

Pupil premium strategy statement – Saint Barnabas CE Primary 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	440
Proportion (%) of pupil premium eligible pupils	37%
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
Date this statement was published	January 2026
Date on which it will be reviewed	July 2026
Statement authorised by	Emma Grice
Pupil premium lead	Emma Grice
Governor / Trustee lead	Louise Ordidge

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£236,935
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>	£236,935

Part A: Pupil premium strategy plan

Statement of intent

At St Barnabas CE Primary School, 37% of our pupils are disadvantaged. Our ambition is uncompromising: every child will flourish academically, socially and spiritually, and disadvantage will never define outcomes.

Our strategy is grounded in precise analysis and disciplined implementation. While overall standards are secure, sustained attainment gaps in mathematics and combined RWM, alongside limited higher standard conversion, require decisive whole-school action.

We do not view pupil premium as a series of interventions. It is the engine through which we strengthen classroom practice, secure ambitious curriculum delivery and remove barriers to excellence.

In line with Education Endowment Foundation evidence, we prioritise:

- **High-quality teaching as the primary lever for improvement.**
- **Targeted academic support deployed with precision and reviewed rigorously.**
- **Wider strategies that protect learning time and ensure full curriculum access.**

The majority of funding strengthens classroom practice, reflecting clear evidence that improving teaching delivers the greatest and most sustainable impact for disadvantaged pupils.

This strategy is fully integrated with our School Development Plan and SEF. It is not an additional initiative; it is the mechanism through which we secure equity and excellence across the whole school.

Challenges

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

Challenge number	Detail of challenge
1	Mathematics outcomes require accelerated improvement for disadvantaged pupils. Over time, disadvantaged pupils have not achieved as strongly in mathematics as their peers nationally. Closing this sustained gap is our primary academic priority.

2	Combined RWM attainment must be secured consistently. Disadvantaged pupils are not yet achieving the combined expected standard at rates comparable to national non-disadvantaged pupils, impacting headline outcomes.
3	Higher standard ambition is not yet embedded for disadvantaged pupils. Too few disadvantaged pupils convert to higher standard, particularly in writing, indicating that stretch and depth must be strengthened systematically.
4	Writing precision and independence require further development. Although many disadvantaged pupils achieve expected standard, greater depth and compositional control are not yet consistently secured.
5	Disadvantage and SEND frequently overlap. This demands highly precise adaptive teaching and disciplined scaffolding to ensure ambitious curriculum access.
6	A small number of disadvantaged pupils require sustained attendance oversight. Attendance overall is strong; however, we monitor a small cohort closely to ensure attendance patterns do not compound academic gaps.

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
Close mathematics gap at pace	Mathematics gap reduces significantly by July 2026, with measurable termly improvement. Work scrutiny evidences improved reasoning, fluency and reduced misconceptions.
Secure combined RWM outcomes	Combined attainment for disadvantaged pupils rises in line with or above national disadvantaged benchmarks. Borderline pupils are identified and supported early.
Increase higher standard attainment	Disadvantaged pupils are represented within the higher standard cohort. Moderated portfolios evidence secure greater depth writing across KS2.

Embed adaptive precision	Lesson visits and case sampling show consistent, high-quality scaffolding and increased pupil independence. Internal gaps narrow termly.
Sustain attendance strength	Attendance remains strong and persistent absence does not disproportionately affect disadvantaged 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: £200,251

Activity	Evidence that supports this approach	Challenge number(s) addressed
Teaching Assistant allocation (£164,532)	EEF: Improving quality-first teaching has highest impact for disadvantaged pupils.	1,2,4,5
SENCO allocation (37%) (£31,524)	EEF: Adaptive teaching and SEND precision improves outcomes when embedded in classroom practice.	1,2,5
Steplab instructional coaching (£976)	EEF: Instructional coaching improves teacher effectiveness.	1,2,4
Writing moderation & AI moderation (£1,976)	EEF: Feedback and modelling improve writing attainment.	3,4
Insights tracking (£1,243)	EEF: Data-informed instruction supports targeted support.	1,2

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

Budgeted cost: £21,170

Activity	Evidence that supports this approach	Challenge number(s) addressed
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Tutoring (£2,900)	EEF: Small group tuition has positive impact (+4 months).	1,2
Speech & Language Therapy (£10,000)	EEF: Oral language interventions +6 months impact.	2,4
Lexia (£4,500)	EEF: Structured reading interventions accelerate progress.	2
Brilliant Club (£2,870)	EEF: Stretch programmes support higher standard attainment.	3
SEND review follow-up (£900)	Improves precision of provision.	5

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

Budgeted cost: £104,942

Activity	Evidence that supports this approach	Challenge number(s) addressed
Pastoral Support Leader (£61,479)	EEF: Behaviour interventions improve learning conditions.	6
Beacon behaviour support (£5,012)	EEF: Targeted behaviour support improves engagement.	6
Counselling (Honeycomb £9,000; Springfield £450)	EEF: Social and emotional learning +4 months impact.	6
CPOMS safeguarding (£11,180)	Protects learning time and attendance stability.	6
Enrichment subsidies (£17,821 total)	EEF: Enrichment improves engagement and cultural capital.	3,6

Total budgeted cost: £326,363

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Previous strategy strengthened attendance and pastoral stability but did not sufficiently reduce sustained mathematics and combined attainment gaps.

Autumn and early Spring internal tracking now indicates improved progress in mathematics across KS2, with disadvantaged pupils demonstrating stronger reasoning accuracy and reduced misconception patterns in work scrutiny. Borderline pupils are being identified earlier and supported through structured tutoring and adaptive classroom provision.

While headline outcomes have not yet shifted, early indicators suggest that strengthened instructional coaching and curriculum precision are beginning to impact classroom practice. Gap reduction remains the central focus for 2025–2026.

Disadvantaged performance shows:

- Mathematics gap –15pp (3-year average).
- RWM gap –13pp (3-year average).
- Writing gap –9pp.
- Higher standard 0% in 2025.
- Attendance above national.

Previous strategy strengthened pastoral stability and attendance but did not sufficiently reduce structural maths and combined gaps. The current strategy strengthens high-quality teaching and precision support.

We are on track to reduce gaps through strengthened mathematics instruction and tighter adaptive practice, monitored termly.

Part C: Governance and Monitoring

Governors evaluate the impact of pupil premium spending through triangulation of national data, internal assessment, work scrutiny and pupil voice, and require clear evidence of gap reduction before continuing investment. Leadership accountability

- A named senior leader holds strategic responsibility for disadvantaged attainment.
- Disadvantaged progress reports are produced, analysing:
 - Mathematics expected standard gap
 - RWM combined gap
 - Higher standard conversion
 - Internal disadvantaged vs non-disadvantaged comparisons

Governor oversight

Governors:

- Review disadvantaged attainment data against national non-disadvantaged benchmarks.
- Scrutinise progress towards gap reduction targets (–15pp maths gap; –13pp RWM gap).
- Undertake link visits focused on disadvantaged pupils' work in books (particularly mathematics and writing).
- Review attendance and persistent absence patterns for disadvantaged pupils.
- Challenge leaders where progress is not demonstrable.

Minutes reflect both support and challenge.

Monitoring cycle

Impact is triangulated through:

- IDSR analysis and updated national comparisons.
- Internal assessment data drops (termly).
- Case sampling of disadvantaged pupils.
- Book scrutiny (mathematics reasoning and writing depth focus).
- Moderation outcomes.
- Attendance dashboards.
- Pupil voice.

Funding remains proportionately weighted towards high-quality teaching, in line with EEF evidence that classroom practice has the greatest impact on disadvantaged attainment.

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
Lexia	Lexia UK
Brilliant Club	The Brilliant Club
Beacon behaviour support	Beacon
Honeycomb counselling	Honeycomb
Springfield counselling	Springfield House