



**Barnfields Primary School
Pupil Premium Strategy Plan
2025-2026**

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	397
Proportion (%) of Pupil Premium Eligible Pupils	6.1% (24 PP, 4 PLAC, 5 Forces)
Academic years that our current pupil premium strategy plan covers	2nd of 3 years
Date this statement was published	December 2025
Date on which it will be reviewed	December 2026
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	£45,300
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£45, 300



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.	Internal assessment data (Autumn 1 2025) indicates a notable difference in the proportion of pupils achieving greater depth in mathematics, with 25% of disadvantaged pupils attaining this level compared to 39% of their non-disadvantaged peers. At the end of KS2 in 2025 (IDSR Report 2025), 67% of disadvantaged pupils met the expected standard in mathematics at the end of KS2. While this is 6% above the national average for disadvantaged pupils, it remains significantly below the school's overall attainment, where 89% of all pupils met the expected standard.
2.	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



<p>reading, are the most likely to face challenges in accessing the core curriculum in Year 2 and Key Stage 2. 88% met the standard in 2025 – this needs to be improved.</p>
<p>3. Internal assessment data from (Autumn 1 2025) shows that 14.3% of pupil premium pupils are working below age-related expectations in writing. At the end of KS2 in 2025 (IDSR Report 2025), 78% of disadvantaged pupils achieved the expected standard in writing. This is 19% above the national average for disadvantaged pupils (59%), in line with the national average for non-disadvantaged pupils (78%), and 4% below the school average for writing (82%)</p>
<p>4. Disadvantaged pupils who have Individual Education Plans due to Special Education Needs (currently 9% in 2025/2026) 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).</p>
<p>5. 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.</p>
<p>6. Financial disadvantages for our families can impact on enrichment opportunities for the pupils (residential, school visits, clubs etc.)</p>

Intended Outcomes

Intended Outcome	Success Criteria
<p>Increased proportion of disadvantaged pupils achieving the expected standard and greater depth in mathematics, closing the attainment gap so that their outcomes match or exceed those of their peers.</p>	<p>Assessment shows that pupils who grasp concepts rapidly are challenge through rich and sophisticated problems, ‘deepening the moment’ through the new content learnt.</p>
<p>Children meet national expectations by the end of Y1 and pass the phonics screening check.</p>	<p>Children in receipt of premium funding will pass the phonics check in line with their peers.</p>
<p>Writing attainment and progress improves amongst disadvantaged pupils, enabling them to access learning across many other subject areas.</p>	<p>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.</p>
<p>To continue to support teachers in providing appropriate work and targets, enabling disadvantaged pupils with additional special needs to make good progress against their individual IEP.</p>	<p>Where an additional need is in place that limits the child’s ability to achieve age-related expectation, additional support enables them to achieve their targeted progress steps, accounting to their IEP.</p>
<p>To sustain appropriate support for those pupils identified with mental health/wellbeing concerns.</p>	<p>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</p>



	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: **£23, 468**

Activity	Evidence that supports this approach	Challenge No. addressed:
Embedding dialogic activities across the school curriculum 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	2, 3
Enhancement of our maths teaching and curriculum planning 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.	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: The EEF guidance is based on a range of the best available evidence: Improving Mathematics in Key Stages 2 and 3. The impact of mastery learning approaches is an additional five months progress, on average, over the course of a year. EEF. Mastery Learning The EEF report on Mathematics in KS2 supports that teaching for mastery has been key to success in improving standards. Improving Mathematics in Key Stage 2	1
Purchase of assessment materials (NTS Assessments in Reading and Mathematics,	Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help	1, 4



<p>in addition to Sonar Tracker) to complete a thorough, detailed analysis of pupil attainment, including question-level analysis, informing future teaching and curriculum development.</p>	<p>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>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><u>EEF. Teaching and Learning Toolkit: Phonics</u></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>2, 3</p>
<p>Purchase Spelling Shed to further improve the delivery of spelling across KS2.</p>	<p>Spelling approaches that provide systematic and explicit instruction support pupils in learning the rules and patterns of written English. Technology-based platforms, like Spelling Shed, can motivate pupils through interactive practice while reinforcing key spelling patterns and rules.</p> <p>with regular practice. Disadvantaged pupils benefit notably from these approaches because they often require more guided practice and reinforcement to consolidate skills.</p> <p><u>EEF Improving Literacy in KS2</u></p> <p>Evidence shows that disadvantaged pupils benefit strongly from explicit spelling and transcription instruction. Structured practice, modelling and scaffolded support help these pupils improve accuracy and fluency, reducing gaps in literacy outcomes.</p>	<p>2, 3</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>4</p>



<p>SENCO/SENCO assistant time is devoted to working with those disadvantaged pupils who are SEND.</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>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>4, 5</p>

Targeted academic support

Budgeted cost: **£5,523**

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>1, 2, 3, 4</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>2, 3</p>

Wider Strategies



Budgeted cost: £ 16,412

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>EEF. Teaching and Learning Toolkit: Outdoor Adventure Learning</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>6</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>	<p>5</p>
<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>EEF. Teaching and Learning Toolkit: Social and Emotional Learning - SEL</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>	<p>5</p>



Total budgeted cost: £45, 403

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 2024-2025 academic year.

Evaluation of Pupil Premium Performance

We have analysed the performance of our school's disadvantaged pupils during the 2024/25 academic year using key stage 1 and 2 performance data, including Phonics and Multiplication Tables Checks, as well as our own internal assessments. 20.2

Phonics: All disadvantaged children were successful in passing the Y1 Phonics check (2 children) MTC: Average Attainment Score for Disadvantaged Pupils was 20.6 (11 children), slightly below national attainment score of 21.

End of KS2 SATS (measure against disadvantaged pupils only):

At Barnfields, the combined Expected Standard for Reading, Writing, and Maths (RWM) was 67%, significantly higher than the national average of 47%.

- **Reading:** 89% of pupils met the expected standard, compared to 63% nationally. Barnfields also exceeded the national average for all pupils achieving the Reading standard, which is 75%.
- **Writing:** 78% of pupils met the expected standard, compared to 59% nationally. This also surpasses the national average for all pupils meeting the Writing standard, which is 72%.
- **Maths:** 67% of pupils met the expected standard, slightly above the national average of 61%.

Outcomes of Plans:

Ongoing Strategies

Part of the Pupil Premium funding continues to be used to support the teaching and delivery of phonics. High-quality resources, including Little Wandle top-up materials, flashcards, phonics posters and class sets of reading texts, provide children with opportunities to consolidate knowledge of graphemes, mnemonics and phonics patterns, as well as accurate letter formation. Targeted Rapid Catch-Up phonics sessions have been delivered to disadvantaged pupils, ensuring that all entitled pupils develop secure word recognition, spelling and reading fluency. Staff (teachers and teaching assistants) continue to receive professional development throughout the year to ensure effective implementation of the programme. Half-termly assessments are used to inform planning for reading groups, interventions and targeted support. The data generated is closely monitored by the Phonics Leader and shared with relevant staff, ensuring that actions are swiftly put in place to support disadvantaged pupils.

In addition to phonics teaching, the school continues to use 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 sent home to support learning with parents/carers. Funding has also been used to purchase class sets of reading books to enhance the writing curriculum and replenish the school library.

Targeted interventions for entitled pupils continue to be highly effective. Disadvantaged children are invited to Morning Club, running daily before school throughout the year. These sessions provide additional teaching time carefully linked to each child's area of need, including pre-teaching and consolidation in reading, writing, spelling, grammar and number. Morning Club enables disadvantaged pupils to keep pace with their peers and develop confidence in their learning. Funding supports the salaries of staff delivering the sessions.

Assessment and data tracking remain central to ensuring that Pupil Premium pupils make strong progress. The school has invested in NTS assessments and Sonar Tracker to provide detailed analysis of pupil attainment and progress. This allows teachers to identify areas of strength and target support precisely, ensuring that interventions are timely and personalised. The continued use of these assessment practices reflects their proven impact on raising attainment for disadvantaged pupils.

The school also prioritises emotional wellbeing. The Helping Our Pupils Emotionally (HOPE) programme continues to provide structured support for children experiencing bereavement, parental separation, trauma or other social-emotional challenges. Funding has supported professional development for the three staff trained to deliver HOPE and the purchase of resources, including materials for the allotment area and KS1 Garden. This has been vital in supporting the emotional health and resilience of entitled pupils, particularly those experiencing challenges at home or who are previously looked after.

To promote equity and broaden cultural capital, funding supports music and dance tuition, residential trips, educational visits and access to clubs. This ensures that disadvantaged pupils have the same opportunities as their peers to engage fully with the curriculum and enrich their learning experiences.

Targeted SEND support and additional resources have been provided for specific entitled pupils to remove barriers to learning.

Staff development continues to be a priority. Funding enabled the release of a teacher to complete the NPQSL, strengthening leadership capacity and embedding evidence-informed approaches to teaching and curriculum planning.

Impact



Externally provided programmes

Programme	Provider
Little Wandle: Letters and Sounds Revised	Collins
Spelling Shed	Education Shed
TT Rockstars	Maths Circle Limited
White Rose Maths	Trinity MAT
Nessy	Learn.Nessy
Right Respecting School	UNICEF
Sonar Tracker	Juniper Education