



Pupil premium strategy statement – Barrowby Church of England Primary School

This statement details our school’s use of pupil premium (and recovery 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	242
Proportion (%) of pupil premium eligible pupils	11.16%
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 Current- 2025-26 (Year 2 of 3 year plan)
Date this statement was published	October 2025
Date on which it will be reviewed	December 2026
Statement authorised by	L Batey (Headteacher)
Pupil premium lead	T Ward (Deputy Headteacher)
Governor lead	Mr S Clark (Governor)

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£58,720.00 (PP £42,420, PPS £3150, PLAC £13,150)
Recovery premium funding allocation this academic year <i>Recovery premium received in academic year 2023/24 cannot be carried forward beyond August 31, 2024.</i>	£0
Pupil premium funding carried forward from previous years (<i>enter £0 if not applicable</i>)	£1,898.16 (PP £2414.27, PPS - £456.84, PLAC -£57.27)
Total budget for this academic year	£60,618.16

Part A: Pupil premium strategy plan

Statement of intent

At Barrowby Church of England Primary School, we strive for excellence, ensuring that we all feel happy, valued, and loved. We aim to provide an exciting, innovative, and relevant curriculum that enables all to 'shine' and develop as creative, respectful, and independent citizens. We seek to promote equal opportunities for all so that each individual is encouraged to achieve their full potential and become lifelong learners who can make a positive contribution to society. We will consider the challenges faced by vulnerable pupils at our school, and it is our intention that regardless of their vulnerabilities or background they make good progress and achieve high attainment across all subject areas.

We aim to provide all children with enriching opportunities to develop as lifelong learners with the skills to equip them beyond leaving Barrowby Church of England Primary school. They will read fluently and widely, forming opinions on books and authors and write creatively. They will apply their mathematical thinking across the curriculum and be able to think logically to solve problems. Through a carefully sequenced and creative curriculum, they will have a range of experiences to support them to learn about the world around them. They will compete in a team and learn to play a musical instrument. They will learn to ride a bike and have a campfire at school. They will take part in three residential opportunities and have experienced the opportunity to be a leader and feel successful.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. Implicit in the intended outcomes detailed in our strategy, 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 not based on assumptions. To ensure they are effective we will:

- Regularly monitor and assess the progress of students to ensure interventions are effective at termly Pupil Progress Meetings.*
- Act early to intervene at the point need is identified for both academic and pastoral needs.*
- Adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve.*
- Monitor and provide necessary financial support e.g. extra-curricular visits/ Wrap Around Care to ensure equal opportunities linked to our vision.*

Challenges

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

Challenge number	Detail of challenge
1	Baseline assessments, observations, and discussions with pupils indicate low oral language comprehension and lower start points on entry into Reception which are more prevalent among our disadvantaged pupils than their peers.
2	Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties within reading, than their non-disadvantaged peers. Whole School end of year data from last academic year shows that of the 8 Pupil Premium children that working towards the standard in reading, 7 of them are also on the SEND register and in receipt of targeted intervention support.
3	Internal and external assessments indicate that maths attainment among disadvantaged pupils is significantly below that of non-disadvantaged pupils Whole school end of year data from last academic year shows that of the 6 children working towards the standard in Maths, 3 of them are also on the SEND register and in receipt of targeted intervention support.
4	Some pupils are unable to fully access wider school life such as trips, visits and other enrichment activities therefore do not have the opportunity to maximise their learning opportunities leading to a gap in their overall educational experience and personal development.
5	Some disadvantaged pupils have or are experiencing difficult family relationships/ which affects their emotional wellbeing and impact on learning. 8 children on the Pupil Premium register have been / are currently in receipt of targeted pastoral support.

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
The gap between disadvantaged pupils and their peers will be significantly reduced, ensuring a more equitable start to their educational journey.	<ul style="list-style-type: none"> Disadvantaged children will make progress against the Early Learning Goals and over 50% will achieve a good level of development. Through observations and internal assessments, children will demonstrate

	progress and gaps closing between themselves and their peers.
Improved Reading attainment among disadvantaged pupils.	<ul style="list-style-type: none"> • Standards in reading across the school will be higher than previous academic years for disadvantaged pupils. • Over 50% of disadvantaged pupils will pass the Phonics screening test. • KS2 reading outcomes at the end of the year will show that more than 90% of disadvantaged pupils met the expected standard
Improved maths attainment for disadvantaged pupils across the school.	<ul style="list-style-type: none"> • Individual pupil data will show progress from their starting points • KS2 reading outcomes at the end of the year will show that more than 90% of disadvantaged pupils met the expected standard.
Children make improved and suitable social choices, have a positive mindset and wellbeing to approach learning successfully.	<ul style="list-style-type: none"> • Pupils (where applicable) will have received targeted Pastoral Support with evidence of impact shown through Pastoral Support Meetings with parents and observable impacts on pupil wellbeing • Disadvantaged pupils will have had the opportunity to be part of a leadership committee / run a leadership extra-curricular club. • Children on a targeted play intervention will have shown progress in their socialisation.
The gap in overall educational experience and personal development among pupils will be significantly reduced.	<ul style="list-style-type: none"> • All disadvantaged children will have benefited from at least one enrichment opportunity and/or extra-curricular visit. • Visits and experiences will be subsidised for disadvantaged pupils when needed to ensure they experience all opportunities available to them.

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: £17,541.79

Activity	Evidence that supports this approach	Challenge number(s) addressed
Providing Ongoing CPD for Staff to Improve Teaching and Learning.	<p>High-quality professional development for teachers has a significant impact on pupil outcomes.</p> <p>Effective CPD can lead to improved teaching practices and better pupil progress.</p> <p>High quality feedback in classrooms has 6+ months on average impact on pupil attainment.</p>	1, 2, 3
Investment in a Teaching Assistant in EYFS to provide support for children in lessons, including Phonics, and to facilitate the teacher to successfully support the needs of all children across the whole curriculum.	Early literacy approaches aim to improve young children's skills, knowledge or understanding related to reading or writing.	1
Coaching and mentoring model for teachers.	Following the EEF coaching and mentoring model supports improvements of teaching and learning.	All
Purchasing additional resources to enhance teaching and learning across the curriculum, including in EYFS.	<p>Technology and additional resources help to support High Quality Teaching and Learning.</p> <p>Play-based learning approach has seen positive effects identified in early learning outcomes in aspects of both early literacy and language development and early numeracy.</p>	1
Further training for all staff on our chosen DfE validated Systematic Synthetic Phonics programme, Essential	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading, particularly for disadvantaged pupils:	1, 2

Letters and Sounds to secure stronger phonics teaching for all pupils including providing intervention for those that require.	Phonics Teaching and Learning Toolkit EEF	
Adaptation of English Curriculum Documents including Writing, Reading and SPaG to provide a clear sequence of learning for teachers and ensure they are clearly linked. Release time provided for Subject Leaders.	Evidence shows that combining reading and writing instruction, particularly through high quality text, improves outcomes EEF, combining reading and writing outcomes EEF, improving literacy at key stage 2, 7 stages	2

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

Budgeted cost: £16,852.13

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional Essential Letters and Sounds phonics interventions targeted at disadvantaged pupils who require further phonics support, as identified through ongoing assessment.	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 Teaching and Learning Toolkit EEF	1, 2
Intervention sessions with an adult when appropriate for reading to enhance fluency and understanding. Through small groups work, reading comprehension interventions for Key Stage 2 to enhance pupil outcomes for EXS.	Small group tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one to-one: One to one tuition Teaching and Learning Toolkit EEF And in small groups: Small group tuition Teaching and Learning Toolkit EEF	2
Purchase further online intervention	As a school we have seen impact on pupil outcomes using these online tools:	1, 2, 3

programmes to support pupil progress: <ul style="list-style-type: none"> • Nesy Numbers • Nesy Reading and Spelling • SNAP Maths 	Using Technology to Improve Outcomes LEEF	
Purchase and implementation of Learning by Questions Diagnostic Assessment and Intervention tool.	LBQ Impact Report	2, 3
To continue to foster a love of reading through enrichment opportunities, including updating the School Library Systems (Junior Librarian) to support Parental Engagement and purchasing engaging reading material.	DfE Reading Framework	2, 4
Purchase Nelson Whole School Handwriting Scheme	Strong evidence supports investing Pupil Premium funding in a structured handwriting scheme, as it directly improves literacy outcomes, supports disadvantaged pupils, and aligns with government guidance on effective use of funding.	1, 2, 3

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

Budgeted cost: £26,224.24

Activity	Evidence that supports this approach	Challenge number(s) addressed
Provide Pastoral Support Sessions with a trained Emotional Literacy Support Assistant (ELSA)	Our Pastoral Support Systems in school have proven to support the emotional wellbeing of children and have positive outcomes, as monitored through a Pastoral Support Plan. Being able to effectively manage emotions will be beneficial to children and young people even if it does not translate to reading or maths scores. However, social and emotional learning approaches have a positive impact, on average, of 4 months additional	5

	progress in academic outcomes over the course of an academic year.	
Targeted behaviour interventions to support the Social and Emotional Wellbeing of children: -Targeted Play -Lego Therapy	The average impact of behaviour interventions is four additional months' progress over the course of a year. Evidence suggests that, on average, behaviour interventions can produce moderate improvements in academic performance along with a decrease in problematic behaviours. Behaviour Interventions EEF	4, 5
Provide Wrap Around Care and meal provision.	There is evidence to support that providing free, universal, before-school breakfast clubs can benefit pupils by preparing them for learning. Breakfast Intervention Rapid Evidence Assessment EEF	4, 5
Subsidise and provide school uniform for disadvantaged children.	There is a belief in some countries that school uniform supports the development of a whole school ethos and therefore supports discipline and motivation.	4
Subsidise visits and experiences for children to ensure they receive enhanced opportunities in line with their peers	As a school we value extra-curricular clubs, visits and experiences to provide exciting learning and development opportunities for our children.	4
Real-life, hands on and practical experiences to inspire and motivate learners to engage with the curriculum.	It is proven that there is high value to providing children inspirational activities, building on their cultural capital, in engaging pupils and improving the quality of writing and associated work. Arts and practical experience participation approaches can have a positive impact on academic outcomes in other areas of the curriculum.	4, 5
Continue to embed principles of good practice set out in the updated 2024 DfE's guidance on working together to improve school attendance.	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence. Attendance for disadvantaged pupils is of no concern due to the robust processes currently in place.	All
Regular communication with the school community through: Newsletters, ParentMail, Social Media Updates	Levels of parental engagement are consistently associated with improved academic outcomes. Working with Parents to Support Children's Learning Guidance Report EEF	All

Fund necessary resources and equipment for the successful implementation of Sensory Circuits	The EEF promotes the use of evidence-informed strategies, which can include sensory circuits, to support pupils, particularly those with sensory needs.	4, 5
Contingency fund for acute issues.	Based on our experiences, 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: £60,618.16

Part B: Review of the previous academic year

Pupil premium strategy outcomes

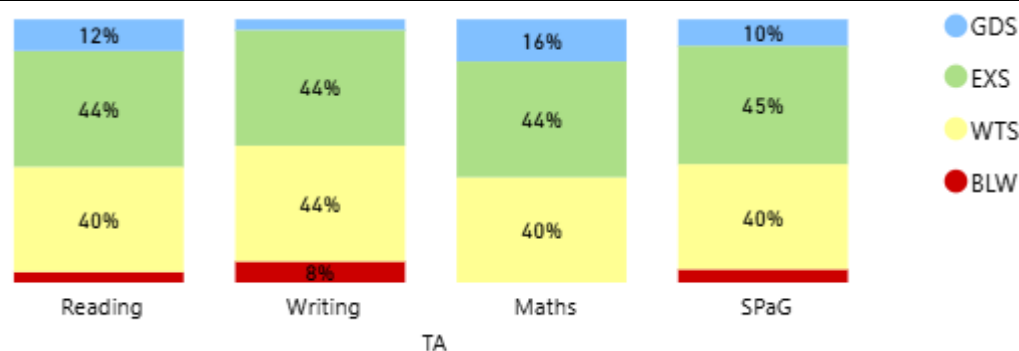
This details the impact that our pupil premium activity had on pupils in the 2024 to 2025 academic year.

At the time of review there were 39 disadvantaged pupils including those eligible for free school meals, Looked After Children and Service Children. 13 disadvantaged pupils also had a special educational need and/or disability.

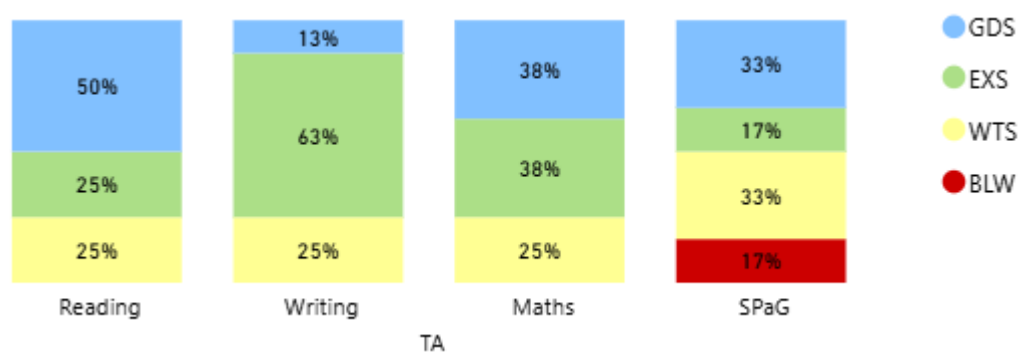
For reference:

Year Group	Disadvantaged Pupils
R	4
1	7
2	5
3	7
4	8
5	3
6	5

Intended outcome	Outcome
Pupil Premium children to make progress in line with their peers and achieve their end of year expectations,	<u>Whole School</u> Standards achieved in Reading, Writing, Maths and SPaG this year across the school this year for PP and FSM children have shown that individual children have made progress across the year. Children have received appropriate intervention where standards have not been met. This has been monitored through Pupil Progress meetings.



Standards achieved for Service Children have also improved and shown progress on Spring Term data:



EYFS

50% (2/4) PP children did not achieve a good level of development (GLD) at the end of reception. This will be monitored, and support put in place to support these children to make progress in line with their end of year expectations in Key Stage One.

Multiplication Tables Checker Year 4

The school received its best set of MTC results this year with 81% children achieving a score of 20/25+. 67% achieved a score of 25/25. 75% of PP children achieved a score of 20+ and out of these, 50% scored 25/25.

End of Key Stage 2

Standards achieved at the end of Key Stage 2 were high and were above national average in all areas.

80% of disadvantaged pupils were working at EXS+ by the end of Year 6 in Reading, Writing and Maths combined. (4/5 children) This shows progress on their previous year attainment where 60% of PP children achieved the EXS+ in Reading, Writing and Maths combined. 80% disadvantaged children achieved the expected standard in Maths,

	<p>Reading and SPAG. 100% disadvantaged children achieved the standard in Writing</p>
<p>Children will respect one another, the school and adults in line with the school's values (respect, creativity and independence) and Christian ethos.</p>	<p>This has been another successful year for behaviour and attitudes at Barrowby CE Primary School. Our targeted play initiative continues to support disadvantaged pupils in engaging positively with their peers and reinforcing our core values. All staff have received Behaviour Management training to revisit strategies that promote respectful and inclusive behaviour. Additionally, training on neurodiverse behaviours has equipped staff with deeper understanding and tools to support children with a range of needs.</p> <p>We are proud to have maintained our RE Gold Quality Mark and achieved the Platinum Sports Games Mark once again, reflecting our commitment to personal development and inclusive participation. This year has also been particularly successful in sport, with increased pupil engagement in competitive events and extracurricular clubs, further strengthening teamwork, resilience, and leadership.</p> <p>Subject leaders have continued to use 'Subject Development Time' to refine our curriculum, ensuring it remains broad, balanced, and progressive. Across all year groups, children access an engaging curriculum that supports knowledge retention and fosters creativity and independence.</p> <p>In October 2024, we welcomed Ofsted, who judged our school as <i>Outstanding</i> in all areas, including Behaviour and Attitudes and Personal Development. Their report highlighted that:</p> <p>"Pupils behave exceptionally well. They are polite, respectful and considerate of others. They understand the school's values and live them out in their daily interactions."</p> <p>"Leaders have created a culture where pupils thrive. Pupils are proud of their school and feel safe and valued."</p> <p>These affirmations from Ofsted reflect the success of our ongoing work to embed respect, creativity, and independence throughout school life, in line with our Christian ethos.</p>
<p>Children make improved and suitable social choices, have a positive mindset and wellbeing to approach learning successfully</p>	<p>This academic year has seen continued success in supporting the social and emotional development of our disadvantaged pupils. Pastoral support was provided to multiple children, with targeted interventions delivered by our Emotional Literacy Support Assistant (ELSA). These sessions had a demonstrable impact on pupil wellbeing, helping children to regulate emotions, build resilience, and approach learning with a positive mindset.</p> <p>All disadvantaged children in Key Stage Two (Years 4, 5, and 6) attended residential visits — PGL in Year 4, camping in Year 5, and a London trip in Year 6 — with some benefiting from school funding support. These experiences were instrumental in developing independence, teamwork, and confidence, and offered valuable opportunities for social growth beyond the classroom.</p>

	<p>Leadership development remained a key focus. Every disadvantaged pupil took part in a leadership opportunity, whether through organising events, contributing to pupil committees, or leading lunchtime clubs. These roles helped foster responsibility, self-esteem, and a sense of belonging.</p> <p>Our commitment to wellbeing was further supported by the continued use of ‘soft spaces’ across the school — including The Snug, The Den, The Pastoral Room, and The Old School Room. These calm, nurturing environments have proved highly effective in helping children regulate their emotions and prepare for learning.</p> <p>We also offered a wide range of extracurricular clubs, both at lunchtime and after school, with 100% of disadvantaged pupils participating in at least one. These clubs provided enrichment, social connection, and opportunities to explore interests and talents.</p> <p>Our October 2024 Ofsted inspection praised the school’s approach to personal development and wellbeing:</p> <p>“Pupils’ personal development is exceptional. They are confident, articulate and proud of their achievements. They take on leadership roles with enthusiasm and show genuine care for others.”</p> <p>“The school’s pastoral support is a strength. Pupils know they are listened to and supported. This helps them to feel safe and ready to learn.”</p> <p>These affirmations reflect the success of our strategy in nurturing positive social choices, emotional wellbeing, and readiness to learn among our disadvantaged pupils.</p>
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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
Times Table Rock Stars	Maths Circle
Key Stage Historical Association	Key Stage History Online Ltd
SNAP Maths	Hodder Education
Nessy Reading and Spelling	Nessy Learning
LBQ Interventions	Wayfinder

Further information

Further Activity

Our pupil premium strategy will be supplemented by additional activity to support disadvantaged children. This will include:

- **Strong School Vision** supporting all to feel happy, valued and loved, embedded through our curriculum and daily interactions.
- **Whole-school embedding of the 5 Ways to Wellbeing and spirituality**, continuing to support the emotional development of all children.
- **Embedding our feedback policy**, ensuring all children receive timely, high-quality feedback at the point of learning to address misconceptions and accelerate progress.
- **Refined pupil tracking systems**, now enhanced with digital tools to support families in monitoring behaviour and wellbeing at home, evaluated through TAC meetings and pastoral reviews.
- **Ongoing development of our Pastoral Support Systems**, including expanded ELSA provision and the use of soft spaces such as The Snug, The Den, and The Pastoral Room to promote emotional regulation and readiness to learn.
- **A wide range of high-quality extracurricular activities**, with 100% of disadvantaged pupils participating in at least one club. These activities continue to boost wellbeing, behaviour, attendance, and aspiration.
- **Leadership opportunities for all disadvantaged pupils**, including committee roles, event organisation, and lunchtime club leadership.
- **Residential visits for all disadvantaged pupils in Years 4, 5, and 6**, with school funding support provided where needed. These experiences have built confidence, independence, and social skills.
- **Enrichment experiences**, such as visiting theatre companies, guest speaker assemblies, and curriculum-linked workshops, to broaden horizons and deepen engagement.

Ofsted (2024) recognised the strength of our wider provision, stating:

“Pupils’ personal development is exceptional. They are confident, articulate and proud of their achievements. They take on leadership roles with enthusiasm and show genuine care for others.”

Planning, Implementation, and Evaluation

In planning our updated pupil premium strategy, we have evaluated outcomes achieved over the previous three-year plan and used this to shape our strategic direction. Our intentions are aligned with the school’s Self-Evaluation Framework

(SEF), ensuring funding is targeted to support disadvantaged pupils in making progress academically, socially, and emotionally.

We will continue to evaluate progress regularly throughout the three-year strategy, making adjustments as needed to secure better outcomes. Evidence will be gathered from a wide range of sources including performance data, pupil interviews, parental surveys, work scrutiny, attendance figures, and pupil participation to analyse challenges and measure impact.