25. The percentage of non-PP pupils attending at least one activity was 100%.  25.5% PP pupils attended regularly extra-curricular clubs/ activities. The percentage of non-PP pupils attending regularly was 70%
Ensuring Quality First Teaching so that pupils gain the intended knowledge and skills as detailed on the Barnacre curriculum  Extra support in English and mathematics so that pupil attain in line with their peers	PP pupils' attainment gap narrows. This will be evident in phonics, MTC and KS2 attainment.	EYFS GLD In 2024/25 60% of PP pupils achieved expected standard compared to 63% non-PP. The national average for all pupils in 2024 was 67.7%. In 2023/24 33% of PP pupils achieved expected standard.  PSC In 2024/25 100% of PP pupils achieved a pass compared to 96% non-PP. The national average for all pupils was 81%. In 2023-24, 67% of PP pupils achieved a pass.  MTC In 2024-25, 17% of PP pupils achieved full marks, compared to 21% non-PP. The national average has not yet been officially published. In 2023-24, 25% of PP pupils achieved full marks.

		<p>KS2 SATs in 2024- 25:</p> <table border="1"> <thead> <tr> <th></th> <th>Reading</th> <th>Writing</th> <th>Maths</th> <th>Combined</th> <th>GPS</th> </tr> </thead> <tbody> <tr> <td>PP</td> <td>50% GDS 50% WTS</td> <td>75% EXS 25% WTS</td> <td>50% EXS 25% GDS 25% WTS</td> <td>50%</td> <td>75% EXS</td> </tr> <tr> <td>Non-PP</td> <td>35% EXS 29% GDS 35% WTS</td> <td>59% EXS 41% WTS</td> <td>41% EXS 24% GDS 35% WTS</td> <td>41%</td> <td>29% EXS 18% GDS 53% WTS</td> </tr> </tbody> </table> <p>in 2023-24</p> <table border="1"> <thead> <tr> <th></th> <th>Reading</th> <th>Writing</th> <th>Maths</th> <th>Combined</th> <th>GPS</th> </tr> </thead> <tbody> <tr> <td>PP</td> <td>33% EXS 67% WTS</td> <td>33% EXS 67% WTS</td> <td>67% EXS 33% WTS</td> <td>33%</td> <td>33%</td> </tr> <tr> <td>Non-PP</td> <td>53% EXS 27% GDS 20% WTS</td> <td>87% EXS 13% WTS</td> <td>33% EXS 27% GDS 40% WTS</td> <td>53%</td> <td>60% EXS 27% GDS 13% WTS</td> </tr> </tbody> </table>		Reading	Writing	Maths	Combined	GPS	PP	50% GDS 50% WTS	75% EXS 25% WTS	50% EXS 25% GDS 25% WTS	50%	75% EXS	Non-PP	35% EXS 29% GDS 35% WTS	59% EXS 41% WTS	41% EXS 24% GDS 35% WTS	41%	29% EXS 18% GDS 53% WTS		Reading	Writing	Maths	Combined	GPS	PP	33% EXS 67% WTS	33% EXS 67% WTS	67% EXS 33% WTS	33%	33%	Non-PP	53% EXS 27% GDS 20% WTS	87% EXS 13% WTS	33% EXS 27% GDS 40% WTS	53%	60% EXS 27% GDS 13% WTS
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Reception pupils are provided with additional support to close gaps in their foundation knowledge and skills.	At least 50% of disadvantaged pupils gain GLD	<p>EYFS GLD</p> <p>In 2024/25 60% of PP pupils achieved expected standard compared to 63% non-PP. The national average for all pupils in 2024 was 67.7%. In 2023/24 33% of PP pupils achieved expected standard.</p>																																				

## 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
Not applicable.	

## Service pupil premium funding

<b>: How our service pupil premium allocation was spent last academic year</b>
Not applicable
<b>The impact of that spending on service pupil premium eligible pupils</b>
Not applicable

