



St Barnabas

Church of England Primary Academy

A member of **CDARI**

Pupil premium strategy statement – St Barnabas Church of England Primary Academy 2024-27

This statement details our school's use of pupil premium (and recovery 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 (2025-26) and the outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	205
Proportion (%) of pupil premium eligible pupils	13% (26 pupils)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2024-27
Date this statement was published	December 2025
Date on which it will be reviewed	March 2026 & July 2026
Statement authorised by	Becky Ham
Pupil premium lead	Becky Ham
Governor / Trustee lead	Laura Watson

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£40, 714
Recovery premium funding allocation this academic year	£0
Pupil premium (and recovery premium*) funding carried forward from previous years (<i>enter £0 if not applicable</i>)	£0
Total budget for this academic year	£40,714

Part A: Pupil premium strategy plan

Statement of intent

At St Barnabas CE Primary Academy our intention is that all children, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged and vulnerable children to achieve that goal, including progress for those who are already high attainers.

We aim to effectively and efficiently use resources to have the maximum impact on the outcomes of Pupil Premium (PP) children. We recognise that although all children have had their learning disrupted by the Covid-19 pandemic, the negative impact will probably be worse for PP pupils (as has been reported for England by the Social Mobility Commission in its annual State of the Nation report in July 2021). Research suggests that the disruption to learning is likely to have at least reversed the progress made in closing the 'disadvantaged' gap over the past decade. Our ultimate aim is to implement a sustained response for all children, but particularly for those from socio-economically 'disadvantaged' backgrounds. Within the PP Strategy, we will also consider how to align chosen approaches with PP spending and broader school improvement priorities.

The PP Strategy is cyclical and embedded within a broader strategic implementation cycle. The strategy will be sustained over a three-year period, including ongoing monitoring and evaluation in an annual cycle. In order to develop an effective PP strategy we have developed an in-depth understanding of the challenges that our disadvantaged children are facing. This involved diagnostic assessments of academic challenges and the assessment of wider barriers to learning. This strategy has been developed to address these key challenges.

St Barnabas has adopted the 3-tiered approach recommended by the Education Endowment Fund (EEF), the DfE and Ofsted, to supporting Pupil Premium children in order to balance approaches to improving teaching, targeted academic support and wider strategies. The 3-tiered approach will ensure the school focuses on a small number of strategies that are likely to make the biggest difference. Within this tiered model an evidence-based approach has been adopted. Quality first teaching is one of the biggest drivers of pupil attainment, particularly for those from 'disadvantaged' backgrounds. Consequently, improving quality first teaching is a top priority for PP spending. Evidence consistently shows the positive impact that targeted academic support can have, including children who are not making good progress across the spectrum of achievement. Therefore, the strategy considers how classroom teachers and teaching assistants can provide targeted academic support, including how to link structured one-to-one support or small group intervention to classroom teaching. Wider strategies which relate to what are likely to be the most significant non-academic challenges (or barriers to achievement) in our school have also been identified and planned for.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged children require the most support. This is proven to have the greatest impact on

closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged children in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged children's attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our strategy is also integral to wider school plans for education recovery, notably in its targeted support through the National Tutoring Programme for pupils whose education has been worst affected, including non-disadvantaged pupils.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they're set
- act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve

School leaders will continually monitor the progress of the PP Strategy, adapting approaches when and where appropriate as the year proceeds. As actions and approaches are implemented support will be provided for staff so that they can take ownership of them and deliver them successfully. As challenges (barriers to achievement) emerge these will be addressed through flexible and motivating leadership. We aim to respond to implementation data to tailor and improve approaches.

Challenges

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

Challenge number	Detail of challenge
1	Communication and language skills - Assessments, observations, and discussions with children indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged children. These are evident from Reception through to KS2 and in general, are more prevalent among our disadvantaged children than their peers.
2	Social, emotional and behavioural needs - Our assessments, observations and discussions with children and families have identified social and emotional issues for many children, due to a lack of enrichment opportunities and limited socialising with others during school closures. These challenges particularly affect disadvantaged children, including their attainment.
3	Phonics and reading - Assessments, observations, and discussions with children suggest disadvantaged children generally have greater difficulties with

	phonics and reading than their peers. This negatively impacts their development as readers.
4	Maths- Internal and external assessments indicate that maths attainment among disadvantaged pupils is below that of non-disadvantaged pupils.
5	Lower attendance - While school-level attendance is good, maintaining high attendance for disadvantaged pupils remains a priority to ensure gaps do not widen.

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
Improved oral language skills and vocabulary among Pupil Premium children.	Assessments and observations indicate significantly improved oral language among Pupil Premium children. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.
Improved reading attainment among Pupil Premium children.	<ul style="list-style-type: none"> • All PP children will follow a structured phonics programme throughout Reception and Year 1. Gaps in learning will be identified on a regular basis and focused interventions planned to close these gaps during Year 2. • Apart from those with SEND, all PP children will pass the phonics screening by the end of Year 2. • KS2 reading outcomes in 2026/27 show that more than 75% of PP children met the expected standard.
Improved maths attainment for Pupil Premium children at the end of KS2.	KS2 maths outcomes in 2026/27 show that more than 75% of disadvantaged pupils met the expected standard.
To achieve and sustain improved wellbeing for all children in our school leading to increased confidence and resilience, particularly our Pupil Premium children	<p>Sustained high levels of wellbeing from 2026/27 demonstrated by:</p> <ul style="list-style-type: none"> • qualitative data from children's voice, children and parent surveys and teacher observations • a significant increase in participation in enrichment activities, particularly among PP children

	The frequency of teachers identifying social and emotional needs as barriers to learning will decrease by 50% by July 2027.
To achieve and sustain high attendance for all children, particularly our Pupil Premium children.	<p>Sustained high attendance from 2026/27 demonstrated by:</p> <ul style="list-style-type: none"> the overall attendance rate for all children being over 96% and the attendance gap between PP children and non-PP children being reduced by 1%. the percentage of all children who are persistently absent being below 8% and the figure among PP children being no more than 2% lower than their peers.

Activity in this academic year (2024-25)

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

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: Approx £ 18,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Purchase of standardised diagnostic assessments (NFER) and LBQ (Learning by Questions)</p> <p>Training for staff to ensure assessments are interpreted and administered correctly</p>	<p>EEF states that 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>	1, 3 and 4
<p>Purchase of a DfE validated Systematic Synthetic Phonics programme to secure stronger phonics teaching for all pupils- Phonics Bug</p> <p>Training for new KS1 staff</p>	<p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils: Recent school data (100% pass rate for PP in Year 1) confirms efficacy.</p>	3

	Phonics EEF EEF- Improving literacy in KS1	
<p>Continuing Professional Development (CPD) for teachers and TAs across school. Each CPD event to be recorded and monitored on CPD log.</p> <p>Allocation of funds for reading, writing and maths initiatives, subscriptions and high quality texts for EYFS, KS1 and KS2.</p>	<p>Quality /at least good teaching in all classes every day. Provision of interventions and challenge teaching for children identified as needing to catch-up – see www.gov.uk/publications/the-pupil-premium-how-schools-are-spending-the-fundingsuccessfully</p> <p>Writing attainment at KS2 showed the largest gap (-28.3%) in 2025. CPD will focus on closing this specific gap</p>	1,3 and 4
<p>Enhancement of our mastery maths teaching and curriculum planning in line with DfE and EEF guidance.</p> <p>We will fund teacher release time to embed key elements of guidance in school and to access Maths Hub resources, take part in EEF research group and CPD.</p>	<p>The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches:</p> <p>Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk)</p> <p>The EEF guidance is based on a range of the best available evidence:</p> <p>Improving Mathematics in Key Stages 2 and 3</p> <p>Given the gap in MTC scores (15.7 for PP vs 17.8 Non-PP), this remains a critical focus</p>	4
<p>Improve the quality of social and emotional (SEL) learning.</p> <p>SEL approaches will be embedded into routine educational practices and supported by professional development and training for staff.</p>	<p>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):</p> <p>EEF_Social_and_Emotional_Learning.pdf(e ducationendowmentfoundation.org.uk)</p>	1, 2 and 5

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

Budgeted cost: Approx £ 15,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
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<p>Voice 21 Oracy Project</p> <p>Two staff trained as Voice 21 champions and project delivered across the whole school over the next three years</p>	<p>The Voice 21 project supports schools to build speaking and listening into the curriculum, teaching and learning and wider school life. On average, oral language interventions have a high impact on pupil outcomes. EEF evidence have found that communication and language interventions have been found to have an average impact of +6 months progress.</p> <p>EEF- Communication and language EEF-Oral Language Interventions EEF- Improving literacy in KS1</p>	
<p>Oral Language Intervention</p> <p>Purchase and implement WELLCOMM Speech and Language Assessment and Interventions</p>	<p>WELLCOMM is an oral language intervention programme. On average, oral language interventions have a high impact on pupil outcomes. EEF evidence have found that communication and language interventions have been found to have an average impact of +6 months progress.</p> <p>EEF- Communication and language EEF-Oral Language Interventions EEF- Improving literacy in KS1</p>	1,3 and 4
<p>Additional teaching assistants deployed to deliver interventions targeted at disadvantaged pupils who require further phonics, reading and/or maths support. Additional training and CPD</p>	<p>The average impact of the deployment of teaching assistants is about an additional four months' progress over the course of a year.</p> <p>EEF Teaching assistant interventions</p> <p>KS2 data highlights a 20.1% gap in Maths and 28.3% gap in Writing that requires targeted small group support.</p> <p>While Year 1 results were strong, continued support is needed for younger cohorts or those falling behind in Year 2 to ensure sustained progress</p>	1, 3 and 4

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

Budgeted cost: Approx £ 8,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Continue to embed behaviour system- focused on Christian and British Values and 4Bs. Whole staff training on behaviour management and anti-bullying approaches with the aim of developing our school ethos and improving behaviour across school.</p> <p>One senior teaching completing NPQ in Behaviour and taking on role of Behaviour Lead.</p>	<p>Both targeted interventions and universal approaches can have positive overall effects: Behaviour interventions EEF (educationendowmentfoundation.org.uk)</p>	<p>1, 2, 3, 4 and 5</p>
<p>Embedding principles of good practice set out in the DfE's Improving School Attendance advice.</p> <p>This will involve training and release time for staff to develop and implement new procedures.</p> <p>Monitoring attendance and implementing identified strategies.</p>	<p>The DfE recognises the importance of getting the basics right, like attendance and behaviour, and understand that failing to put these building blocks in place will undermine the effectiveness of the PPG in raising standards. Successful schools set up rapid response systems to address poor attendance. This involves staff contacting home immediately if a child fails to arrive on time. If the problem persists, staff work with families to address any barriers they face in getting their children to school.</p>	<p>5</p>
<p>Embed social and emotional learning into the school culture. Trained ELSA's deliver emotional literacy support where needed and all staff to provide nurture support.</p>	<p>Evidence reviews show that on average social and emotional learning has a positive impact on academic attainment, equivalent to +4 additional months progress. There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life, in relation to physical and mental health, school readiness and academic achievement, crime, employment and income. For example, longitudinal research in the UK has shown that good social and emotional skills—including self-regulation, self-awareness, and social skills—developed by the age of ten, are predictors of a range of adult outcomes (age 42), such as life satisfaction and wellbeing, labour market success, and good overall health.</p> <p>EEF- Social and emotional learning</p>	<p>2</p>
<p>Educational Visits and enrichment contributions to</p>	<p>Outdoor Adventure Learning might provide opportunities for disadvantaged pupils to</p>	<p>1,2,3 and 4</p>

<p>support parents who aren't able to afford education visits to outdoor and adventurous activities and London where there are a wealth of cultural capital opportunities.</p> <p>Provide further opportunities for in school enrichment activities.</p>	<p>participate in activities that they otherwise might not be able to access. Through participation in these challenging physical and emotional activities, outdoor adventure learning interventions can support pupils to develop non-<u>cognitive</u> skills such as resilience, self-confidence and motivation.</p> <p>The application of these non-<u>cognitive</u> skills in the classroom may in turn have a positive effect on academic outcomes.</p> <p>EEF-Outdoor and Adventure learning</p>	
<p>Contingency fund for acute issues.</p>	<p>Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.</p>	<p>1,2,3,4 and 5</p>

Total budgeted cost: £ 40,000

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Outcomes for disadvantaged pupils (2024-25)

We have analysed the performance of our school's disadvantaged pupils during the 2024/25 academic year using EYFS, Phonics, MTC, and Key Stage 2 performance data provided in the School Profile 2025. However, as we had some very low numbers of PP children in some cohorts, it is difficult to compare as if there was only one child, they were classed as 100%.

Early Years Foundation Stage (EYFS) There were 3 eligible PP pupils in the cohort. 66.7% of PP pupils achieved a Good Level of Development (GLD). This was slightly higher than the "All Other pupils" in the school (65.4%) and significantly higher than the Local Authority average for Pupil Premium pupils (49.5%). This represents a positive start for our disadvantaged learners.

Phonics (Year 1) There were 2 eligible PP pupils in the Year 1 cohort. 100% of these pupils met the required standard (Wa). This is an outstanding result, exceeding the school average for all pupils (92.6%) and significantly outperforming the Local Authority PP average of 69.9%. This demonstrates the success of our Phonics Bug programme and targeted interventions.

Key Stage 1 (Year 2) There was only 1 PP pupil in this cohort. 0% of PP pupils met the expected standard in Reading, Writing, or Maths. Due to the extremely small cohort size (one child), statistical comparisons are not statistically significant for the strategy, but this individual pupil's data is used internally to plan specific catch-up interventions in Year 3.

Multiplication Tables Check (Year 4) There were 7 PP pupils in this cohort. The average score for PP pupils was 15.7, compared to 17.8 for non-PP pupils in the school. This gap of -2.1 marks indicates that fluency in mathematics remains a challenge for our disadvantaged pupils. The school PP average was lower than the LA PP average of 19.9, highlighting a specific area for focus in the coming year.

Key Stage 2 (Year 6) There were 8 PP pupils in the Year 6 cohort.

- **Reading:** 62.5% of PP pupils achieved the expected standard (Exp+) compared to 78.3% of non-PP pupils (Gap: -15.8%).
- **Writing:** 50.0% of PP pupils achieved the expected standard compared to 78.3% of non-PP pupils (Gap: -28.3%). This is the widest gap and a key priority for 2025-26.

- **Maths:** 62.5% of PP pupils achieved the expected standard compared to 82.6% of non-PP pupils (Gap: -20.1%).
- **Combined (RWM):** 50.0% of PP pupils achieved the expected standard in Reading, Writing, and Maths combined. This is in line with the LA average for PP pupils (50.5%) but below the school's non-PP performance.

Attendance The overall absence rate for the school was 3.59%, which is significantly better than the National average of 5.2% and the Local Authority average of 5.29%. This indicates that our wider strategies regarding attendance are proving effective for the whole school population.

Conclusion While we have seen excellent success in Phonics and EYFS, gaps remain in Key Stage 2, particularly in Writing and Maths fluency (MTC). The strategy for 2025-26 has been adjusted to maintain our strong phonics approach while intensifying focus on writing composition and maths mastery to close the attainment gaps identified in KS2.

Externally provided programmes

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

Programme	Provider
WellComm	GL Assessment
NFER assessments	Rising Stars

Service pupil premium funding (optional)

*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***

Funding was spent on staffing to support pupils with their emotional wellbeing.

The impact of that spending on service pupil premium eligible pupils

Staff were able to address non-academic barriers to learning for these pupils and provide emotional support when, for example, their parent was deployed to a different country.

Further information (optional)

Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium or recovery premium. That will include:

- a focus on writing across school as this was impacted the most during the pandemic, in particular, writing presentation and writing stamina.
- embedding more effective practice around feedback. [EEF evidence](#) demonstrates this has significant benefits for pupils, particularly disadvantaged pupils. We are in the process of rewriting our marking and feedback policy and several teachers have been trialling different strategies based on EEF research.
- utilising a [DfE grant to train a senior mental health lead](#). We have already completed the training as well as being part of an Emotional health and wellbeing audit pilot school in our SIG group. We have selected to focus on the training needs identified through the online tool: to develop our understanding of our pupils' needs, give pupils a voice in how we address wellbeing, and support more effective collaboration with parents. We are also working very closely with the MHST (mental health support team) to support children and parents with their emotional health and wellbeing.
- offering a wide range of high-quality extracurricular activities to boost wellbeing, behaviour, attendance, and aspiration. Activities will focus on building life skills such as confidence, resilience, and socialising as well as fundamental movement skills. Disadvantaged pupils will be encouraged and supported to participate. We are using some of our Sports Premium money to target our PP children in extra curriculum sports and competitions.

Planning, implementation, and evaluation

In planning our new pupil premium strategy, we evaluated why activity undertaken in previous years had not had the degree of impact that we had expected.

We triangulated evidence from multiple sources of data including assessments, engagement in class book scrutiny, conversations with parents, students and teachers in order to identify the challenges faced by disadvantaged pupils. We also used the EEF's families of schools database to view the performance of disadvantaged pupils in schools similar to ours and contacted schools with high-performing disadvantaged pupils to learn from their approach.

We looked at a number of reports, studies and research papers about effective use of pupil premium, the impact of disadvantage on education outcomes and how to address challenges to learning presented by socio-economic disadvantage. We also looked at studies about the impact of the pandemic on disadvantaged pupils.

We used the [EEF's implementation guidance](#) to help us develop our strategy, particularly the 'explore' phase to help us diagnose specific pupil needs and work out

which activities and approaches are likely to work in our school. We will continue to use it through the implementation of activities.

We have put a robust evaluation framework in place for the duration of our three-year approach and will adjust our plan over time to secure better outcomes for pupils.