

St Bartholomew's C of E Primary School Pupil Premium Strategy Statement 2025 - 2028

This statement details our school's use of pupil premium (and recovery premium for the 2025 to 2026 academic year) 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 effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
St Bartholomew's C of E Primary School	
Number of pupils in school	490
Proportion (%) of pupil premium eligible pupils	37%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2025 - 2028
Date this statement was published	December 2025
Date on which it will be reviewed	July 2026
Statement authorised by	Jane Wainwright
Pupil premium lead	Lisa McCaffrey
Governor / Trustee lead	Helen Robinson

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year:	£297 360
Pupil premium funding carried forward from previous years (enter £0 if not applicable):	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year:	£297 360

Part A: Pupil premium strategy plan

Statement of intent

When making decisions about using Pupil Premium funding it is important to consider the context of the school and the subsequent challenges faced. This, alongside research conducted by the EEF shows that common barriers to learning for disadvantaged children can be: less support at home, weak language and communication skills, lack of confidence, more frequent behaviour difficulties and attendance and punctuality issues. There may also be complex family situations that prevent children from flourishing. The challenges are varied and there is no 'one size fits all'

We will ensure that all teaching staff are involved in the analysis of data and identification of pupils, so that they are fully aware of strengths and weaknesses across the school.

Principles:

- We ensure that teaching and learning opportunities meet the needs of all pupils.
- We ensure that appropriate provision is made for pupils who belong to vulnerable groups. This includes ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed.
- In making provision for socially disadvantaged pupils, we recognise that not all pupils who receive free school meals will be socially disadvantaged.
- We also recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals. We will allocate funding to support any pupil or groups of pupils the school has legitimately identified as being socially disadvantaged.

37% of the school population are classed and disadvantaged and receive the pupil premium funding. However, there are a significant number of non-pupil premium children and families living in hardship who are not eligible for the grant.

Ultimate Objectives:

- To narrow the attainment gap between disadvantaged and non-disadvantaged pupils in school and also nationally.
- For disadvantaged pupils in school to exceed nationally expected progress rates in order to reach age related expectations by the end of Year 6. Then for these children to continue to thrive at high school and achieve well - including attaining GCSEs in English and Mathematics.

- To raise aspirations for socially disadvantaged children so they are able to reach their full potential and prosper in their chosen future career.
- To promote a desire to engage in school life and attend every day.

This plan supports the School's vision for all pupils:

"We are learning today to be successful tomorrow."

Believe Achieve Respect Together Succeed

B - We **believe** we will flourish in God's family.

A - We know that everyone in St Bart's can **achieve**.

R - We **respect** everyone in our family.

T - **Together** we support and help each other.

S - As part of God's family we support everybody to **succeed**.

Challenges

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

Challenge number	Detail of challenge
1	Weak and limited language and communication skills – including on entry to Early Years.
2	Significantly low attainment on entry into EYFS across all areas including executive function and children being 'ready to learn'.
3	High level of persistent absence across school but higher amongst the disadvantaged and this is negatively impacting pupil's progress. Punctuality is also a barrier to children's learning - again increasingly so for our disadvantaged pupils.
4	Challenging family circumstances - lack of support at home and poor parental engagement.
5	Below average phonics, reading and maths attainment throughout school.
6	High number of children with significant SEND.
7	Mental health and well-being challenges of both parents and children.

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 language and communication skills including increased vocabulary and ability to access the whole curriculum for disadvantaged children.	Improved progress data relating to language and communication of children at the end of EYFS. Assessments and observations indicate improved oral language skills among disadvantaged children which is reflected in triangulation activities. Identified children make accelerated progress.
Improved attainment in all core areas across school for all children including disadvantaged children.	More children at the end of EYFS, KS1 and KS2 will achieve national expectations and close the gap between the disadvantaged and non-disadvantaged children. This is monitored and reflected in pupil progress discussions
Improved attendance and punctuality for disadvantaged children.	A decrease in persistent absences among disadvantaged children. To be in line or above similar schools' attendance data for all children – including disadvantaged. To improve the attendance and punctuality of identified families including those from disadvantaged backgrounds.
Increased family engagement of children from disadvantaged backgrounds.	Established pastoral/ family support team in place working with a higher number of families. Vulnerable families receive targeted support. Increased parental engagement in support available, including cluster support, HENRY and CYGNET. Increased number of school led Early Helps for disadvantaged families.
Improved phonics and reading outcomes for all children including disadvantaged children.	Increase in children attaining expected standard in Phonics Screening check for all children including those who are disadvantaged. Increase in KS1 reading results for all children including those who are disadvantaged. Increase in KS2 reading results for all children including those who disadvantaged. Increase in the number of children on age appropriate reading books for their age.
To identify and address the needs of vulnerable children with complex SEND needs.	Children's needs are assessed and identified ensuring the appropriate provision is put in place Staff are deployed effectively to ensure children are safe and happy in school and make appropriate progress.
Mental health challenges in both disadvantaged parents and children are identified and support provided.	Identified staff trained in both adult and children's mental health.

	<p>Cluster support utilised and parents signposted to other external services in the local area. School works with local social prescribers as appropriate.</p> <p>Identified roles in school established and developed.</p> <p>SEMH opportunities embedded into the curriculum.</p> <p>Improved attendance.</p> <p>Improved outcomes.</p>
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Activity in this academic year

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: **£105 000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Purchase of standardised diagnostic assessments.</p> <p>Training for staff to ensure assessments are interpreted and administered correctly.</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>	5
<p>Embedding dialogic activities across the school curriculum. These can support pupils to articulate key ideas, consolidate understanding and extend vocabulary.</p> <p>We have subscribed to the Voice 21 Programme and will purchase resources and fund ongoing teacher training and release time.</p> <p>We will continue to work towards the</p>	<p>There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading:</p> <p>Oral language interventions Toolkit Strand Education Endowment Foundation EEF</p>	1, 2, 5, 7

Communication Friendly School Standard.		
<p>Purchase of Essential Letters and Sounds a DfE validated Systematic Synthetic Phonics programme to secure stronger phonics teaching for all pupils. This also includes purchase of annual consumables, books and staff training.</p> <p>To work in partnership with the Jerry Clay English Hub to improve phonics results in EYFS and KS1</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:</p> <p>Phonics Toolkit Strand Education Endowment Foundation EEF</p>	5
<p>Enhancement of our 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 and CPD (including Teaching for Mastery training).</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 KS1 and 2.pdf (publishing.service.gov.uk)</p>	5
<p>Improve the quality of social and emotional (SEL) learning in line with the school's curriculum intent.</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 successes in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers):</p> <p>EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)</p>	4, 5, 7
To develop staff skills and expertise through	Teachers and SLT have identified areas for development through NPQ programme:	2 ,5, 6

access to the NPQ programme. This will positively impact upon quality first teaching from EYFS to Year 6.	https://professional-development-for-teachers-leaders.education.gov.uk/public/files/npq-campaign.pdf	
To further develop coaching to ensure purposeful and targeted teacher professional development.	Discussions with teachers following annual cycle of monitoring and feedback from observations have identified that the coaching model was effective. Feedback from staff has identified that coaching has proved more effective in improving teacher effectiveness: https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development	5
To continue the Reading Plus programme into KS2.	Reading results at KS2 have continued to improve in 2025 for disadvantaged children after running this programme for two years 62% up from 58%. Reading Plus to continue 2025 – 2026 https://www.readingplus.com/	5
EYFS leader to have additional time to continue to develop the teaching, assessment and learning in EYFS Additional staffing for EYFS	On Entry to Reception most children have low language and communication skills. In Reception 15% of children are classed as disadvantaged. 100% of these children are not on track to meet age related expectations – with 27% working significantly below. The figure of 15% is not an accurate reflection of how many disadvantaged children there are in the cohort. This is because many families do not apply for FSM until they are in KS2. There are 58% of the Reception cohort who are not on track to meet expected standards in communication and language. Many of these children are socially deprived despite not being entitled to FSM. 73% of pupil premium children are not on track for end of year expectations in communication and language. Due to poor socio-economic circumstances and having a disadvantaged upbringing, children do not have the breadth of vocabulary, knowledge and skills compared to 'typical' peers.	1, 2, 4, 5, 6
Staff CPD in priority areas.	Staff know that quality first teaching if key to ensuring all children achieve well. This needs to be continuously monitored and evaluated, with staff receiving support and training in identified areas. Attainment is below the national average for disadvantaged children when compared to similar pupils. Time to be given to curriculum leaders in order to support their CPD and subject development: https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development	5

Subsidised educational visits and to enable children to have wide range of first hand experiences to develop their learning.	<p>Lack of opportunities and first hand experiences for vulnerable children hinders their access to learning in all curriculum areas. The school's broad and balanced curriculum ensures that all children have access to meaningful and engaging experiences despite their financial circumstances.</p> <p>https://educationbusinessuk.net/features/school-trips-help-schools-succeed#:~:text=It%20found%20that%20outdoor%20education,design%2C%20through%20visits%20to%20galleries</p>	4, 5, 7
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £61 000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Employment of a Speech and Language Therapist to provide targeted support for identified disadvantaged children.</p> <p>Purchase of speech assessment resources.</p>	<p>See reception data above.</p> <p>A high number of disadvantaged children have SLD identified on SEND register. There are 104 (21%) children in school with SEND. Of the 104, 46% are disadvantaged.</p> <p>There are 26 children with Speech, Language and Communication difficulties out of the 48 disadvantaged children with SEND (54%)</p> <p>Due to poor socio-economic circumstances and having a disadvantaged upbringing children do not have the breadth of vocabulary, knowledge and skills compared to 'typical' Reception children.</p> <p>Recent research on the impact of Covid on children has identified that many children have significantly delayed speech, language and communication skills:</p> <p>https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/the-impact-of-the-covid-19-pandemic-on-childrens-socioemotional-well-being-and-attainment-during-the-reception-year#:~:text=Surveys%20suggest%20schools%20had%20concerns,children%20not%20eligible%20for%20FSM</p>	1 2 5 6
Additional resourcing and staffing for children, many who are disadvantaged, with significant complex additional needs.	An increasing number of children are joining school with significant and complex needs (38% of SEND children have been identified as having significant/ multiple needs), this impacts on the whole school as well as those individual children. These children require additional resources, a high level of adult to child ratios	1, 2, 5, 6, 7

	and some require personalised curriculums including those in our SEND provision.	
Additional SENCO capacity to support identified children including disadvantaged.	46% of SEND children are classed as pupil premium. These children require additional support in both academic and personal development. The SENCOs provide specific guidance to both class teachers and TAs in order to ensure both quality first teaching and effective interventions. Some of these children who cannot access mainstream provision are in our SEND provision. 44% of the children in this provision are classed as disadvantaged.	6
Provide additional tutoring for children at risk of falling behind.	Many children from disadvantaged home lives were impacted by the pandemic and were not well supported at home with their learning. Many of these children continue to require further support with their learning: https://educationendowmentfoundation.org.uk/guidance-for-teachers/covid-19-resources/best-evidence-on-impact-of-covid-19-on-pupil-attainment Also see end of year report on tutoring submission for numbers.	1, 2, 4, 5
Pastoral to support identified children through class support and interventions including ELSA.	The social and emotional mental health of children living in deprivation continues to be an issue within school. For these children there is a great need for 'nurture' interventions and support to help rebuild resilience and self-regulation. The school lies in the top 3% in all areas of deprivation. https://st-bartholomews.leeds.sch.uk/our-school/curriculum/curriculum-intent	4, 7
Additional teacher and part time TA to support targeted phonics teaching in Year 1 and 2.	Phonics screening data for year 1 in summer 2025 is for the for the first time above the national figure at 83% compared to 80%. However, data from the new Year 1 cohort indicates there are a number of children at risk of falling behind this academic year.	5
Additional phonics sessions targeted at disadvantaged pupils who require further phonics support.	Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks: Phonics Toolkit Strand Education Endowment Foundation EEF	5

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

Budgeted cost: £134 000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Employment of a full time designated safeguarding /family support leader.	A significant number of children have social care/ other agency involvement and 56% of these are disadvantaged	3, 4, 7
Non class based SLT members to support vulnerable families and children.	Identified families/ children require supportive and restorative approaches to ensure children access education. These can be related to attendance (home visits), behaviour and well-being.	3
Office administrator to support with attendance.	School attendance figures are higher than similar schools but only due to the rigorous systems the school has in place. There is a higher number of persistent absences compared to the national figure. 19% PA and 67% of these are disadvantaged.	3
School minibus to support attendance and curriculum opportunities – hire, training and staffing.		3, 4, 7
Free play scheme places for identified disadvantaged children including those with a social worker.	There is a lack of opportunities for many vulnerable children within their home environment. The school is in an area of high deprivation and many families need additional support – especially in the holidays. https://st-bartholomews.leeds.sch.uk/our-school/curriculum/curriculum-intent	4, 7
Free and subsidised breakfast club for disadvantaged children places and the free bagel scheme.	The poor physical health of some vulnerable children means they often do not have access to a healthy breakfast and come to school hungry.	3, 4, 7
Cluster services to support identified children and families.	15 children are currently receiving support from the cluster and 66% of these are classed as disadvantaged. However, this number can significantly fluctuate throughout the year.	3, 4, 7
Free milk for all disadvantaged children.	The school's locality has been identified as an area of high poor oral health. The new EYFS curriculum has an emphasis on the importance of supporting children and families in promoting good oral health.	7
School to provide a uniform bank for disadvantaged families to access and new uniform for identified families.	Increase cost of living crisis is having an impact upon many families, often children come to school dressed in inappropriate PE kit or uniform. There has also been an increase in the amount of parents asking the school for support with uniform. https://www.barnardos.org.uk/research/what-cost-impact-cost-living-children-and-young-people	7
Provide library facilities to ensure children have access to books at home.	Many of our children do not have access to suitable books at home. Families do not access local library	1, 2, 4, 5, 7

	facilities – 2021 survey showed that less than 2% had visited a library to borrow a book.	
Contingency fund for acute issues.	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.	All

Total budgeted cost: £327 300

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2022 to 2023 academic year.

Data from tests and assessments at the end of KS2(see below) show an increase in attainment in reading, writing and maths. This is due to many of the continuous activities outlined in this plan. This is a success and provides evidence to show that the school is successful in deploying the pupil premium funding appropriately to best meet the needs of all pupils. There is still work to do to continue to close the gap between disadvantaged pupils and their counterparts. The school gap at KS2 in reading, writing and maths combined and the national non-disadvantaged figure stands at -25%, although when compared to the national disadvantaged figure it is broadly in line at -3%.

Attendance, persistent absence is still an issue and for disadvantaged it is higher than their peers - although it has decreased from 66% of PA are classed as disadvantaged to 45%. Despite our continuous work around attendance this is still too high and is why it remains a priority on our plan. We have key families who are struggling to engage and the impact of 'late after register' is reflected in this figure.

Additional successes are identified below:

- Additional staffing allowed for interventions and targeted support. This impacted more positively in KS1 phonics screening results with a rise this year from 73% to 83% which is above the national figure. 73% of the disadvantaged children attained the expected standard in the check compared to the national figure of 67%
- The speech and language therapist has continued to work with identified children.
- Data (DFE and FFT) shows the school is above average for overall attendance when compared to similar schools. The school's attendance for PP children is 1% above that of similar schools.
- Use of behaviour mentors to support vulnerable children in school.
- Family Support / Pastoral Team support vulnerable families with the following: attendance, uniform, benefit claims etc.
- Breakfast club and play schemes are used to support targeted children.
- A high number of families received support – including mental health and well-being support and guidance.

Disadvantaged Pupil Performance Overview for KS2 in 2025 (%)

KS2 2025 34/ 75 children	School EXS+ disadvantaged	EXS+ national disadvantaged	Gap sch dis/ nat dis	EXS+ national not disadvantaged	Gap sch dis/ nat not dis
Reading	62% - up from 58%	63%	-1%	81%	-19%

Writing	59% - up from 47%	60%	-1%	78%	-19%
Maths	56% - down from 58%	61%	-5%	80%	-24%
RWM	44% - up from 40%	47%	-3%	69%	-25%

Progress scores:-

Unavailable due to the Covid-19 Pandemic.

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
Essential Letters and Sounds	Knowledge Schools Trust

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	N/A
What was the impact of that spending on service pupil premium eligible pupils?	N/A