

Barnacre Road Pupil premium strategy statement 2025-2028

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	222 (including nursery)
Proportion (%) of pupil premium eligible pupils	14.4%
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)	2025-2028
Date this statement was published	October 2026
Date on which it will be reviewed	October 2027
Statement authorised by	Jess Molyneux
Pupil premium lead	Jess Molyneux
Governor / Trustee lead	Jane Green

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year EYPP allocation this academic year (estimated)	£73880 £5240
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£79120

Part A: Pupil premium strategy plan

Statement of intent

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

Our Pupil Premium strategy is designed to:

- Close the attainment gap between disadvantaged children and their peers
- Raise attainment for all disadvantaged children, ensuring high ambition for those that are already high attainers.
- 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
- Reduce the impact of financial hardship on access to essential items

Our approach focuses on the areas of challenge experienced by disadvantaged children in our school, based on robust diagnostic assessment of our children's needs. The actions we take and interventions we implement, detailed in this strategy, are evidence-based and will benefit all pupils in our school. Implicit in the intended outcomes below is the intention that attendance, wellbeing, attainment and progress of non-disadvantaged children will be sustained and improved alongside progress for their disadvantaged peers.

Challenges

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

Challenge number	Detail of challenge
1	<u>Attendance:</u> Attendance data from the last two years indicates that attendance has been lower among disadvantaged pupils than for non-disadvantaged pupils and the gap has widened. Our assessment data suggests that absenteeism is negatively impacting the progress and attainment of disadvantaged pupils.
2	<u>Attainment and Progress in Reading</u> Statutory assessments such as the EYFS Profile, Phonics Screening Check and KS2 Assessments, as well as internal assessments and observations demonstrate that many of our disadvantaged pupils have lower attainment and slower progress than their peers.

3	<u>Attainment and Progress in Writing</u> Statutory assessments such as the EYFS Profile, Phonics Screening Check and KS2 Assessments, as well as internal assessments and observations demonstrate that many of our disadvantaged pupils have lower attainment and slower progress than their peers.
4	<u>Attainment and Progress in Maths</u> Statutory assessments such as the EYFS Profile, Phonics Screening Check and KS2 Assessments, as well as internal assessments and observations demonstrate that many of our disadvantaged pupils have lower attainment and slower progress than their peers.
5	<u>Social, emotional, mental health and behavioural needs.</u> A number of our disadvantaged children experience social, emotional and mental health challenges. Internal data shows that children in receipt of pupil premium receive proportionately more red cards and yellow card sanctions. Our observations suggest that emotional dysregulation is often linked to behaviour challenges.
6	<u>Financial difficulties limit access to essential items and cultural, enriching and sporting experiences</u> Internal data and discussions with our pupils and families indicate that financial hardship limits access to cultural, enriching and sporting experiences such as clubs, visits and residential.

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
To achieve improved attendance for all pupils, particularly for disadvantaged pupils.	<p>The gap between attendance of disadvantaged and non-disadvantaged attendance will be reduced to less than 5% by 2028.</p> <p>Overall attendance will be above national average each year.</p> <p>The number of persistently absent children will be reduced.</p>
Improved attainment in reading among disadvantaged pupils	<p>KS2 Pupil premium cohort will be within 10% of non-pupil premium cohort in Reading EXS+</p> <p>Year 1 pupil premium cohort will be within 10% of non-pupil premium cohort in the Phonics Screening Check.</p>

	<p>Reception pupil premium cohort will be within 10% of non-pupil premium cohort in EYFSP.</p>
<p>Improved attainment in writing among disadvantaged pupils</p>	<p>KS2 Pupil premium cohort will be within 10% of non-pupil premium cohort in Writing EXS+</p> <p>Reception pupil premium cohort will be within 10% of non-pupil premium cohort in EYFSP.</p> <p>Reception pupil premium cohort will be within 10% of non-pupil premium cohort in EYFSP.</p>
<p>Improved attainment in maths among disadvantaged pupils.</p>	<p>KS2 Pupil premium cohort will be within 10% of non-pupil premium cohort in Maths EXS+</p> <p>Year 4 pupil premium cohort will be within 10% of non-pupil premium cohort in the MTC.</p> <p>Reception pupil premium cohort will be within 10% of non-pupil premium cohort in EYFSP.</p>
<p>Achieve and sustain improved wellbeing and behaviour for all pupils in our school, particularly our disadvantaged pupils.</p>	<p>Quantitative data will show a reduction in red and yellow card sanctions, suspensions and exclusions.</p> <p>Internal data shows a reduction in instances of emotional dysregulation.</p> <p>Pupil voice and surveys demonstrate improved wellbeing.</p>
<p>Increase participation in cultural, sporting and enrichment activities, particularly for disadvantaged pupils.</p>	<p>Attendance of disadvantaged children at extra-curricular clubs will increase.</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: £38,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Targeted programme of CPD (Lancashire Talk Units) for year one, three, four and six class teachers 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)	2 & 3
School will participate in the Thinking Classrooms Programme from Lancashire Closing the Gap Pilot. The programme has a specific emphasis on cognitive and metacognitive skills as well as speaking and listening skills and aims to enhance attainment across the curriculum.	Metacognition and self-regulation approaches, +7 months progress. (EEF toolkit)	2, 3, 4 & 5

Recruitment of Assistant SENDCo HLTA to run the Nest provision, providing soft starts and regulation space, leading drawing and talking sessions, speech and language therapy programmes, phonics tuition, literacy intervention, maths intervention and reading intervention.	<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> <p>Phonics impact +5 months (EEF Toolkit).</p> <p>Reading comprehension impact +6 months (EEF Toolkit).</p>	1, 2, 3, 4 & 5
Training for all new staff delivering RWInc phonics programme and refresher training for existing staff. Ongoing service level agreement with Ruth Miskin Training to provide phonics development days to guide and improve practice.	Phonics impact +5 months (EEF Toolkit).	2 & 3
Training for all early years staff on communication and language approaches as well as use of the outdoor learning environment to promote speech and language development.	<p>Oral language interventions +6 months (EEF toolkit)</p> <p>Physical activity +2 months (EEF toolkit)</p>	2, 3 & 4

Recruitment of a PE specialist teaching assistant to support gross and fine motor skill development in reception as a precursor to writing.	Physical activity +2 months (EEF toolkit) Approaches supporting physical development and activity in young children can have a valuable positive effect on their learning of five months additional progress, on average- EEF	3
School will participate in the teaching maths for mastery programme from the NCETM.	Mastery learning +5 months (EEF)	4

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

Budgeted cost: £ 28,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Provide targeted one to one and small group tutoring for children in year two who did not pass the phonics screening check in year one and those children in year one at risk of failing to meet the expected standard.	1:1 tuition +5 months (EEF Toolkit). Individualised instruction +4 months (EEF Toolkit). Small group tuition impact +4 months (EEF Toolkit). Phonics impact +5 months (EEF Toolkit). Reading comprehension impact +6 months (EEF Toolkit).	2 & 3

Effective deployment of TAs in the classroom.	Teaching Assistant Interventions +4 months (EEF Toolkit)	2, 3 & 4
Implement the Letterjoin handwriting recovery programme across KS2.	Graham 2018- explicit handwriting instruction directly enhances fluency and legibility.	3
Purchase KS2 revision guides to support retention of the KS2 curriculum.	Dunlosky et al 2013 found that practice testing and spaced practice were 'high utility' strategies for learning.	2, 3 & 4
Purchase Times Table Rockstars to support fluency and recall in multiplication.	A four-week study evaluating year three students found 67% of pupils improved their completion time of times table questions.	4
Train two staff members in Lego therapy and implement a programme of Lego therapy for children with SEMH needs.	Social and emotional learning +3 months (EEF toolkit)	1 & 5

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

Budgeted cost: £ 12,620

Activity	Evidence that supports this approach	Challenge number(s) addressed
Provide home visits, free breakfast club and attendance support to vulnerable families to increase attendance and punctuality.	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).	1
Reward and incentivise strong and improving attendance.	Primary school children who attend school nearly every day in Year 6 (95-100% attendance) are 30% more likely	1

	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).	
Provide a comprehensive clubs and enrichment activities offer before, during and after school for pupils across all key stages to engage with.	Arts participation +3 months (EEF Toolkit). Physical activity +2 months (EEF Toolkit).	1 & 6
Support families suffering hardship, including help with uniform/ PE kit, equipment and assistance with trips and visits.	Parent/carer voice indicates how impactful financial support is within these respective areas.	6
Increase parental engagement in children's learning through provision of additional parent information evenings, workshops and events.	Parental engagement +4 months EEF toolkit	1, 2, 3, 4
Behaviour interventions will be put in place for vulnerable children, including outreach from AP.	Behaviour interventions +3 months (EEF)	1 & 5

Total budgeted cost: £79,120

Part B: Review of the previous academic year: Outcomes for disadvantaged pupils 2025-2026

Intended outcome	Success criteria	Impact
<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>In 2025, 83% of PP children achieved a GLD in EYFS, compared to 78% of non-PP children and 80% of the whole cohort.</p> <p>In 2025, 56% of PP children met the expected standard in the PSC, compared to 75% of non-PP children and 67% of the entire cohort.</p> <p>In 2025, 67% of PP children achieved the expected standard for reading, writing and maths at the end of key stage one, compared with 64% of non-PP children.</p> <p>In 2025, the mean score in the MTC of PP children was 21.8, compared to 21 for non-PP children and 21.1 for the whole cohort.</p> <p>In 2025, 43% of PP children achieved the expected standard in reading, writing and maths, compared with 65% of non-PP children and 60% of the whole cohort. 43% of PP children achieved the higher standard in maths and 29% in reading.</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>In 2024-2025, 45% of red cards and 37% of yellow cards issued were to children in receipt of pupil premium. By the end of 2025, these figures had fallen to 36% and 32% respectively.</p>

Attendance and punctuality of disadvantaged pupils improve.	Improved attendance and reduction in the number of pupils persistently and severely absent, aligning the school with the national average.	The gap between disadvantaged children's attendance and the attendance of their non-disadvantaged peers for 2025-2026 was 8.3%
Pupils successfully access wider curricular activities within and beyond the school day.	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>In 2025-2026, all pupils accessed at least one enrichment activity.</p> <p>In 2025-2026, 31% of disadvantaged pupils accessed an extra-curricular club.</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

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

