



**Barnfields Primary School
Pupil Premium Strategy Plan
2024-2025**

The Pupil Premium funding from the Department of Education is given to schools to support pupils who qualify for the funding, such as children who are looked after or are entitled to free school meals (not to be confused with Universal Free School Meals, which are currently available to all children in Reception to Year Two).

This statement details our school's use of pupil 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 effect that last year's spending of pupil premium had within our school.

School Overview

Detail	Data
School Name	Barnfields Primary School
Number of Pupils in School	393
Proportion (%) of Pupil Premium Eligible Pupils	6.1% (24 PP, 5 LAC, 4 Forces)
Academic years that our current pupil premium strategy plan covers	1st of 3 years
Date this statement was published	December 2024
Date on which it will be reviewed	December 2025
Statement Authorised by	Mr G Ball, Headteacher
Pupil Premium Lead	Mrs G Darlington, Deputy Headteacher
Governor / Trustee lead	Mrs S Francis

Funding Overview

Detail	Amount
Pupil premium funding allocation this academic year	£50, 195
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£50, 195



Part A: Pupil Premium Strategy Plan

Statement of Intent

At Barnfields Primary School, we firmly believe that every pupil, regardless of their background or the challenges they may face, should be empowered to reach their full potential and achieve their ambitions. We are dedicated to providing educational opportunities that cater to the needs of all our pupils. Our pupil premium strategy specifically aims to support disadvantaged pupils in achieving this objective, while also promoting strong progress for those who are already high achievers.

To that end, we utilise funding to both challenge and support the learning experiences of these pupils, ensuring they make significant progress and are provided with the opportunity to attain high levels of achievement across all subjects. Additionally, we allocate resources to enhance the well-being of our disadvantaged pupils, covering the costs associated with extra-curricular activities such as clubs and residential. This multi-faceted approach helps equip our disadvantaged pupils with the cultural capital they need for future success.

We also acknowledge and address the unique challenges faced by other funded pupils, including those with social workers, as well as those who are currently in or have previously been in care. This commitment extends to support their specific needs.

Our curriculum is thoughtfully designed to be inclusive, with robust systems in place to meticulously track progress and implement necessary support. At the core of our strategy is high-quality teaching and timely assessment, focusing on the areas where individual disadvantaged pupils require the most assistance. This approach has proven effective in narrowing the attainment gap. The intended outcomes outlined below reflect our aim to sustain and enhance the achievement of non-disadvantaged pupils alongside the progress of their disadvantaged counterparts.

At Barnfields Primary School, we continuously assess the efficacy of our funding in promoting academic progress, striving to eliminate the attainment gap between our eligible pupils and their peers both nationally and within our school community.

Challenges

Detail of Challenge	
1.	Developing spoken language is essential for the progress of all children. Speaking and listening skills are the critical foundations for reading and writing. Whilst spoken language is taught across the primary phase, these opportunities need to be deliberately planned to ensure progression, proficiency and consistent expectations year on year.
2.	Internal assessment data for Reading, Writing and Mathematics demonstrates that the overall attainment of disadvantaged children <u>is higher than non-disadvantaged children</u> . However, in KS2, there is a notable difference in the number of greater depth children in Mathematics (15% compared to 36%).
3.	14% of pupil premium pupils are working below age-related expectation in writing; 14% did not make expected progress in the subject over the last academic year (2023-2024).



4. Internal assessment data and observations consistently indicate that children who do not pass the Yr1 phonics screening check, as well as those who pass but have yet to achieve fluency in reading, are the most likely to face challenges in accessing the core curriculum in Year 2 and Key Stage 2. 95% met the standard in 2024 – this needs to be maintained and improved.
5. Disadvantaged pupils who have Individual Education Plans due to Special Education Needs (currently 14% in 2024/2025) require focused, individual targets and additional professional support to be able to make good progress. All of these are either working below age-related expectations or ‘at risk’ of working below age-related expectations across the three subject areas (Reading, Writing and Mathematics).
6. Our observations indicate that the wellbeing of our disadvantaged pupils often falls below that of their peers, and they are in greater need of emotional and mental health support within the school, this poses a barrier to learning.
7. Financial disadvantages for our families can impact on enrichment opportunities for the pupils (residential, school visits, clubs etc.)

Intended Outcomes

Intended Outcome	Success Criteria
Improved spoken language skills among disadvantaged pupils.	Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.
Children meet national expectations by the end of Y1 and pass the phonics screening check.	Children in receipt of premium funding will pass the phonics check in line with their peers.
More frequent opportunities for pupils to read and perform and poems are created across the primary phase.	Children listen to and respond to poetry frequently. The curriculum fosters creativity, self-expression and communication skills.
Improved mathematics attainment in KS2 at the ‘greater depth standard’ among disadvantaged pupils.	Assessment shows that pupils who grasp concepts rapidly are challenge through rich and sophisticated problems, ‘deepening the moment’ through the new content learnt.
Writing attainment and progress improves amongst disadvantaged pupils, enabling them to access learning across many other subject areas.	100% of disadvantaged pupils pass the Yr1 phonics screening assessment. Yr2 disadvantaged pupils achieve at least age-related expectation in Reading and Writing by the end of KS1. In Yr6, disadvantaged pupils achieve in line with non-disadvantaged pupils nationally and in school.
To continue to support teachers in providing appropriate work and targets, enabling disadvantaged pupils with additional special needs	Where an additional need is in place that limits the child’s ability to achieve age-related expectation,



to make good progress against their individual IEP.	additional support enables them to achieve their targeted progress steps, accounting to their IEP.
To sustain appropriate support for those pupils identified with mental health/wellbeing concerns.	Pupil feel confident about coming to school and are able to access learning. The curriculum offer incorporates the teaching of certain characteristics of good physical health and mental wellbeing. Nurture intervention (HOPE) is used to further support pupils' additional needs. Identified children are supported with developing strategies to promote positive wellbeing and mental health.
To continue to ensure that all disadvantaged pupils take part in wider school and extra-curricular offers that could otherwise be impacted by the financial situation of the family.	100% of the disadvantaged pupils have attended (as desired) year group trips and/or additional clubs at no family cost.

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

Budgeted cost: £ 24,600

Activity	Evidence that supports this approach	Challenge No. addressed:
Embedding dialogic activities across the school curriculum (including a renewal of Wellcomm in EYFS). These can support pupils to articulate key ideas, consolidate understanding and extend vocabulary.	There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading: Oral language interventions Teaching and Learning Toolkit EEF	1, 3
Enhancement of our maths teaching and curriculum planning	The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches:	2



<p>in line with DfE and EEF guidance. We will fund teacher release time to embed key elements of guidance in school to access Maths Hub resources and CPD.</p>	<p><u>The EEF guidance is based on a range of the best available evidence: Improving Mathematics in Key Stages 2 and 3.</u></p> <p>The impact of mastery learning approaches is an additional five months progress, on average, over the course of a year.</p> <p><u>EEF. Mastery Learning</u></p> <p>The EEF report on Mathematics in KS2 supports that teaching for mastery has been key to success in improving standards.</p> <p><u>Improving Mathematics in Key Stage 2</u></p>	
<p>Supporting the release of teachers who are undertaking NPQs.</p>	<p>The National Professional Qualifications (NPQs) are Department for Education accredited qualifications for teachers and school leaders. They are designed to develop knowledge and skills in schools by providing evidence-informed professional development on what teachers and school leaders need to know to build their expertise. They help to create a culture of high expectations, support colleagues with all aspects of their teaching and contribute to overall curriculum development and assessment.</p> <p>Department for Education: National Professional Qualifications</p>	<p>2, 3, 5</p>
<p>Purchase of assessment materials (NTS Assessments in Reading and Mathematics, in addition to Target Tracker) to complete a thorough, detailed analysis of pupil attainment, including question-level analysis, informing future teaching and curriculum development.</p>	<p>Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction.</p> <p>With a robust data process in place, teachers are able to use this to effectively inform future planning and ensure that children are aware of what they need to do to progress in their learning. Education Endowment Foundation (EEF) indicates that discussing next steps 1:1 with pupils, can provide relevant stretch and improvement for all pupils to achieve their potential.</p>	<p>2, 3, 5</p>



<p>Further investment the phonics and reading curriculum (CPD, purchasing resources).</p>	<p>Phonics approaches aim to quickly develop pupils’ word recognition and spelling through developing pupils’ ability to hear, identify and manipulate phonemes (the smallest unit of spoken language), and to teach them the relationship between phonemes and the graphemes (written letters or combinations of letters) that represent them. Using a systematic approach that explicitly teaches pupils a comprehensive set of letter-sound relationships through an organised sequence is critical to this success.</p> <p>EEF. Teaching and Learning Toolkit: Phonics</p> <p>Studies in England have shown that pupils eligible for free school meals typically receive similar or slightly greater benefit from phonics interventions and approaches. This is likely to be due to the explicit nature of the instruction and the intensive support provided.</p>	<p>4</p>
<p>CPD provided by SENCO and external specialist to support identified pupils.</p>	<p>Analysis of SEND register shows that there is some potential for SEN needs – early identification is critical to ensure that support is appropriate and impactful.</p> <p>PP Leader and SENCO meet regularly to discuss any concerns regarding pupils who are entitled to the PPG to gain a collective awareness of growing needs.</p> <p>EEF. Guide to Pupil Premium</p> <p>School leaders must utilise a broad array of external evidence to inform their decision making, alongside the expert knowledge they have of the pupils in their care.</p>	<p>5</p>
<p>SENCO/SENCO assistant time is devoted to working with those disadvantaged pupils who are SEND.</p>		<p>5, 6</p>
<p>To address the specific needs of each child on an individual basis, to ensure that support and provision is personalised to meet the barriers to learning for each child.</p>	<p>Evidence to support the impact of quality first teaching and targeted support:</p> <p>The EEF Guide to the Pupil Premium Evidence to support closing the gap: Mark Rowland – Addressing Educational Disadvantage EEF The Attainment Gap</p>	<p>5, 6</p>
<p>Purchase a set of new laptops to support teaching and learning</p>	<p>Investing in IT resources and specialist tech, such as laptops or tablets, can help disadvantaged pupils access online learning and resources in line with many of their peers</p> <p>EEF. Using Digital Technology to Improve Learning</p>	<p>3, 4</p>



Targeted academic support

Budgeted cost: **£5200**

Activity	Evidence that supports this approach	Challenge No. addressed
<p>Continue to deliver the intervention morning club to provide additional support to identified children.</p>	<p>With identified children attending morning club, this will ensure that, through pre-teaching and the use of rich retrieval strategies, they are able to access the same work as their peers.</p> <p>EEF. Teaching and Learning Toolkit: Teaching Assistant Interventions</p> <p>Evidence indicates that teaching assistant interventions can be targeted at pupils that require additional support and can help previously low attaining pupils overcome barriers to learning and 'catch-up' with previously higher attaining pupils.</p>	<p>3, 4, 5</p>
<p>Additional phonics sessions targeted at disadvantaged pupils who require further phonics teaching.</p>	<p>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</p>	<p>3, 4</p>

Wider Strategies

Budgeted cost: **£24, 196**

Activity	Evidence that supports this approach	Challenge No. addressed
<p>Pupils in receipt of pupil premium funding are funded to take part in sports, music, language, clubs and other enrichment opportunities.</p>	<p>Children who are able to access all curriculum experiences will have a deeper knowledge of the given curriculum areas. Additionally, rich cultural capital will enable children to grow in confidence.</p> <p>Ofsted: The broad and balanced curriculum inspires pupils to learn. The range of subjects and courses helps pupils acquire knowledge and skills in all aspects of their education, including the humanities and linguistic, mathematical, scientific, technical, social, physical and artistic learning.</p>	<p>7</p>



	<p><u>EEF. Teaching and Learning Toolkit: Outdoor Adventure Learning</u></p> <p>Studies of adventure learning interventions consistently show positive benefits on academic learning. There is also evidence of an impact on non4 8 cognitive outcomes such as self-confidence. Evidence suggests that the impact is greater for more vulnerable students.</p>	
<p>Purchase of annual membership of RRS, allowing the school to link assemblies, teaching and learning to the children’s rights through use of UNICEF Convention on the Rights of a Child.</p>	<p>Children who understand their rights as a child have a further improved mental health and wellbeing and are therefore happier in themselves and their learning.</p> <p>EEF Teaching and Learning Toolkit (Social and Emotional Learning - SEL): SEL interventions have an identifiable and valuable impact on attitudes to learning and social relationships in school. Improvements appear more likely when SEL approaches are embedded into routine educational practices and supported by professional development and training for staff</p>	6
<p>Access for all to challenging and diverse texts through employment of librarians throughout all lunchtimes</p>	<p>Throughout lunchtimes, children are able to access a wide range of texts, signing these out to take home and read, therefore encouraging a true love of reading, enabling the children to learn to read to read to learn.</p> <p>EEF Teaching and Learning Toolkit (Reading Strategies): On average, reading approaches deliver an additional six months’ progress. Pupils from disadvantaged backgrounds benefit more from teaching reading strategies</p>	6
<p>The emotional wellbeing of targeted PPG pupils will be addressed through the use of Helping Our Pupils Emotions (HOPE).</p>	<p>Children who are able to access pastoral support regarding their emotional health and wellbeing, will be happier in themselves and therefore happier in their learning.</p> <p><u>EEF. Teaching and Learning Toolkit: Social and Emotional Learning - SEL</u></p> <p>EEF Teaching and Learning Toolkit (Social and Emotional Learning - SEL): SEL interventions have an identifiable and valuable impact on attitudes to learning and social relationships in school. Improvements appear more likely when SEL approaches are embedded into routine educational practices and supported by professional development and training for staff.</p>	6



Total budgeted cost: £53, 996 (£577 over)

**Part B: Review of Outcomes in the Previous Academic Year
Pupil Premium Strategy Outcomes**

This details the impact that our pupil premium activity had on pupils in the 2023-2024 academic year.

Evaluation of Pupil Premium Performance

Attainment and Progress

July 2024: Pupil Premium Key Stage One and Key Stage Two								
31 pupils	Attainment					Progress		
	Below	ARE		Above	Sig Above	Below	Expected or above	Better Than Expected
		Just within	Secure ARE					
Reading	25.8%	9.7%	38.7%	25.8%	0%	22.6%	77.4%	9.7%
Writing	32.3%	9.7%	38.7%	19.4%	0%	19.3%	80.7%	9.7%
Maths	25.8%	3.2%	54.8%	16.1%	0%	16.7%	83.9%	12.9%

Outcomes of Plans:

Ongoing Strategies

Part of the Pupil Premium Funding continues to be used to support the teaching and delivery of phonics. Consistent, high-quality resources (e.g. flashcards, phonics posters) provide children with opportunities to secure knowledge of each new grapheme (including the corresponding mnemonic), along with the sound family and accurate letter formation. To support the implementation of the programme, staff (teachers and teaching assistants) continue to receive training throughout the academic year. Half-termly assessments are also used to inform practice (e.g. reading groups, planning, support for pupil premium etc). The data generated from these is closely monitored by the Phonics Leader and cascaded to the relevant staff, ensuring that any required actions are swiftly put into place.

‘A big factor in this success is the school’s highly effective approach to teaching reading. Beginning in Reception, there is a systematic, informed approach to teaching phonics. This is supported by extra catch-up sessions so that everyone learns to read’. Ofsted, June 2024

We have a proven record of high-achieving phonic results with 95% passing the Yr1 phonics screening check in 2024. This is 15% above national average (80%).

In addition to this, the school continues to use the funding to invest in Big Cat Collins Little Wandle Reading books – these texts are cumulatively structured and matched directly to the phonics scheme. After reading practice sessions in school, these books are then sent home for



the children to further practice with their parents/carers. The Pupil Premium Funding has been used to purchase class sets of reading books to further enhance the writing curriculum and to replenish books in the school library.

'The school has also made deliberate, ambitious choices about the texts they share with pupils and use in class. During their time here, pupils learn much about literature and are guided to develop a lasting interest in reading'. Ofsted June 2024

Makaton training for Reception staff was purchased through the Pupil Premium Funding. This is a language programme that combine signs, symbols and speech to give different options for people to communicate. This approach is particularly impactful for those children who start school who are non-verbal.

Targeted disadvantaged children have been invited to Morning Club, with a high uptake. This runs every day of the week and throughout the year, before school time begins. This has enabled the disadvantaged children who choose to attend additional learning time that is carefully planned to link to each child's area of need. Alongside this pre-teaching, morning club also provides children with activities that will further embed the basics within reading, spelling, grammar and number. This has helped these children to keep up with their peers. The funding was used to cover the salaries of those staff who are working additional hours to deliver the Morning Club session. In addition, a full set of Lenova tablets and screen covers were purchased for the sole use of those children attending Morning Club.

Target Tracker remains an essential resource for pinpointing areas where intervention is necessary to help children stay on track. Given the limited number of Pupil Premium children, this software plays a crucial role in tracking the attainment and progress of these pupils.

Helping our Pupils Emotionally (HOPE) continues to support children who are going through difficult points in their lives. This year, HOPE has helped to support children dealing with bereavement, parental separations, mental health and social interactions. This has been vital in supporting children with their emotional health and wellbeing, particularly those experiencing home issues or who are LAC/PLAC. Funding has been used for continuing professional development of the two staff trained to deliver HOPE. It has also been used to purchase resources for the allotment area.

From early years through to Year 6, staff are attentive to children's interests, welfare and learning. Adults successfully support pupils to persevere, achieve and be prepared for what comes next. Ofsted 2024

The Pupil Premium funding has helped us promote equity within the curriculum by ensuring that all children, regardless of their backgrounds, can build their cultural capital by participating in all educational visits and residential trips organised by the school. This ensures that they have access to the complete range of curriculum opportunities available.

The Pupil Premium Funding has also been to support individual disadvantaged children, such as educational assessments, counselling and resources to support learning within the classroom (coloured overlays, talking tins, headphones etc.)



Externally provided programmes

Programme	Provider
Little Wandle: Letters and Sounds Revised	Collins
White Rose Maths	Trinity MAT
Nessy	Learn.Nessy
Right Respecting School	UNICEF
Tracker Tracker	Juniper Education