

# Barrow Hill Primary Academy

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	74
Proportion (%) of pupil premium eligible pupils	58.96%
Academic year/years that our current pupil premium strategy plan covers	2024/25 2025/26 * current year 2026/27
Date this statement was published	December 2024 ** reviewed November 2025
Date on which it will be reviewed	October 2026
Statement authorised by	David Smith
Pupil premium lead	David Smith
Governor / Trustee lead	

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£96,200
Pupil premium funding carried forward from previous years	£0
<b>Total budget for this academic year</b>	£96,200

# Part A: Pupil premium strategy plan

## Statement of intent

Barrow Hill Primary Academy is a smaller-than-average sized primary school. The proportion of pupils eligible for free school meals is well above that found nationally at 63% compared to 24.6%. The proportion of children with SEND is higher than found nationally at 22.8% compared with 13.6%. The socio-economic background of the children is mixed. Many children live in households with multiple children, limited or no access to the internet and where there is access, the children often do not have suitable or enough devices. Limited IT, numeracy and adult literacy skills provide a barrier to learning at home.

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not. High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, 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 assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they're set
- act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve.

## Challenges

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

Challenge number	Detail of challenge
1	Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. These are evident from Reception through to KS2

	and in general, are more prevalent among our disadvantaged pupils than their peers.
2	Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with reading than their peers. On entry to Reception class in the last three years the majority of our disadvantaged pupils arrive below age-related expectations. This gap narrows a times across the years but remains significant to the end of KS2.
3	Internal and external assessments indicate that maths attainment among disadvantaged pupils is significantly below. On entry to Reception class in the last three years, the majority of our disadvantaged pupils arrive below age-related expectations. This gap remains steady to the end of KS2.
4	Our assessments (including pupil survey), observations and discussions with pupils and families have identified social and emotional issues for many pupils, notably linked to resilience and self-belief. There is also a lack of enrichment opportunities in the locality. These challenges particularly affect disadvantaged pupils, including their attainment. Teacher referrals for support remain relatively high. 12 pupils (11 of whom are disadvantaged) currently require additional support with social and emotional needs, with 7 (6 of whom are disadvantaged) receiving small group interventions.
5	Our attendance data over the last three years indicates that attendance among disadvantaged pupils (92.82%) has been higher than for non-disadvantaged pupils (92.77%). 17.39% of disadvantaged pupils have been 'persistently absent' compared to 19.23% of their peers during that period. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress even though at present they are outperforming the non-disadvantaged cohort.

## 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 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.
Improved reading attainment among disadvantaged pupils.	KS2 reading outcomes in 2026/27 show that the % of disadvantaged pupils who met the expected standard is in line with national.
Improved maths attainment for disadvantaged pupils at the end of KS2.	KS2 maths outcomes in 2026/27 show that the % of disadvantaged pupils who met the expected standard is in line with national.
To achieve and sustain improved wellbeing (emotional resilience /emotional regulation) for all pupils in our school, particularly our disadvantaged pupils.	Sustained high levels of wellbeing by 2026/27 demonstrated by: <ul style="list-style-type: none"> <li>• qualitative data from student voice, student and parent surveys and teacher observations</li> <li>• a significant reduction in behaviour incidents</li> </ul>

	<ul style="list-style-type: none"> <li>• a significant increase in participation in enrichment activities, particularly among disadvantaged pupils.</li> </ul>
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	<p>Sustained high attendance by 2026/27 demonstrated by:</p> <ul style="list-style-type: none"> <li>• the overall unauthorised absence rate for all pupils being no more than the national average.</li> <li>• the percentage of all pupils who are persistently absent being below the national average.</li> </ul>

## Activity in this academic year 2025/26

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: £32,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase of standardised diagnostic assessments. Training for staff to ensure assessments are interpreted and administered correctly.	When used effectively, diagnostic assessments can indicate areas for development for individual pupils, or across classes and year groups: Diagnostic assessment   EEF	1,2,3
<i>Embedding dialogic activities across the school curriculum. These can support pupils to articulate key ideas, consolidate understanding and extend vocabulary. We will purchase resources and fund ongoing teacher training and release time.</i>	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
<i>Purchase of a DfE validated Systematic Synthetic Phonics programme to secure stronger phonics teaching for all pupils.</i>	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading, particularly for disadvantaged pupils: Phonics   Teaching and Learning Toolkit   EEF	2
<i>Enhancement of our maths teaching and</i>	The DfE non-statutory guidance has been produced in conjunction with the	3

<i>curriculum planning in line with DfE and EEF guidance. We will fund teacher release time to embed key elements of guidance in school and to access Maths Hub resources and CPD (including Teaching for Mastery training).</i>	National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches: Mathematics_guidance: key stages 1_and 2 The EEF guidance is based on a range of the best available evidence: Improving Mathematics in Key Stages 2 and 3	
<i>Improve the quality of social and emotional (SEL) learning. SEL approaches will be embedded into routine educational practices and supported by professional development and training for staff</i>	<i>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers)</i> <i>Improving_Social_and_Emotional_Learning in Primary Schools   EEF.</i>	4

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

Budgeted cost: £ 32,000

<b>Activity</b>	<b>Evidence that supports this approach</b>	<b>Challenge number(s) addressed</b>
One to one and small group tuition for pupils in need of additional support, delivered in addition to, and linked with, normal lessons. Tutoring will be implemented with the help of DfE's guide: Tutoring: guidance for education settings	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind: One to one tuition   Teaching and Learning Toolkit   EEF Small group tuition   Teaching and Learning Toolkit   EEF	1,2,3
<i>Additional phonics sessions targeted at disadvantaged pupils who require further phonics support. This will be delivered in collaboration with our local English hub.</i>	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	2
<i>Purchase of a programmes to improve</i>	Oral language interventions can have a positive impact on pupils' language skills.	1

<i>listening, narrative and vocabulary skills for disadvantaged pupils who have relatively weak spoken language skills.</i>	Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment: Oral language interventions   Teaching and Learning Toolkit   EEF	
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## Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £32,200

<b>Activity</b>	<b>Evidence that supports this approach</b>	<b>Challenge number(s) addressed</b>
Whole staff training on behaviour management and self-regulation approaches with the aim of developing our school ethos and improving behaviour across school.	Both targeted interventions and universal approaches can have positive overall effects: Behaviour interventions   Teaching and Learning Toolkit   EEF	4
<i>Embedding principles of good practice set out in the DfE's guidance on working together to improve school attendance. This will involve training and release time for staff to develop and implement new procedures and appointing attendance/support officers to improve attendance.</i>	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.	5
<i>Focus the work of our Safeguarding and Attendance Lead with our vulnerable children and families. Offer ELSA, Lego Therapy and counselling support for the children who are in significant need.</i>	EEF: "Evidence from our Teaching and Learning Toolkit suggests that effective parental engagement can lead to learning gains of +3 months over the course of a year." EEF suggests that programs aimed at promoting pupil's resilience and wellbeing could have a significant impact on academic achievement.	All
<i>Contingency fund for acute issues.</i>	Based on our experiences and those of similar schools to ours, 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: £96,200**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

*Our internal data conducted at the end of academic year 2024-2025 demonstrated that progress made by disadvantaged pupils is improving at the end of EYFS which demonstrates the impact the work that the school has put in to the curriculum and the provision for our disadvantaged pupils. This however, is not translating to national expectations for GLD. The figures lack statistic viability as there were only 7 children in the cohort. 58% of children achieved GLD.*

*The school changed phonics schemes mid-year so have been following Little Wandle with implementation and embedding support from the English Hub. There was a drop-in outcomes for children as 42% of children passed the phonics scheme. There are interventions mapped out and regularly reviewed to support those children who did not achieve the standard last academic year and to support children in year 1 be ready for the assessment this academic year. Working with the English Hub has enabled the school to regularly assess teaching of phonics and fidelity to the scheme.*

*In mathematics, our outcomes improved but were still significantly below national expectations. 30% of children achieved the expected standard in maths with 29% of the disadvantaged children achieving the standard. To continue to improve outcomes for pupils in maths we have moved to Ark Mastery and staff have been trained in the delivery of this. There is continued support over a 2-year period in order to develop a strong foundation of maths throughout school.*

*Our KS2 Data was higher than in previous academic years in all areas of the curriculum. However, this is still significantly lower than the National Standard. Gaps in knowledge resulted in children needing to revisit key knowledge from previous year groups. Approaches to all core subjects have been changed to address achievement and outcomes being below expected standards in all areas of the curriculum.*

*One of our wider strategies was to improving attendance and readiness to learn for the most disadvantaged pupils. Our assessments and observations indicated that pupil behaviour, wellbeing and mental health continue to be impacted. The impact was particularly acute for disadvantaged pupils. We used pupil premium funding to provide wellbeing support for all pupils, and targeted interventions where required. We are building on that approach with the activities detailed in this plan. The school employed a Safeguarding and Attendance Officer in January 2024 who is working closely with the Trust to implement a range of attendance initiatives.*

## 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
N/A	