



Barrington C of E Primary School Pupil premium strategy statement 2024-2025

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	Barrington C of E Primary School
Proportion (%) of pupil premium eligible pupils	15.8
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)	2025-2026 2026-2027 2027-2028
Date this statement was published	December 2025
Date on which it will be reviewed	Annual review each September
Statement authorised by	Agata Richards
Pupil premium lead	Agata Richards
Governor / Trustee lead	Victoria Holt

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£33,328
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>	£33,328

Part A: Pupil premium strategy plan

Statement of intent

Our vision, for all our children, is to develop happy, young people with enquiring minds, a lifelong love of learning, respect for themselves, others and the environment, so that they will have the skills, resilience and adaptability to thrive in a rapidly changing world.

This vision remains the same for all our pupils, regardless of their background or the challenges they face; we aim for all of our pupils to make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high achievers

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils 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 pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment of barriers to attainment, 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:

- Ensuring high quality teaching in every class
- Ensure disadvantaged pupils are challenged in the work that they are set
- Act early to intervene at the point need is identified
- Providing targeted academic support for pupils who are not making the expected progress
- Addressing non-academic barriers to attainment such as mental well-being, engagement with learning, attendance and behaviour
- To increase the cultural capital of pupil premium children and broaden their experiences

Challenges

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

Challenge number	Detail of challenge
1	Language and communication skills Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. These are evident from Reception through to KS2 and in general, are more prevalent among our disadvantaged pupils than their peers.

2	<p>Levels of confidence in writing and a lack of writing stamina</p> <p>Internal and external (where available) assessments indicate that while the percentage of disadvantaged pupils attaining ARE in writing is broadly comparable to non-disadvantaged pupils, attainment of a greater depth level in writing among disadvantaged pupils is significantly below that of non-disadvantaged pupils.</p>
3	<p>Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have lack of reading exposure/lack of fluency/ enjoyment of reading</p> <p>This negatively impacts their development as readers. Internal and external (where available) assessments indicate that while the percentage of disadvantaged pupils attaining ARE in reading is broadly comparable to non-disadvantaged pupils, attainment of a greater depth level in reading among disadvantaged pupils is significantly below that of non-disadvantaged pupils.</p>
4	<p>Lack of focus and confidence due to poor mental health and wellbeing</p> <p>Our assessments, observations and discussions with pupils and families have identified social and emotional issues for many pupils, notably low levels of resilience and stamina in learning tasks/ reluctance to face independent challenges, low levels of emotional literacy and lack of growth mind-set</p> <p>These challenges particularly affect disadvantaged pupils, including their attainment.</p>
5	<p>Complex and changing home situations;</p> <p>Parental confidence to support children with their learning at home, the availability of a quiet learning space, accessible help outside school, time poor parents.</p> <p>Lack of parental engagement in some hard to reach families and low aspirations accompanied by a lack of importance placed on education all impact children's attainment</p>
6	<p>Cultural capital;</p> <p>The breadth of experiences and opportunities that children have access to have been shown to have positive impact on pupils attainment whereas</p>

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
<p>Disadvantaged pupils maintain at least the standard of attainment they achieved at the end of the previous year (Reading, Writing and Maths) and previous key stage; those who have 'fallen behind' make accelerated progress and 'catch up' or exceed prior attainment standards.</p> <p>This will be achieved through quality first teaching and focus children receiving targeted high-quality support and intervention.</p>	<p>End of summer data will show that 90 – 100% of disadvantaged children have made expected progress from the previous summer.</p> <p>End of summer data will also show that numbers of disadvantaged children reaching greater depth will be equal to those who are non-disadvantaged</p> <p>Analysis of interventions will show that interventions have had a positive impact on the disadvantaged children's learning and has helped in accelerating their progress.</p>

<p>Pupils and families with identified social, emotional or health needs are well supported by school staff so that the needs are removed or alleviated</p>	<p>SENCo and Head teacher identify and support families and children and work to alleviate barriers to learning.</p> <p>Pupil and parent questionnaires will show that parents and children of disadvantaged families feel supported and additional barriers alleviated where possible.</p> <p>Children experiencing particularly challenging circumstances will have daily times to talk with a named member of staff to support their mental well-being.</p> <p>Families feel confident accessing support and resources from Family Support Worker. This will lead to a reduction in the barriers to learning for these pupils, raising attendance, behaviour and attainment.</p> <p>Pupils regularly access a range of therapies and enrichment opportunities offered at school to support their SEMH needs, including Drawing and Talking, Dog Therapy and Brick Club.</p>
<p>To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils. Using a range of approaches to develop all pupils understanding of what mental health is and how to protect it.</p>	<p>Sustained high levels of wellbeing from demonstrated by:</p> <ul style="list-style-type: none"> • qualitative data from student voice, pupil and parent surveys and teacher observations • the percentage of disadvantaged pupils accessing enrichment activities will be equal to or exceed the percentage of non-disadvantaged children accessing enrichment activities • the percentage of disadvantaged pupils participating in school ministry activities will be equal to or exceed the percentage of non-disadvantaged children participating in school ministry activities • disadvantaged children will not be over represented in the pupils who have been referred for counselling, mentoring or emotional well-being support • all children in school will have the emotional literacy and vocabulary required to describe how they are feeling

<p>Pupils have a breadth of experiences that enable them to contextualize their learning.</p> <p>School will deliver an engaging, broad and varied curriculum.</p> <p>All our children will have the opportunity to experience a wide range of first-hand experiences; for example school visits, live theatre and live music, sporting activities, music lessons</p>	<ul style="list-style-type: none"> Records of whole school inspiration day events and class enrichment activities will show the range of experiences and opportunities provided.
<p>All disadvantaged pupils will continue to meet national expectations for attendance/persistent absence.</p>	<ul style="list-style-type: none"> Disadvantaged pupils will match or exceed national attendance averages for non-disadvantaged pupils (96+%). Monitoring of attendance ensures continued levels of attendance for PP pupils

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: £ 5,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Allocation of funds towards Continuing Professional Development (CPD) for teachers and TAs across school. Impact of each CPD event to be recorded and monitored.</p> <p>Allocation of funds for reading, writing and maths initiatives, subscriptions and high-quality texts for EYFS, KS1 and KS2.</p> <p>Current focus area: phonics and reading fluency</p>	<p>EEF pupil premium Guidance</p>	<p>1, 2, 3, 4</p>
<p>Teaching staff working as a team with subject leaders to improve/enhance the teaching and learning within every subject.</p>	<p>EEF pupil premium Guidance</p> <p>EEF Teaching and Learning Toolkit</p>	<p>1, 2, 3,4</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 funding-successfully	1, 2, 3
Additional adult support in English and Mathematics to personalise learning and raise outcomes for pupils – this includes a focus on ensuring that PP children are fairly represented in the children achieving at GD (greater depth) in Reading, Writing and Maths	EEF pupil premium Guidance EEF Teaching and Learning Toolkit	1, 2, 3

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

Budgeted cost: £22,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Provide targeted, structured interventions to children. Interventions to be monitored and evaluated by Deputy Head and SENCO.	EEF pupil premium Guidance EEF Teaching and Learning Toolkit	1, 2, 3
Provision of counselling through YMCA; 1:1 sessions for pupils with the highest level of need Small group work focusing on resilience and self esteem Mentoring support provided for disadvantaged children Daily check-ins with a named and consistent familiar adult for children struggling with challenging home situations	Government publication; the link between pupil health and wellbeing and attainment The impact of promoting student wellbeing on student academic and non-academic outcomes: an analysis of the evidence. Oxford Impact Humanistic counselling plus pastoral care as usual versus pastoral care as usual for the treatment of psychological distress – The Lancet 2021	4

Access to a range of therapeutic interventions with trained practitioners to support children with processing emotions and responses to experiences.		
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £6,328

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>SENCo and Head teacher identify and support families and children and work to alleviate barriers to learning.</p> <p>Family Support Worker to provide practical advice and support for families, reducing barriers to attendance, behaviour and wellbeing.</p> <p>Vulnerable children to be highlighted and supported through nurture sessions, positive play sessions, and daily check-ins with consistent adults.</p>	<p>EEF toolkit – social and emotional learning</p> <p>EEF toolkit – parental engagement</p>	4, 5
<p>All children in school to be given opportunity to participate in activities which enhance and broaden the curriculum and their learning experiences. This will be achieved through the whole school inspiration programme and class based first hand experiences (trips out and visits in), after school club funding for pupil premium children (3 clubs per year) and funding to support access to the residential for Y5/6 PP children, and Shepreth Sleepover for Y4 pupils.</p>	<p>Provision of a range of initiatives to extend children’s experiences see The pupil premium: how schools are spending the funding</p> <p>Education Endowment Trust Toolkit</p>	4, 6

<p>Head teacher to ensure that parents are made aware of expected attendance levels when they fall below 90%.</p>	<p>Deployment of staff to support families to improve attendance and eradicate persistent absenteeism see The pupil premium: how schools are spending the funding</p>	<p>5</p>
<p>To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils, this will be achieved by;</p> <p>Promoting all children’s awareness of mental health and strategies to support well-being.</p> <p>Providing social and emotional support/interventions to improve self-esteem and behaviour.</p> <p>Audit of current provision and development of our whole school approach to well being</p> <p>Staff training to develop the skills of all staff to support well-being and mental health</p> <p>All staff trained to use a therapeutic approach to behaviour management (Cambridgeshire Therapeutic Thinking)</p>	<p>Government publication; The Link between Pupil Health and Wellbeing and Attainment</p> <p>The impact of promoting student wellbeing on student academic and non-academic outcomes: an analysis of the evidence. Oxford Impact</p>	<p>4</p>

Total budgeted cost: £33,328

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Using summative assessment data, including statutory assessments, attendance data and behaviour records, we are able to track progress made against each of the key areas that are being targeted by our Pupil Premium funding.

As a result of continued investment, attainment for disadvantaged pupils continues to improve and is very similar to outcomes for all other pupils in Reading and Writing. There continues to be a more significant gap for pupils in Maths.

End of Summer Term Assessments Year 1 to Year 6 – 2024-2025

% of pupils achieving ARE or above

	Reading	Writing	Maths
PP	59%	46%	50%
Non-PP	57%	43%	60%

Additionally, there continues to be a significant difference for pupils achieving Greater Depth.

% of pupils achieving GD

	Reading	Writing	Maths
PP	0%	0%	0%
Non-PP	14%	5%	7%

This is also reflected in end of KS2 SATs results.

Year 6 SATs Combined Reading/Writing/Maths - Summer 2025

	ARE +	GD
PP	40%	0%
Non-PP	36%	9%

The Early Years data for the end of Reception shows that there are significant differences for pupils at this early stage. 50% of disadvantaged pupils achieved a Good Level of Development, compared to 63% of all other pupils.

Attendance rates are noticeably different, with an average attendance rate of 91.5% for disadvantaged pupils, compared to 94% for others. This will continue to be a target, with rigorous monitoring and early intervention being prioritised.

The school is currently going through a period of significant change. It has doubled in size of the last 5 years, with an increasing proportion of disadvantaged children now attending our school. We are seeing that family circumstances and the barriers to learning are changing rapidly, and the school is quickly adjusting to ensure that these can be identified and supported quickly and efficiently as we move forward.