

Pupil premium strategy statement – Barnsole Primary School

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	601
Proportion (%) of pupil premium eligible pupils	36% (214 pupils)
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)	2025-26
Date this statement was published	December 2025
Date on which it will be reviewed	October 2025
Statement authorised by	Jonathan Smales
Pupil premium Lead	Stephanie Tollervey
Governor / Trustee Lead	Robin Selmes

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£307,545
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£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>	£307,545

Part A: Pupil premium strategy plan

Statement of intent

At Barnsole our main objectives are for all children to achieve equally: to do as well academically and to thrive socially and emotionally. Different starting places do not determine end goals. Expectations for all children – including Pupil Premium – are aspirational. In order to ensure equality, we do not treat children the same. Impactful spending of Pupil Premium funding ensures all children meet their potential. We want all our children to compare favourably with national data.

We develop the whole child by offering a holistic approach to teaching by developing curriculum key substantive and disciplinary knowledge, balanced alongside everyday life and functional skills. We believe these are crucial in developing resilience, confidence and life-long 21st Century learners. Our focus is on supporting self-esteem through problem solving; developing communication and social skills; building resilience through mistake making and learning from one another; the promotion of independence and instilling pride in our learning whilst sharing it with a range of audiences. Our continuous focus on early reading and phonics aims to close the gap and open equal access to the rest of the curriculum. This alongside wider experiences such as woodland learning gives our children experiences and opportunities similar to their peers. Exit Points and real-life learning experiences produce outcomes which the children are proud of and remember; we work with parents and carers and through all of this support, all skills are developed. Ultimately, when these are combined, it raises the aspiration in our community. Our 11 core school values are at the heart of everything.

To ensure they are effective we will:

- Adopt a whole school pedagogical approach in which the structure of lessons keep up not catch up
- Act early to intervene at the point of need
- Explicitly teaching the acquisition of vocabulary across all subjects
- We adopt a whole school approach in which all staff take responsibility for disadvantaged children's outcomes and raise expectations of what they can achieve

Challenges

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

Challenge number	Detail of challenge
1	Low attendance and persistent absenteeism, including a number of school avoiders: Many disadvantaged pupils have attendance rates below national expectations. A proportion are persistent absentees and school avoiders, which affects learning continuity and engagement.
2	High level of SEND, particularly complex Speech and Language and Social, Emotional and Mental Health needs: A high proportion of PP pupils have diagnosed or emerging SEND needs. Issues with communication, emotional regulation, and behaviour impact access to learning.
3	Below expected achievement in phonics, reading, writing and maths: Assessment data shows disadvantaged pupils are disproportionately represented in the lower attainment groups, with gaps in early reading, language acquisition, and core mathematics skills.
4	Increased likelihood of involvement with Children's Services: A number of PP pupils have involvement with Early Help, Child in Need or Child Protection plans. This can lead to instability, trauma, or barriers to home learning.
5	Low-income families with limited access to enrichment, learning resources, or positive out-of-school experiences: Financial constraints impact pupils' readiness to learn, participation in clubs, access to materials, and overall well-being.

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
1	Improved attendance and reduced persistent absenteeism Disadvantaged pupils will attend school more regularly, with targeted support for school avoiders. Families will engage with early intervention and support systems.	PP attendance gap with non-PP reduces to less than 2%. Persistent absenteeism for PP pupils decreases by at least 10 percentage points. Identified school avoiders demonstrate improved daily attendance and reduced anxiety through attendance plans and pastoral support. Increased parental engagement with attendance meetings and support programmes.
2	Improved communication and emotional regulation for pupils with SLCN and SEMH needs Pupils with SEND make effective progress against personalised targets. Staff feel confident in supporting communication difficulties and SEMH challenges.	At least 75% of targeted pupils meet their individual intervention targets. Reduced incidents of behaviour logs and exclusions for PP pupils by at least 20%. Improved teacher confidence as evidenced through CPD evaluation. Observations show increased engagement in class routines and learning.

	Pupils display fewer behaviour-related barriers to learning.	
3	Improved outcomes in phonics, reading, writing and maths for disadvantaged pupils Achievement gaps narrow between PP and non-PP pupils, particularly in early reading. Pupils develop strong foundations in phonics and secure progression in core subjects.	PP pupils achieve at least national average in the Phonics Screening Check. PP attainment gap in Reading, Writing and Maths reduces by at least 10 percentage points across all year groups. Increased reading fluency scores and engagement (tracked through reading assessments and classroom observations).
4	Improved stability, safeguarding outcomes, and emotional well-being for pupils involved with Children's Services Pupils affected by trauma, instability or safeguarding concerns receive consistent, multi-agency support. Families are supported in creating stable conditions for learning.	Case reviews show improved engagement with Early Help/CiN/CP plans. Attendance at safeguarding meetings increases for school and family. Pupil well-being surveys show improved self-regulation, safety and belonging. Fewer concerns escalate to higher levels of Children's Services intervention.
5	Increased access to enrichment, learning resources and wider opportunities Pupils from low-income families have equal access to clubs, trips, resources, and cultural capital experiences. Barriers linked to poverty are minimised.	PP participation in clubs, trips and enrichment matches or exceeds non-PP pupils. All PP pupils have access to necessary learning resources (uniform, books, stationery, devices if needed). Pupil voice feedback indicates improved enjoyment, confidence and aspirations. Improved engagement between home and school

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: £126,900

Activity	Evidence that supports this approach	Challenge number(s) addressed
High-quality CPD: instructional coaching, early reading, SEND, trauma-informed practice	EEF: <i>High Quality Teaching</i> EEF: <i>Effective Professional Development</i> DfE Reading Framework	2,3
Recruitment & retention incentives for experienced teachers / ECT support	EEF: <i>High Quality Teaching</i> DfE <i>Teacher Recruitment & Retention Strategy</i>	2,3
Little Wandle Phonics programme development (training, resources, decodable texts)	EEF: <i>Phonics (+5 months)</i> DfE <i>validated SSP guidance</i>	3
Curriculum development & subject leader release time	EEF: <i>Putting Evidence to Work</i> EEF: <i>Collaborative Learning</i>	3
Speech & Language Therapy traded service	EEF: <i>Oral Language Interventions (+6 months)</i> RCSLT evidence base	2,3
Occupational Therapy traded service	Royal College of OT EEF: <i>Social & Emotional Learning (+4 months)</i>	2
External specialist support (ASD outreach, SEMH advisory teams, behaviour support services)	EEF: <i>Behaviour Interventions (+4 months)</i> SEND Code of Practice	2,4
Reading & literacy resources (training, Grammarsaurus, assessment tools)	EEF: <i>Reading Comprehension Strategies (+6 months)</i> FFT literacy guidance	3

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

Budgeted cost: £98,445

Activity	Evidence that supports this approach	Challenge number(s) addressed
2 x ELSA staff delivering emotional literacy interventions	EEF: <i>Social & Emotional Learning (+4 months)</i> DfE <i>Mental Health & Behaviour in Schools</i>	2,4
2 x Advanced Drawing & Talking practitioners	Trauma-informed practice research EEF: SEL evidence	2,4
Reading interventions (LW rapid catch up, SEN	EEF: <i>Phonics (+5 months)</i> EEF: <i>Reading Comprehension (+6 months)</i>	3

programme, FDL & Reading+)		
Spelling Shed subscription	EEF: <i>Digital Technology</i> (+4 months) Phonics-aligned spelling research	3
Times Tables Rock Stars (TTRS)	EEF: <i>Digital Technology</i> (+4 months) DfE Maths Hub fluency guidance	3
IXL adaptive online learning (maths & literacy)	EEF: <i>Digital Technology</i> (+4 months) FFT adaptive learning studies	3
Small-group tutoring (phonics, reading, writing, maths) – teacher + TA-led	EEF: <i>Small Group Tuition</i> (+4 months) EEF: <i>TA-led Interventions</i> (+4 months) NTP research	3

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

Budgeted cost: £82,200

Activity	Evidence that supports this approach	Challenge number(s) addressed
Family Liaison Officer (attendance & family support)	DfE: <i>Improving School Attendance</i> guidance EEF: <i>Parental Engagement</i> (+4 months)	1,4,5
Pastoral & SEMH behaviour support (mentoring, plans, restorative approaches)	EEF: <i>Behaviour Interventions</i> (+4 months) Trauma-informed practice	1,2,4
Wrap-around care contributions (breakfast/after-school club)	EEF: <i>Extended School Time</i> (+2 months) Social Mobility Commission	1,5
Trip/residential/enrichment contributions	EEF: <i>Arts Participation</i> (+3 months) Ofsted: cultural capital	5
Attendance strategy (home visits, monitoring systems, rewards)	DfE <i>Attendance Guidance 2022–24</i>	1
Well-being programme (sensory resources, regulation spaces, mindfulness)	EEF: <i>Social & Emotional Learning</i> (+4 months) CAMHS	2,4
Uniform, hygiene parcels	EEF: <i>Parental Engagement</i> (+4 months) Research on material deprivation	5

Total budgeted cost: £307,545

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Whole School EOY Data 2024-25 for pupils achieving expected or greater standard:

	ALL	PP	GAP
Reading	74%	62%	-12%
Writing	64%	51%	-13%
Maths	71%	60%	-11%
Combined	59%	46%	-13%

KS2 SATs Data 2025 for pupils achieving expected or greater standard:

	ALL	PP	GAP	NATIONAL (all)
Reading	74%	58%	-16%	75%
Writing	80%	66%	-14%	72%
Maths	66%	56%	-10%	74%
Combined	63%	49%	-14%	62%

Phonics data:

75% of Yr1 children passed the phonics screening test

59% of Pupil Premium pupils passed the Yr1 phonics screening test

EYFS:

76% achieved GLD

57% of PP children achieved GLD

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
TTRS	NCETM & Maths Hub East Midlands
NELI - Nuffield Early Language Intervention	Nuffield Foundation

Spelling Shed	Ed Shed Ltd
Grammarsaurus	Grammarsaurus Ltd