

Pupil premium strategy statement – St Barnabas School

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	104 (Sept 2025)
Proportion (%) of pupil premium eligible pupils	12.5% -Sept 2025 12.5% - FSM 12.5% - FSM6 8.7% - Service 0% - Adoption 2.8% - LAC 0% – EAL
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)	2024 - 2027
Date this statement was published	October 2024
Date on which it will be reviewed	October 2027
Statement authorised by	Donna McInnes
Pupil premium lead	Donna McInnes
Governor / Trustee lead	Jardine Broom

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£37,610
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>	£37,610

Part A: Pupil premium strategy plan

Statement of intent

We provide opportunities to raise the aspirations of our pupils and strive for excellence for all. At St Barnabas, we are determined and committed to provide the necessary support and opportunities for pupils required in removing their barriers. We strive to involve parents, building supportive and trusting relationships is key.

During the period of this strategy, we will focus on key barriers that are preventing our disadvantaged pupils achieving well. Using this funding to effectively implement the necessary support and provision that will ensure our pupils excel, irrespective of background or challenges they face. Our approach will be responsive, with a sense of urgency for progress, selecting strategies informed by the latest research, guidance and regular evaluation, to meet our pupil's pastoral, social and academic needs.

High-quality teaching is at the heart of our approach, with a focus on areas in which our disadvantaged pupils require the most support. We know it is essential that children learn new skills and knowledge in a meaningful way, ensuring new material is built on secure foundations, it is frequently revisited for independent and consistent application, we have specifically designed our curriculum to achieve this. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit non-disadvantaged pupils in our school.

Implicit in our intended outcomes is the intention that all pupils' attainment will be sustained. Our strategy is also integral to wider school plans for education recovery and will be responsive to the common challenges and individual needs. To ensure they are effective we will:

- Ensure disadvantaged pupils are challenged in the work they are set
- Offer a rich and varied curriculum (including extra-curricular activities)
- 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.

The ultimate objectives for our pupils who are in receipt of pupil premium are:

To ensure the attendance of pupils in receipt of pupil premium is at least in line with those of peers in school.

We know that children learn best when they attend school regularly. Currently, the attendance of the pupil premium group is in line with the attendance of that not in receipt of pupil premium. In our strategy, we focus on encouraging attendance through meeting the well-being needs of pupils and families, by providing exciting learning including access to outdoor learning and forest schools, and through our parent support advisor and our pupil premium champion actively engaging with families to encourage and support good attendance in school.

To continue to ensure the outcomes for pupils in receipt of pupil premium are at least in line with those of peers in school across the curriculum.

31% of our pupils in receipt of pupil premium (compared to 18% nationally) have identified special educational needs. In all cases we strive to ensure all our pupils make excellent progress. We believe that all our pupils benefit from high quality

teaching every day and we ensure our strategy provides for this with further additional intervention through one to one and small group teaching. Our Pupil Premium Champion works to ensure high aspiration and high quality provision for all pupils in receipt of pupil premium. She is a member of SLT and has time to carry out this work in school.

Ensure the well-being needs of all pupils in receipt of pupil premium funding are met to ensure they are on track to make or exceed expected progress and attainment.

At St Barnabas we know children must be ready to learn by ensuring their personal, social, emotional and developmental needs are met. This has been particularly evident for children on entry to EYFS. We have established a very successful induction programme which is now embedded in school and a weekly Forest School session for our youngest children. This early intervention helps to remove these barriers sooner in the child's education. We have seen an increase in pupils' emotional and social needs that impact on learning with increases in both pupil and adult mental health and wellbeing needs. Our strategy includes a highly experienced parent support advisor in school. She works with our team, with external professionals and with our pupils and families directly. We also have a Senior Mental Health Lead teacher.

Challenges

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

Challenge number	Detail of challenge
1. Outcomes	There is a small, key group of pupils in receipt of PP not making expected progress despite interventions.
2. Pastoral	Pupils emotional well-being, social and behavioural needs affecting children being in a position to able to make progress and their readiness to learn.
3. SEND	Some pupils who qualify for Pupil Premium funding have specific SEND needs and increasing number of children need SALT intervention.

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
To continue to ensure the outcomes for pupils in receipt of pupil premium are at least in line with those of peers in school across the curriculum through ensuring high quality teaching is effectively in place, alongside targeted interventions.	Increase the progress for a key group of pupils in receipt of pupil premium in reading, writing and maths in line with their identified baseline.
To ensure the well-being needs of all pupils in receipt of pupil premium funding are met to ensure they are ready for learning.	Children's well-being needs are met and supported to ensure they are attending school more regularly and able to access high quality teaching and targeted interventions where needed to support them in making progress. Attendance target 97%
To ensure all pupils in receipt of pupil premium, particularly those with SEND, make expected progress from their starting points.	Increase the progress for SEND pupils in receipt of pupil premium in reading, writing and maths in line with their identified baseline.

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: £ 32,007.27

£2000 accelerated reader

£2000 RWI

£300 bounce together

£27,701.27 on TA Support

Activity	Evidence that supports this approach	Challenge number(s) addressed
Greater Depth Reading will be a key priority • Accelerated Reader to be reviewed and reinvigorated across Key Stage 2 • Whole Class Guided Reading (Steps to Read) approach to be adopted across KS2 to enable effective delivery of high quality whole class shared reading sessions and feedback to improve learning. • Particular focus on small group children in receipt of pupil premium funding not making progress in reading	See Improving Literacy in Key Stage 2: Recommendation 2 and 3. https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2	1, 3
Continue to work with the Maths Hub to take part in 'Mastering Number Fluency programme' across Key Stage 1 and Sustaining Teaching for Mastery	See EEF research guidance report: 'Improving Mathematics in the Early Years and Key Stage 1' published January 2020. https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/early-maths	1, 3
Review current provision alongside the guidance: 'Special Educational Needs in Mainstream,' for the teaching of maths for SEND pupils (Led by SLT)	See EEF research guidance report: Special Educational Needs in Mainstream School published in March 2020 Ensure all pupils have access to high quality teaching. Compliment high quality teaching with small group and one to one interventions.	1, 3

	https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/send	
Use of Rosenshine Principles to address People learn and acquire new information. Master teachers implement effective classroom strategies.	https://educationendowmentfoundation.org.uk/news/five-evidence-based-strategies-pupils-with-special-educational-needs-send See evidence for the success of explicit instruction and scaffolding – both central to Rosenshine’s principles – as effective strategies for supporting disadvantage pupils	1, 3
Implementing Bounce Survey to support pupil voice	<i>Evidence from drawing from Recommendation 2 of the EEF’s Metacognition and Self-Regulation guidance report to support pupil voice</i> https://educationendowmentfoundation.org.uk/news/voices-from-the-classroom-applying-the-seven-step-model-to-support-independent-learning	1, 2, 3

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

Budgeted cost: £ 1300

£300 wellcomm

£1,000 Power Maths

Activity	Evidence that supports this approach	Challenge number(s) addressed
Oral Language Interventions - WellComm Oral language interventions are about making the most of spoken language and verbal interaction for learning	EEF Toolkit guidance: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions	1, 3
Establish small group maths intervention for disadvantaged	EEF Toolkit guidance:	1, 3

pupils falling behind age-related expectations Continue to use of Dynamo Math individual / small group intervention	https://educationendowmentfoundation.org.uk/support-for-schools/school-planning-support/2-targeted-academic-support ‘Some pupils may require additional support alongside high-quality teaching in order to make good progress. The evidence indicates that small group and one to one interventions can be a powerful tool for supporting these pupils when they are used carefully.’	
Effective deployment of staff, Teaching Assistants to support key children and year groups. Targeted Interventions led by member of SLT in Year 6. Teaching Assistant timetable re-evaluated to deliver pastoral groups, positive play at playtimes, out-door learning, settling child into school in the morning. Continue to delivering 1:1 reading sessions to targeted groups of children daily. Reintroduce Higher Level Teaching Assistant (10 hours per week) to deliver Forest School sessions from EYFS-Year 6	EEF research guidance: https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants ‘Research on TAs delivering targeted interventions in one-to-one or small group settings shows a consistent impact on attainment of approximately three to four additional months’ progress (effect size 0.2–0.3). Crucially, these positive effects are only observed when TAs work in structured settings with high quality support and training. When TAs are deployed in more informal, unsupported instructional roles, they can impact negatively on pupils’ learning outcomes.	1, 3
To analyse summative assessment data and identify the children who require catch up and more targeted intervention. Closely monitored by Assistant Head Teacher and PP Lead. Pupil progress meetings termly. Regular monitoring of targeted interventions.	EEF Toolkit guidance: https://educationendowmentfoundation.org.uk/support-for-schools/school-planning-support ‘These interventions should be targeted at specific pupils using information gathered from assessments and their effectiveness and intensity should be continually monitored. Some pupils may have made quick gains once they returned to school full time, so assessment	1, 3

	needs to ongoing, but manageable.'	
Nuffield Early Language – to continue in EYFS. Establish small group interventions on entry to school following baseline assessments. Training for teaching assistant to deliver School –Led tutoring Teaching Assistant to deliver the intervention 3 times per week	Endorsed by EEF Research: https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/nuffield-early-language-intervention See DATA from Summer 2025 Assessments to show success from the programme.	3

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

Budgeted cost: £825 forest school

Activity	Evidence that supports this approach	Challenge number(s) addressed
Children's mental health support – Junior Mental Health Champions	EEF Guidance https://educationendowmentfoundation.org.uk/news/prioritise-social-and-emotional-learning	2
Pastoral support from Pastoral Lead for vulnerable children and families. Key support needed to ensure attendance is maintained and readiness to learn. Well planned transition arrangement into EYFS to ensure nursery and parental engagement identifies 'at risk' pupils as, or before, they start school. Pastoral Lead to : - Offer parenting group sessions working on specific needs developed through a needs analysis. - ESA process with vulnerable families- allowing them to access key services	EEF Guidance about Wider strategies focusing on: SEL, Well-being and Mental Health. https://educationendowmentfoundation.org.uk/support-for-schools/school-planning-support/3-wider-strategies	2, 3

- Bespoke and intensive support for the most vulnerable pupils in school - Family drop in weekly -1 hour - Attendance monitoring and meetings when needed. - Engage the relevant support professionals in line with the Attendance policy and Medical Conditions policy to encourage good attendance. - Attendance to be a focus item for key pupils at parent evenings and pupil progress meetings. Increased links with SEND team and Health Professionals		
Use of outdoor learning to support key groups of pupils Ensuring sustainability of Forest Schools approach by adopting an outdoor learning model so more pupils can access and staff feel confident to deliver. Staff Training to increase access for all pupils to outdoor learning opportunities.	Key findings of Forest School Research: https://www.forestresearch.gov.uk/research/forest-schools-impact-on-young-children-in-england-and-wales/ The evaluation suggests Forest Schools make a difference in the following ways: • Confidence: children had the freedom, time and space to learn and demonstrate independence • Social skills: children gained increased awareness of the consequences of their actions on peers through team activities such as sharing tools and participating in play • Communication: language development was prompted by the children's sensory experiences • Motivation: the woodland tended to fascinate the children and they developed a keenness to participate and the ability to concentrate over longer periods of time • Physical skills: these improvements were characterised by	2

	the development of physical stamina and gross and fine motor skills • Knowledge and understanding: the children developed an interest in the natural surroundings and respect for the environment.	
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Total budgeted cost: £34,126.27

Part B: Review of the previous academic year
Pupil Premium Strategy 2024 to 2027
Updated Review of Previous Academic Year

Outcomes and Evaluation

Pupils in receipt of pupil premium funding continued to make strong progress and achieved highly in statutory assessments. Key Stage Two outcomes showed one hundred percent of disadvantaged pupils met expected standards in reading, writing and mathematics. Multiplication Tables Check outcomes demonstrated secure fluency, with sixty eight percent achieving full marks and sixty six percent reaching both the twenty plus and twenty three plus thresholds.

Pupils with SEND who also receive pupil premium funding continued to make at least expected progress, supported through structured interventions, targeted adult support and consistent use of inclusive teaching approaches.

Engagement in home reading improved, with most pupils reading at least four times each week. Attendance for pupils in receipt of pupil premium remains an area that requires continuing focus.

Summary of Impact

High quality teaching, early intervention, targeted academic support and strong pastoral provision all contributed to improved outcomes for disadvantaged pupils. The school maintained a culture of love, aspiration and belonging, ensuring pupils felt supported academically and emotionally.

Updated Statement of Intent

Our intention remains to ensure that pupils in receipt of pupil premium funding experience love, aspiration and belonging every day. We want them to thrive academically, socially and emotionally, and to develop confidence, independence and readiness for future learning.

We aim to:

Deliver consistently high quality teaching for all disadvantaged pupils

Strengthen early language, early reading and mathematical fluency

Support pupils with SEND who are also in receipt of pupil premium

Improve attendance and readiness to learn

Remove barriers to learning through pastoral and wider strategies that support families and promote wellbeing

Updated Intended Outcomes

Outcome 1

High quality teaching secures strong attainment and progress for disadvantaged pupils.

Outcome 2

Disadvantaged pupils develop strong early language and early reading skills.

Outcome 3

Disadvantaged pupils develop confident and secure mathematical fluency.

Outcome 4

Pupils with SEND who also receive pupil premium funding make at least expected progress.

Outcome 5

Improved attendance and readiness to learn for all disadvantaged pupils.

Outcome 6

Improved pupil confidence, independence and positive attitudes to learning.

Updated Success Criteria

Disadvantaged pupils achieve at least in line with their peers across reading, writing and mathematics.

Improved outcomes in early language, phonics and early reading assessments.
Improved fluency in number facts and increased success in multiplication assessments.
All SEND disadvantaged pupils make expected progress.
Attendance for disadvantaged pupils moves closer to their peers.
Pupils show increased confidence and independence, supported by pupil voice surveys.

Action Plan for the Coming Year

1. Teaching

Strengthen early reading through Read Write Inc and daily reading for targeted pupils.
Embed Steps to Read for whole class shared reading.
Use Rosenshine principles in all classrooms to support modelling, scaffolding and retrieval.
Sustain mathematical fluency through Mastering Number.
Provide coaching, training and support for staff to meet needs of disadvantaged pupils.

2. Targeted Academic Support

Continue WellComm early language intervention.
Provide small group and one to one tutoring in reading, writing and mathematics.
Deliver Dynamo Maths and structured fluency interventions.
Offer daily reading and targeted phonics catch up for identified pupils.
Provide personalised intervention for pupils with SEND.

3. Wider Strategies

Strengthen the pastoral offer including family support and attendance monitoring.
Provide early help for families in need of support.
Maintain strong early years transition arrangements.
Expand forest school and outdoor learning to build confidence and belonging.
Use the Bounce survey to strengthen pupil voice and emotional wellbeing.
Provide positive play, nurture groups and other emotional support sessions.

Intended Outcomes	Success Criteria	Outcomes
To continue to ensure the outcomes for pupils in receipt of pupil premium are at least in line with those of peers in school across the curriculum through ensuring high quality teaching is effectively in place, alongside targeted interventions.	Increase the progress for a key group of pupils in receipt of pupil premium in reading, writing and maths in line with their identified baseline.	Expected or above: Reading attainment – 75% expected Writing attainment – 81% expected Maths attainment- 81% expected Reading progress – 81% expected Writing progress – 94 expected Maths progress – 81% expected
To ensure all pupils in receipt of pupil premium, including those with SEND, make expected progress from their starting points.	Children's well-being needs are met and supported to ensure they are attending school more regularly and able to access high quality teaching and targeted interventions where needed to support them in making progress.	Reading 80% Writing 100% Math 80% Pupils with SEND in receipt of pupil premium made at least expected progress
To ensure the well-being needs of all pupils in receipt of pupil premium funding are met to ensure they are ready for learning.	Attendance target 97%	Attendance for 23-24 for pupil premium was 95% in comparison to non-pupil premium which was 97%
Increased engagement from disadvantaged pupils with home learning tasks	Data will show an increase for home reads per week compared to non-disadvantaged peers.	Home reading at least 4 x weekly remains consistent, 92% 2023/23 to 2023/24 94%.

Outcomes for disadvantaged pupils

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
SWIFT	Wiltshire Police