Barford Primary Pupil premium strategy statement

2025/2028 – 2025-2026

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
School Name	Barford Primary School
Number of pupils in school	91
Proportion (%) of pupil premium eligible pupils	12%
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)**	2025-2028
Date this statement was published	Oct 2025
Date on which it will be reviewed	Oct 2026
Statement authorised by	Governing Body
Pupil premium lead	Emma Maudlin
Governor / Trustee lead	John Wyndham

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£19,918
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*	£19,918

Part A: Pupil premium strategy plan

Statement of intent

Our philosophy

We believe in maximising the use of the pupil premium grant (PPG) by utilising a long-term strategy aligned to the SIDP. This enables us to implement a blend of short, medium and long-term interventions, and align pupil premium use with wider school improvements and improving readiness to learn.

Overcoming barriers to learning is at the heart of our PPG use. We understand that needs and costs will differ depending on the barriers to learning being addressed. As such, we do not automatically allocate personal budgets per pupil in receipt of the PPG. Instead, we identify the barrier to be addressed and the interventions required, whether in small groups, large groups, the whole school or as individuals, and allocate a budget accordingly.

Our priorities

Setting priorities is key to maximising the use of the PPG. Our priorities are as follows:

- Ensuring excellent teaching and learning is in every class
- Closing the attainment gap between disadvantaged pupils and their peers
- Providing targeted academic support for pupils who are not making the expected progress
- Addressing non-academic barriers to attainment such as social, emotional and mental health needs (SEMH), attendance and behaviour
- Ensuring that the PPG reaches the pupils who need it most

Challenges

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

Challenge number	Detail of challenge
1	Baseline assessments across in EYFS have highlighted that pupils' starting points in Reception are low across Communication and Language and Personal, Social and Emotional Development.

	Assessments indicate that early reading and phonics support is crucial to make a difference to disadvantaged pupils, this is particularly evident in the lower school. Research concludes that disadvantaged pupils generally have greater difficulties with phonics than their peers This negatively impacts their development as readers.
2	Pastoral support is needed to provide on-going support to disadvantaged and non-disadvantaged children. EEF states that effective SEL can lead to learning gains of +4 months. Teaching SEL skills explicitly, which is especially important for children from disadvantaged backgrounds and other vulnerable groups, who, on average, have weaker SEL skills at all ages than their peers.
3	Assessments indicate that writing and reading support across the school is crucial to make a difference to all pupils. The EEF states that disadvantaged pupils are 20% less likely that their peers to reach the expected standard in reading and, writing and this gap grows significantly during KS2.
4	Attendance for the disadvantaged pupils is lower than non-disadvantaged, absenteeism negatively impacts on their progress. Pupils from disadvantaged backgrounds are nearly twice as likely to be persistently absent from class. - CUPS pupil voice/book study - Providing a broad and balanced curriculum which is relevant and builds on skills.
5	The lack of enrichment, before and after school opportunities and peer interactions have affected all pupil, including disadvantaged pupils, and impacted their overall attainment. Cost is reported as a key factor for parents when making decisions around school trips/clubs. More families are experiencing poverty with the ongoing cost of living crisis. - Access to visits/extra curricula activities.

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
Improved oral language skills and vocabulary among all pupils including disadvantaged pupils. To develop early language and vocabulary acquisition, strengthening phonic	● Monster Phonics scheme embedded throughout the school and track progress half termly. ● Phonics screening results in line with or above local and national averages for disadvantaged pupils.

knowledge and early reading skills.*dd or delete rows as needed*	● Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence: engagement, book scrutiny and formative assessments. ● All staff are trained to deliver Monster Phonics, including intervention. ● Phonics teaching is effective and that phonics progress is linked to progress in reading and writing. ● Staff are trained in delivering interventions according to pupils targets, set internally and by other professionals. ● Wellcomm used as a tool
Increased social, emotional mental health needs of children and families. To improve wellbeing for all pupils in our school, particularly our disadvantaged pupils.	● Sustained high levels of well-being, children are in a better place to learn and access the curriculum. ● Clear pathways of external support for children and families. This is demonstrated by: ● qualitative data from student voice, student and parent surveys and teacher observations ● The percentage of pupils persistently absent has decreased.
To support disadvantaged children to make accelerated progress in phonics, reading, writing and maths towards the end of year expectations.	● Pupils will make accelerated progress in phonics, writing and maths towards end of year expectations. ● Pupils will make accelerated progress from their starting points. ● The gap between PP children and non-PP will decrease. ● Attainment for disadvantage pupils will be in line with national data. ● External and internal moderation including observations, formative assessment and summative demonstrates increased engagement and higher standards. ● Identified children to have access to have access to targeted tuition - Small group tuition can make an average impact of +4 months additional progress over the course of a year (EEF)

To improve attendance for all pupils, particularly our disadvantaged pupils.	● The overall absence rate for all pupils is at least in line with National and the gap between disadvantaged and their non-disadvantaged peers is reducing. ● SLT/SENDCo to identify barriers to attendance and punctuality for pupils and families. ● SENDCo to support families and signpost them to external and internal services that can support current barriers around attendance including pupils with emotional school based avoidance and absences linked to medical or SEN needs.
To ensure that disadvantaged pupils have access to high quality services, extra-curricular provision and enrichment opportunities across the school.	• All pupils in receipt of finding and those deemed vulnerable to attend all off site trips and have equal access to residential trips in KS2 • A significant increase in participation in enrichment activities, particularly among disadvantaged pupils. • Offering a broad and balanced curriculum which increases cultural capital. • Increase in confidence, self-esteem and fitness. • Disadvantaged children being able to access new experiences and socialising.

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: £3830

Activity	Evidence that supports this approach	Challenge number(s) addressed
Monster Phonics £400	This approach uses visual cues and multisensory teaching as an enhanced method of systematic synthetic phonics. Fidelity to a scheme has been found to be effective in supporting young pupils to master the basics of reading, with researching suggesting an average of an additional five months progress. EEF Improving Literacy KS1/KS2 Guidance report.	3
Pathways to Write £250	Compressive writing curriculum which provides detailed lesson plans and teaching resources. Planning is linked to high-quality texts to ensure engaging and purposeful English lessons. Teaching strategies are used to challenge greater depth writers are included within each unit of work. The programme uses a proven methodology built around units of work which develop vocabulary, reading and writing skills through the mastery approach.	3
CUSP CUSP EYFS £800	CUSP is guided by evidence-led curriculum structures, such as retrieval, spaced retrieval practice and interleaving. It is underpinned by explicit vocabulary instruction and research-focused pedagogy. CUSP will not only improve outcomes for pupils, but also teacher subject knowledge.	3

	Maths learning resources to support EYFS with the delivery of a mastery based maths curriculum.	
Accelerated Reader £1680	A motivational tool to encourage children to read through engaging quizzes, goal setting and personalised recommendations. Children will increase their reading volume, develop greater stamina, word recognition and language comprehension skills.	1,3
Jigsaw PSHE Curriculum £700	Jigsaw is a mindful, whole-school program that equips children with the emotional literacy, social skills and knowledge to lead healthy, balanced lives. It offers a cohesive, progressive curriculum addressing social, emotional and moral development and uses mindfulness strategies to support children with becoming more aware of their feelings and improve concentration.	2,4

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

Budgeted cost: £4000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Support staff led interventions for phonics, early reading and writing. Interventions: ● Monster Phonics – additional phonics sessions targeted at children requiring further support to 'keep up'. Delivered in collaboration with EYFS/KS1 teachers and English Lead. ● WellCom – Delivery of a complete speech and language toolkit,	● Research from EEF shows that 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.	1

from screening to intervention.		
Teacher led interventions. ● Pathways to Progress ● Greater depth mathsTutoring group: 2 ½ hours per week £4000	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	1,3

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

Budgeted cost: £8500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Build experiences to ensure our PP and vulnerable children have equal access to extra-curricular activities to raise aspirations for the future. • To ensure the curriculum is balances and carefully sequenced and allows opportunities for cultural capital • To support PP families with paying for residential • To allow pupils to take part in visits. 50% contribution. £1500	Children have improved outcomes as their experiences are the same as their peers.	2, 4
Freelance educational consultant £1000	To offer experience and a personalised service s to support the development of staff.	3,1,4
ECT Mentor £1000	To offer experience and a personalised service s to support the development of staff.	3,1,4
School counsellor £50000	The EEF states that social and emotional learning makes +4 months progress.	2

Educational resources and equipment £3,588	Enhancing the curriculum with high-quality literature and resources, Storytelling and up-to-date resources are vital in supporting the delivery of a broad and balanced curriculum.	3,1,4

Total budgeted cost: £19,918

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

We have analysed the performance of the school's disadvantaged pupils during the 2023-24 academic year, using KS1 and KS2 performance data, phonics screening checks and our own internal assessments. Outcomes should not be based solely on the data, which is difficult to align with previous years' data due to the significant impact of the Covid pandemic on previous cohorts.

The changes that were made to last year's Pupil Premium strategy are continuing to have a positive impact on children's outcomes, closing the gap for most disadvantaged pupils. From our analysis of in-school data, the strategies identified within this plan are enabling our disadvantaged pupils to make progress from their starting points in line with their peers.

Monster Phonics embedded across EYFS and KS1, with some KS2 children also accessing based on need. 85% of year 1 children passed the Phonics Screening check, with 55% of year 2 children who needed to retake the test also passing this year. 100% of Pupil Premium children who took the Phonics Screening Check passed.

The implementation of the new PSHE curriculum continues and there are increasingly positive signs in terms of the children's engagement with the programme. In a recent survey of parents, 100% of respondents said that their child was happy at school and felt safe.

Funding has been used to subsidise a number of enrichment activities, including theatre visits and educational visits to the National Space Centre and West Stow Anglo Saxon Village,

Further information

The core approach of our Pupil Premium strategy is to deliver quality first teaching in the classroom, coupled with a curriculum designed around the needs of our pupils. We want all children to feel happy and safe and share a love of learning.

The overall aim of our Pupil Premium strategy is to:

- Ensure full access to the curriculum for all our children, effectively identifying and meeting their individual needs
- Continue to prioritise our supportive ethos which promotes inclusion
- Build leaders at all levels who positively impact on education, health and social outcomes