



Pupil premium strategy statement

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 effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Barnfield Primary
Number of pupils in school	412
Proportion (%) of pupil premium eligible pupils	32.8%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2025/26, 2026/27 and 2027/28
Date this statement was published	12/12/2025
Date on which it will be reviewed	16/12/2026
Statement authorised by	Catherine Goodwin
Pupil premium lead	Duncan Quigley
Governor / Trustee lead	Wendy Kravetz

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£149,985
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	£149,985

Part A: Pupil premium strategy plan

Statement of intent

Barnfield Primary is committed to ensuring that every child makes strong progress and achieves highly across all subjects, regardless of their personal circumstances or the barriers they may face. Our pupil premium strategy is designed specifically to help disadvantaged pupils reach these ambitious goals.

We also recognise that other vulnerable pupils within our community—such as those supported by a social worker, receiving Early Help, looked-after children, asylum seekers, pupils with no recourse to public funds, and young carers—may face similar challenges. The actions set out in this plan therefore aim to meet their needs as well, whether or not they qualify as disadvantaged.

High-quality teaching underpins everything we do. Our focus is on pinpointing exactly where pupils need the most support and addressing those needs directly. The outcomes we have set make clear that we expect both disadvantaged and non-disadvantaged pupils to maintain strong achievement, with the progress of disadvantaged pupils improving alongside their peers.

This strategy aligns closely with whole-school priorities such as teaching to the top, scaffolding, adaptive practice and effective modelling.

Our approach is shaped by careful diagnostic assessment and a commitment to understanding each pupil's individual challenges—not stereotypes or assumptions. The strategies we use work together to help pupils thrive.

To maximise the impact, we will:

- Make sure all pupils - particularly those who are disadvantaged - are given challenging work and ambitious expectations.
- Identify emerging needs as early as possible so that timely support can be put in place.
- Embed a whole-school culture in which every member of staff takes shared responsibility for the progress and success of disadvantaged pupils, with consistently high expectations for what they can achieve.

Barriers

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

Challenge number	Detail of challenge
1	Pupils have limited access to enriching life experiences that build social skills and add context to classroom learning. The local area is in the highest quintile for crime deprivation and Multiple Deprivation Decile (IMD).
2	Limited oral language skills. 78% of our pupils are EAL and of the remaining 22%, many have impoverished language skills
3	Emotional, behavioural and social needs impacts engagement, attendance and learning.
4	Limited exposure to reading at home. Low levels of parental confidence and engagement with English reading.
5	Limited parental ability to support home learning.
6	Commitment to routines and engagement sets predetermined attitudes to school life.

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
<i>Reduce the attainment gap in reading, writing and maths.</i>	Quantifiable targets (by July 2028) <ul style="list-style-type: none"> Attainment gap between disadvantaged and non disadvantaged pupils reduces to less than 10% in reading, writing and maths across all phases. 80% of disadvantaged pupils to pass the phonics screening check 75% of disadvantaged pupils to meet expected standard in reading by the end of KS2
Strengthen emotional health, behaviour and wellbeing	Quantifiable targets (by July 2028) <ul style="list-style-type: none"> Reduction in behaviour incidents for identified pupils by 20% Attendance for disadvantaged pupils to improve to $\geq 94\%$

	<ul style="list-style-type: none"> All pupils identified with emotional needs to receive structured support (ELSA, BICS, mentoring)
Ensure all disadvantaged pupils access enrichment and cultural capital opportunities	<p>Every disadvantaged child will have the opportunity to:</p> <ul style="list-style-type: none"> Visit a theatre, a professional sports ground, all major places of worship and Sky Studios Attend at least one after-school club each term Meet or learn about five aspirational job roles per year (e.g. STEM professionals, creatives, medics, civil servants) Participate in a mentoring programme by Year 5 (mediators, playground squad)
Improve phponics, reading and home-support engagement	<p>Quantifiable targets</p> <ul style="list-style-type: none"> Home reading engagement for disadvantaged pupils increases by 25% (measured via home reading records and teacher monitoring) All disadvantaged pupils receive decodable books matched to phonics stage At least 60% of pupil premium Parents/Carers will attend at least 1 parent/carer workshop or coffee morning over the course of the whole year.
Smooth transitions for vulnerable and disadvantaged pupils	<p>All identified pupils receive transition mentoring during phase changes.</p> <p>Single sex mentoring groups are delivered for all disadvantaged pupils through BICS and school .</p>

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: £ 41,900

Activity	Evidence that supports this approach	Challenge number(s) addressed
BICS	Early mental health support improves engagement	3
Purchase of standardised assessments and physical texts for children to take home. The incorporation of library visits in the curriculum. Training for staff to ensure assessments are interpreted and administered correctly.	Standardised testing identifies precise gaps. Increased reading exposure improves vocabulary	2,4,5
Purchase of a DfE validated Systematic Synthetic Phonics programme to secure stronger phonics teaching for all pupils.	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading, particularly for disadvantaged pupils: Phonics Toolkit Strand Education Endowment Foundation EEF	2,4 and 5

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

Budgeted cost: £86,800

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Intervention teacher</i>	One-to-one and small group tuition have a high impact: One to one tuition EEF (educationendowmentfoundation.org.uk)	2

	And in small groups: Small group tuition Toolkit Strand Education Endowment Foundation EEF	
<i>Learning mentor</i>	Small group targeted support is proven effective: Small group tuition Toolkit Strand Education Endowment Foundation EEF	2
<i>HLTYAs, sports coach and mentors</i>	Familiar adults improve motivation and engagement	2
<i>Before and after school interventions</i>	Increased engagement and extended learning time.	1, 2, 4, 5

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

Budgeted cost: £ 21,285

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Enrichment activities and educational visits</i>	Cultural capital and enrichment improve motivation and life outcomes Guidance for teachers/life skills/EEF	1
<i>Breakfast and after school club provision to support vulnerable families</i>	Improved punctuality, behaviour and readiness. DFE evaluation of breakfast clubs	3, 5
<i>School transport</i>	Financially supports families from disadvantaged backgrounds – allowing disadvantaged pupils to attend educational visits, enrichment activities and sporting events and trips surrounding the arts.	1
<i>Lunchtime sports coaches</i>	Based on our experiences, we have identified that pupil engagement at breaktime is increased with structured play activities, supporting the building of relationships and improving general behaviour.	1, 3
<i>Targeted lunchtime provision</i>	Based on our experiences, we have identified that pupils' engagement at breaktime is increased with structured play activities with opportunities inside supporting the building of relationships and improving general behaviour. These opportunities can be used as an	1,3

	incentive linked to learning attitudes; support social and emotional needs; support SEN and develop gross motor skills.	
<i>Nurture groups</i>	Nurture groups have been known to improve attainment for disadvantaged pupils as well as social and emotional learning. Identified pupils attend weekly sessions to support social and emotional needs. EEF and nurture group	3
<i>ELSA</i>	ELSA acknowledges that young people learn best when they feel happier and their emotional needs are being met. ELSA/EEF	3
<i>Speech and language</i>	Helping with the emotional and speech and language needs of targeted children	2, 3

Total budgeted cost: £ 149,985

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 2024 to 2025 academic year.

Last academic year, the funding enabled us to offer a wide range of support to meet the academic, social, and emotional needs of our pupils. This included:

- Targeted learning support, providing pupils with additional adult guidance to reinforce key skills, address gaps in understanding, and build confidence in core subjects.
- Financial assistance for families, ensuring all pupils could take part in educational visits and experiences that enrich the curriculum and broaden their cultural understanding.
- Access to before-school, lunchtime, and after-school clubs, offering structured activities that promote positive behaviour, social interaction, and readiness to learn.
- Subsidised music lessons, allowing pupils with an interest or talent in the arts to pursue learning opportunities that may otherwise be financially out of reach.
- Support with school uniform and essential learning equipment, helping families overcome financial barriers and ensuring pupils are fully prepared for school.

Funding also allowed us to strengthen in-class provision by employing additional staff. These staff members delivered focused interventions, offered one-to-one and small-group support, and contributed to reducing attainment gaps across identified cohorts.

We were additionally able to commission specialist support from a range of external agencies, including BELS, Early Years targeted support, the Education Welfare Officer (EWO), the Autism Advisory Team (AAT), the ICE team, the Educational Psychologist, and the Inclusion Advisory Team. Their expertise supported pupils with complex needs and guided staff in implementing effective strategies.

Furthermore, funding contributed to ELSA training for staff, enhancing our capacity to support pupils' emotional well-being, resilience, and mental health. This has been vital for children and families facing significant challenges, ensuring they receive timely guidance and feel supported within the school community.