



# Barley Mow Primary School - Pupil Premium Strategy Statement 2024-2027 (updated December 2025)

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 ( <i>December 25</i> )	150 (including nursery)
Proportion (%) of pupil premium eligible pupils ( <i>December 25</i> )	50% (75 children)
Academic year/years that our current pupil premium strategy plan covers ( <b>3-year plans are recommended</b> )	2024-2025 to 2026-2027
Date this statement was published	December 2024
Date on which it will be reviewed	December 2025
Statement authorised by	Louise Cuthbertson, Head Teacher
Pupil premium lead	Louise Cuthbertson, Head Teacher
Governor / Trustee lead	Governing Body

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£110,095
Pupil premium funding carried forward from previous years ( <i>enter £0 if not applicable</i> )	£0
<b>Total budget for this academic year</b> <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>	£110,095

# Part A: Pupil premium strategy plan

## Statement of intent

At Barley Mow Primary School, it is our intention that children from all backgrounds are able to achieve well in many ways, including academically, socially and emotionally. We want disadvantaged pupils, irrespective of the challenges they face, to grow as individuals and become healthy, positive members of their community. We want all children to thrive and achieve the best of their ability, including those who are already high attainers.

Our Pupil Premium Plan outlines how we will support children to make progress in their learning and to have a positive mind-set towards learning. Much of our focus will be on high quality teaching with additional intervention on a more individual basis. Our approach will be responsive to common challenges as well as individual needs and will be based on robust assessment.

### Our Key Priorities for 2025-2026

- Attendance- continue to reduce the gap between PP and non-PP, Reducing PA rates of PP pupils.
- Phonics- close the gap between PP and non-PP for phonics and reading across school.
- Maths- closing the gap between PP and non- PP for maths across school.
- Supporting well-being of PP pupils and support for parents/carers in accessing relevant support services.
- PP pupils- support language acquisition.

## Challenges

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

Challenge number	Detail of challenge
1	Some children have gaps in skills, knowledge and understanding. The reasons for this are varied and include poor working memory, issues with retention, absence in addition to the disruption to learning. These findings are supported by national studies.
2	Attendance rates for some children are low. Absenteeism can negatively impact disadvantaged pupil's progress.
3	A significant number of pupils' basic language skills/habits can be low on-entry, and this has an impact on a wide range of aspects such as attitude to reading, vocabulary acquisition, spelling, writing and general comprehension.
4	For some children, parents/ carers do not read with, or to them. There is little value placed on the skill of reading or enjoyment of reading outside of school.
5	Some children find it difficult to master and retain mental fluency for maths which means they find it harder to tackle problems involving deeper understanding.
6	Complex issues at home or children's own mental health issues/ SEND needs can mean that some children are not emotionally ready to learn when they are at school.

7	The ever- increasing cost of living impacts on the experiences and opportunities families can afford to give the children.
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## 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
Children who are identified as having gaps in their learning or are falling behind will be supported through effective adult supported intervention to enhance quality first-teaching and to ensure swift progress.	<ul style="list-style-type: none"> <li>High quality 1:1 or small group interventions will address gaps in learning.</li> <li>Staff delivering interventions will be skilled and have a high degree of effectiveness.</li> <li>Coaching opportunities provide time for staff to review their teaching and reflect upon it.</li> <li>Pupils learn new material and retain this over the long-term.</li> <li>Lessons engage children and support their confidence through a high success rate and clear steps which builds their understanding systematically.</li> <li>Attainment in EYFS, KS1 and KS2 for PP children will show that the gap is closing.</li> </ul>
The attendance of Pupil Premium children will be improved and sustained.	<ul style="list-style-type: none"> <li>Attendance patterns or concerns are quickly identified by monitoring.</li> <li>Head Teacher communicates clear expectations with parents and speaks directly to parents where there are issues.</li> <li>There will be a reduction in the number of Pupil Premium children who are persistent absentees.</li> <li>The attendance gap between disadvantaged pupils and their non- disadvantaged peers will be reduced.</li> <li>Support is offered where there are reasons for low attendance.</li> <li>Where issues are not addressed or attendance not improving, referrals to legal Intervention Team are made.</li> </ul>
Children's skills in communication and understanding of vocabulary will improve.	<ul style="list-style-type: none"> <li>Staff model effective communication and explain new vocabulary as part of their teaching.</li> <li>Staff CPD for vocabulary – used in lessons across school.</li> <li>Interventions will support language development.</li> <li>Use of books and fostering a love of reading will focus on vocabulary and language development.</li> <li>EAL children will be provided with additional support to improve their communication and understanding.</li> </ul>
Children will read regularly with their parents/ carers at home, and they will	<ul style="list-style-type: none"> <li>Guidance provided to parents about how to support reading and the importance of reading with their child.</li> </ul>

<p>understand the importance of early reading and regular reading practice.</p>	<ul style="list-style-type: none"> <li>• Workshops to be offered so parents/carers see phonics teaching in action.</li> <li>• Children are provided with books to read at home which closely match the phonics they have secured in school.</li> <li>• Monitoring of reading records shows that the children have read at home.</li> <li>• Where parents/ carers are unable to support reading at home, additional support will be provided in school.</li> <li>• Guidance provided to parents/ carers as children become older, more fluent readers, so that parents/ carers are clear about how they can support their child.</li> <li>• Disadvantaged pupils will perform as well as their peers on the Year 1 phonics screening check.</li> <li>• Small group phonics “Keep-up” sessions help to close the gap and keep children on track.</li> </ul>
<p>Children will display high levels of fluency in relation to basic skills in mathematics. They will be able to recall basic concepts and knowledge with increasing confidence when applying to wider mathematical problems.</p>	<ul style="list-style-type: none"> <li>• Children will display high levels of fluency in basic maths skills.</li> <li>• Interventions will focus children to embed basic skills and enhance fluency through overlearning and repetition.</li> <li>• In lessons, children will apply their fluency to varied context and problems.</li> <li>• Assessments will demonstrate the retention of basic skills/ knowledge as scores improve.</li> <li>• Percentage of children reaching ARE in maths will increase at KS1 and KS2.</li> </ul>
<p>Teaching across school will have greater consistency in relation to strategies that support effective learning. Staff will understand why they are required and how to employ them to enable knowledge to be embedded for long-term learning.</p>	<ul style="list-style-type: none"> <li>• Staff have professional conversations using a shared understanding of the principles of effective learning.</li> <li>• Pupils learn new material and retain it over the long-term.</li> <li>• Lessons engage children and support their confidence (clear small steps build their understanding systematically).</li> </ul>
<p>Children are supported to share concerns or anxieties, knowing that adults will listen and offer support. Staff support children to feel positive about themselves and ready to learn.</p>	<ul style="list-style-type: none"> <li>• 1:1 support from TAs for children who are identified as needing additional support.</li> <li>• Rise Team/ Children’s Society in school support programme for children experiencing personal challenges.</li> <li>• Close liaison with outside agencies to provide specialist support where needed e.g., counselling services, Early help, CYPs.</li> <li>• Staff work closely with parents and carers to support children in a united approach.</li> </ul>
<p>To support families in offering children a healthy breakfast and other opportunities for experiences.</p>	<ul style="list-style-type: none"> <li>• Breakfast Club is free for all children.</li> <li>• Educational visits are subsidised.</li> <li>• After school clubs are sometimes aimed at particular children.</li> <li>• Cultural Capital is enhanced by experiences and visits, both virtually and in school.</li> </ul>

## 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: £ 10,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Continue to provide training for teachers with research -based pedagogy so they can refine their teaching.	Quality-first teaching that supports all learners to make effective progress is the key aspect for all. The need for teachers to be at their most expert is essential to be able to support children who find learning most challenging. Teachers need to ensure that children efficiently acquire, rehearse and connect background knowledge by providing a good deal of instructional support. <a href="https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/1-high-quality-teaching">https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/1-high-quality-teaching</a>	1,3,4,5
Writing training from LA for teachers, share good practice through peer mentoring.	High quality teaching improves pupil outcomes, and effective professional development offers a crucial tool to develop teaching quality and enhance children's outcomes in the classroom (EEF).	4,5
Little Wandle ongoing support for all staff to update knowledge and understanding of phonics.	Little Wandle is a DFE validated Systematic Synthetic Phonics programme. Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension). EEF trials have shown how, when properly trained and supported, teaching assistants working in structured ways with small groups can boost pupils' progress.	4

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

Budgeted cost: £ 85,095

Activity	Evidence that supports this approach	Challenge number(s) addressed
Deployment of teaching assistants to support teachers in the delivery of	Teaching assistants delivering interventions can improve progress more than when just deployed to support in the classroom. <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions</a>	1,3,4, 5

teaching (reading, writing, phonics, and maths) within the classroom. (1:4/1:6)	Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period of up to 12 weeks. <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</a>	
Provide additional staff for Phonics teaching so that groups are smaller.	The smaller the group the bigger the impact is a general principle. Our phonics scheme Little Wandle recommends smaller groups matched closely to phonic ability of the children. Small group tuition /EEF (educationendowmentfoundation.org.uk)	
Implement and deliver the Mastering Number Programme for Reception and KS1 children.	Funded by the Maths Hub and supported by the NCETM. Reported evidence from the Maths Hub that the regular daily practise with the structured approach ensures children have a sound understanding of number which underpins future mathematical success. EEF identifies an additional 5 month progress over the course of a year from a mastery approach. Mastery learning/EEF (educationendowmentfoundation.org.uk)	1,5
Deployment of teaching assistants to support EAL children with vocabulary (small group 1:2)	Evidence of 1:1 and small group tuition is mentioned in previous sections. In order for the EAL children to develop and learn they need an improving vocabulary to enable comprehension. Targeted support will build upon the skills they are developing.	3
Provide training for teachers in supporting pupils' mental health and well-being.	RISE initiative in school has had a good success in supporting children's mental well-being. Sharing good practise with staff will enable more children to be supported.	6

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

Budgeted cost: £ 15,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Encouraging disadvantaged children to attend after school clubs for their own well-being and	There are wider benefits from regular physical activity in terms of physical development, health and well-being as well as other potential benefits such as improved attendance. Pupils from disadvantaged backgrounds may be less likely to be able to benefit from sport clubs and other physical activities outside of school due to financial costs. By providing physical activities either free or subsidised, schools give pupils	6

experience by subsidising the cost of attending.	access to benefits and opportunities that might not otherwise be available to them. <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/physical-activity">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/physical-activity</a>	
Discretely subsidise other activities for families who are finding the cost of living challenging so that children's participation in wider events is not affected.	There are wider benefits from regular physical activity in terms of physical development, health and well-being as well as other potential benefits such as improved attendance. Pupils from disadvantaged backgrounds may be less likely to be able to benefit from sport clubs and other physical activities outside of school due to financial costs. By providing physical activities either free or subsidised, schools give pupils access to benefits and opportunities that might not otherwise be available to them. <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/physical-activity">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/physical-activity</a>	6
SLT member to liaise with parents/carers where there are issues with attendance and offer support as appropriate.	DFE guidance on improving school attendance has been informed by engagement with school that have significantly reduced levels of absence and persistent absence. Ideas from guide will be used by SLT in their approach. <a href="https://www.gov.uk/governmentpublications/schoolattendance/frame-work-for-securing-full-attendance-actions-for-schools-and-for-local-authorities">https://www.gov.uk/governmentpublications/schoolattendance/frame-work-for-securing-full-attendance-actions-for-schools-and-for-local-authorities</a>	2
1:1 support, small group support offered to children with mental health, SEND difficulties or home issues by school staff or by RISE mental health practitioners.	There are a number of children who require specialist support beyond the capability of the school staff to support their personal/ emotional development. In order to help the children to focus in school and achieve highly we have to support them appropriately. We refer to external agencies where needed too.  Whole School Trauma Informed Training to support children in school.  Several children have worry boxes or other supportive equipment in school where they can share their worries with key adults.	6,2
Encouraging disadvantaged children to attend Breakfast club. Subsidise educational visits. Provide uniform where necessary.	Children have had breakfast and are ready to start the day.  Children have access to a wide range of experiences.	7

**Total budgeted cost: £ : £110,095**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils 24-25

This details the impact that our pupil premium activity had on pupils in the 2024-2025 academic year.  
Updated December 2025.

**At the end of the 2024-25 academic year, school attainment data showed that:**

- The proportion of pupils (8 children) entitled to Pupil Premium achieving GLD was 50% compared to 78% of those not entitled to Pupil Premium. (National 51.5% PP, 72.0% Non PP).
- The proportion of pupils passing the Y1 Phonics Check entitled to Pupil Premium (12 children) achieved lower than those not entitled to Pupil Premium (PP: 83% Non PP: 100%) this compares to national figures of 68% PP and 79% Non PP. Both PP and Non PP achieved significantly better than National.
- On average, pupils entitled to Pupil Premium (13 children) achieved a higher average score (21.8) than Non Pupil Premium (21.2) pupils in the Y4 Multiplication Tables Check.
- The attendance of Pupil Premium pupils (91.2%) was slightly lower than that of Non Pupil Premium pupils (94.0%) (difference of -2.8%. This gap between PP and Non- PP has widened slightly since last year -2.5%) . **This remains a key focus for 2025-2026** This data was significantly impacted by a small group of children who also had significant health needs with very poor attendance.

#### Children's Language Skills

Whilst there is no official data to support this. Lesson observations showed children using and applying curriculum related vocabulary more often. The daily use of stories and reading for pleasure initiatives continued to expose children to more vocabulary which is explored as it is encountered.

#### Supporting children with their mental health

All staff have supported children emotionally. The SLT spend a large proportion of their time on pastoral support for children and families. Other agencies e.g., counsellors have been brought in to offer more specialist support as needed. Parental feedback of the children who have had support, has been very positive.

#### Wider Experiences/ Support

Our free breakfast club is very well attended with up to 50% of children accessing being identified as PP. The children are provided with a healthy breakfast and ready to start the day positively and on time.

We have continued to subsidise and pay for wherever possible for educational visits to ensure that all children identified with PP are able to access a wide range of activities and experiences.

Families experiencing financial barriers have been supported with access to food and uniform.

No children in the school were disadvantaged by not being able to take part in any extra curricular or enrichment activity due to finances. All children have equal access to these activities.

## 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
Reading Plus	Reading Solutions
Times Table Rockstars	Maths Circle

## 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***

**The impact of that spending on service pupil premium eligible pupils**

## Further information (optional)

*Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, implementation and evaluation, or other activity that you are delivering to support disadvantaged pupils that is not dependent on pupil premium funding.*

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