

Pupil premium strategy statement – Barton St Peter’s C of E Primary

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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	270
Proportion (%) of pupil premium eligible pupils	30%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	Jan 2026- Jan 2029 Year 1
Date this statement was published	January 2026
Date on which it will be reviewed	July 2026
Statement authorised by	<i>Miss A Brack (Headteacher)</i>
Pupil premium lead	<i>Mr R Wilson (Deputy Headteacher)</i>
Governor / Trustee lead	<i>Mrs Zoe Parsons (Chair) Mrs Rosie Maughan (Gov for PP)</i>

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£136,100
Pupil premium funding carried forward from previous years	£0
Total budget for this academic year	£136,100

Part A: Pupil premium strategy plan

Statement of intent

"In the same way, let your light shine before others, so that they may see your good works and give glory to your Father who is in heaven." Matthew 5:16

At Barton St Peter's, our intention is for all pupils, irrespective of their background or the challenges they face, to make good progress and to achieve high attainment across all subject areas- we want each of them to **'Let their light shine'**. This may be in the form of sporting pursuits, academic success or achieving leadership roles and responsibilities in school. Underpinning our approach is an ethos of challenge at all levels- good progress is a minimum for all. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve this goal, including those who are already high attainers. The activities outlined in this document have been put in place as they are identified as high impact strategies based on EEF research and will be intended to support all pupils regardless of disadvantage.

High-quality first teaching is at the heart of our approach, as is offering a high-quality, bespoke curriculum, with a focus on areas in which disadvantaged pupils require the most support. Recent research states that this has 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.

At Barton St Peter's we believe in an holistic approach to overcoming barriers to learning and as such we place a huge emphasis on providing pastoral support alongside targeted, academic intervention in order to allow our disadvantaged, and all, pupils to 'let their light shine'. Where we identify a strategy as not being effective, it will be altered or adapted. Effectiveness of strategies will be identified through robust assessment processes. To ensure our approach is effective, we will:

- Ensure that teaching and learning opportunities meet the needs and challenge all pupils.
- Ensure that appropriate provision is made for pupils who belong to vulnerable groups
- Act early to intervene at the point where needs are identified
- To provide structured pastoral care to support children's emotional health and well-being to ensure that they can access our curriculum at the appropriate level.
- To provide a high level of care for families in need of support, through informal and formal processes (where required)

We will achieve this by:

- Ensuring all teaching and learning opportunities are at least good or better
- Provide targeted pastoral 1:1 sessions for pupils in need of emotional well-being provision.
- Subsidising a range of wider opportunities and experiences to ensure equal access for all pupils.
- Provide access to a full and diverse range of extra-curricular clubs
- Managing a graduated attendance system to support families
- Provide access for all pupils to high-quality literature, as part of the taught curriculum or during reading for pleasure activities
- Employ a skilled pastoral team to support families and children in need.

Challenges

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

Challenge number	Detail of challenge
1	<p>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.</p>
2	<p>Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with English (Reading, Phonics, Writing, Speaking and SPAG) than their peers.</p> <p>On entry to Reception class in the last 4 years, between 17 - 50% of our disadvantaged pupils arrive below age-related expectations compared to 50%- 83% of other pupils.</p> <p>KS2 data shows an average of 28 % fewer pupil premium children achieve ARE in reading, 17 % fewer pupil premium children achieve ARE in writing and 26% fewer pupil premium children achieve ARE in SPaG (over the last three years).</p> <p>Data across school shows fewer pupil premium children achieve the greater depth standard compared to their non-pupil premium peers.</p>
6	<p>Attendance data over last year shows that attendance of our disadvantaged children was 94.8% - lower than for our non-disadvantaged pupils and lower than non-disadvantaged regionally and nationally. Consistently well applied and well lead strategies have had a positive impact on PP attendance over the last three years: this must continue.</p> <p>Persistent absence data 15/90 (16.6%) of disadvantaged pupils have been 'persistently absent' compared to 12/180 (6%) of their non-disadvantaged peers during that period. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress.</p>
4	<p>Social, emotional and mental health difficulties continue to increase both nationally and within the school community, with an increasing number of our vulnerable children demonstrating low self-esteem, wellbeing difficulties and a lack of resilience, towards their learning.</p> <p>Teacher referrals for support remain relatively high. 39 pupils (18 (47%) of whom are disadvantaged) currently require additional support with social and emotional needs, with 34 (15 (44%) of whom are disadvantaged) receiving small group interventions.</p>

5	Observations, surveys and discussions show that not all of our children have equal access to extra-curricular and enrichment activities which support their development
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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.	<p>KS2 English outcomes in 2027/28 show that the gap between PPG and non PPG is <5%</p> <p>KS2 English outcomes in 2027/28 show that that the gap between PPG and non PPG is <5%</p> <p>Across all year groups SPaG assessments and PIRA assessments show standardised scores for PP ch will improve to enable the gap between PP and non-PP to close</p>
To achieve wider participation among disadvantaged pupils in extra-curricular activities	<p>Pupil voice will show an increase in uptake and participation in extra-curricular activities.</p> <p>Registers will show in an increase in club uptake amongst our pupil premium children- with children attending regularly.</p>
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	<p>Sustained high levels of wellbeing by 2027/28 demonstrated by:</p> <ul style="list-style-type: none"> • qualitative data from student voice, student and parent surveys and teacher observations • a significant reduction in bullying/aggressive incidents • a significant increase in participation in enrichment activities, particularly among disadvantaged pupils.
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	<p>Sustained high attendance by 2027/28 demonstrated by:</p> <ul style="list-style-type: none"> • the overall unauthorised absence rate for all pupils being no more than <1%%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced to <1% • the percentage of all pupils who are persistently absent being below 7.5% and the figure among

	disadvantaged pupils being no more than 5% lower than their peers.
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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: **£50,000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Responsible, skilled leaders to oversee outcomes for disadvantaged children	The Report 'Successful School Leadership' EDT states that 'School leaders have a key role to play in setting direction and creating a positive school culture including the proactive school mind set and supporting and enhancing staff motivation and commitment needed to foster improvement and promote success for schools in challenging circumstances. https://edtlive.b-cdn.net/live/media/cvifybqp/successful-school-leadership-2020.pdf	2
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	2
Release time for phonics lead to provide daily CPD of our DfE validated Systematic Synthetic Phonics programme to secure stronger phonics teaching for all pupils. (rigorous and systematic approach, taught consistently well)	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
Employment of an additional Early Years Practitioner to quickly improve EYFS literacy with a specific focus on	Oral interventions are about making the most of spoken language and verbal interaction for learning	1,2

speaking and listening through smaller group ratios	Oral Language Interventions Teaching and Learning Toolkit EEF	
Employment of an additional pastoral support assistant to increase capacity for targeted Social + Emotional Learning intervention across school (1:1 and group sessions)	<p>Children from disadvantaged backgrounds have, on average, weaker Social + Emotional Learning skills at all ages than their more affluent peers: lower Social + Emotional Learning skills are linked with poorer mental health and lower academic attainment.</p> <p>Social + Emotional Learning interventions are shown to improve Social + Emotional Learning skills and are therefore likely to support disadvantaged pupils to understand and engage in healthy relationships with peers and emotional self-regulation, both of which may subsequently increase academic attainment.</p> <p>SEL Teaching and Learning Toolkit EEF</p>	4
<p>Membership to NACE (National Association of Able Children in Education) to help build and implement a curriculum that challenges all ability groups</p> <p>https://www.structural-learning.com/post/stretch-and-challenge-a-teachers-guide</p> <p>(Year two 26/27)</p>	<p>Pitching challenge at the right level and allowing for the uneven profile of some learners is important. The principle of “equality of challenge” requires that children are presented with activities that provide enough challenge to be engaging- both to achieve ARE and GDS</p> <p>https://www.nace.co.uk/page/Essentials15</p>	2
High quality- effective feedback to be used to give clear next steps and to inform learners of ‘how they’ve done’.	<p>Providing feedback is well-evidenced and has high impact on learning outcomes. Effective feedback tends to focus on the task, subject and self-regulation strategies: it provides specific information on how to improve.</p> <p>Feedback Teaching and Learning Toolkit EEF</p>	2

<p>Adopt Jigsaw curriculum for PHSCE + Social + Emotional Learning</p>	<p>As well as being integrated into everyday lessons, Social + Emotional Learning skills need teaching explicitly. Jigsaw provides a structured curriculum, with clear progression. Strong research shows adopting a pre-existing curriculum is likely to be more beneficial than developing your own.</p> <p>Improving Social and Emotional Learning in primary schools Summary of recommendations EEF</p>	<p>4</p>
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Targeted academic support (for example, tutoring, one-to-one^{1,2} support structured interventions)

Budgeted cost: £45,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>One to one and small group tuition for pupils in need of additional support, delivered in addition to, and linked with, normal lessons.</p> <p>Tutoring will be implemented with the help of DfE's guide: Tutoring: guidance for education settings</p>	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind:</p> <p>One to one tuition Teaching and Learning Toolkit EEF</p> <p>Small group tuition Teaching and Learning Toolkit EEF</p>	<p>1,2</p>
<p>Additional phonics sessions targeted at disadvantaged pupils who require further phonics support. This will be delivered in line with our systematic phonics programme</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:</p> <p>Phonics Teaching and Learning Toolkit EEF</p>	<p>2</p>
<p>Dedicate TA time for delivery of high quality SALT interventions</p>	<p>A dedicated adult delivers SALT interventions to children across EYFS and KS1. They support the child from the initial process (speech sounds checklist) to completion of the personalised plan.</p>	<p>1</p>

	<p>The EEF has a strong evidence base supporting the positive impact (+6 months) of oral language interventions.</p> <p>Oral language interventions Teaching and Learning Toolkit EEF</p>	
Weekly targeted Social + Emotional Learning interventions through The Iron Foundation	<p>Social + Emotional Learning interventions in education are shown to improve Social + Emotional Learning skills and are therefore likely to support disadvantaged pupils to understand and engage in healthy relationships with peers and emotional self-regulation, both of which may subsequently increase academic attainment.</p> <p>SEL Teaching and learning Toolkit EEF</p>	4
Pastoral team to access training from Child Therapy Services	<p>This will focus on art, Lego and sand therapy.</p> <p>The EEF toolkit shows that specific, targeted Social + Emotional Learning interventions can have a +4month positive impact on attainment.</p> <p>SEL Teaching and learning Toolkit EEF</p>	4
Emotional Literacy Support Assistant (ELSA) training provided for Pastoral support	<p>The ELSA programme is an evidence informed, nationally recognised approach to supporting children and young people with social and emotional needs. benefits include: improvements in academic attainment of pupils, enhanced staff and pupil relationships, decreases in mental health issues, reductions in the incidents of challenging behaviour.</p> <p>ELSA FuturesInMinds</p>	4

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

Budgeted cost: **37,000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
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Whole staff training on behaviour management and anti-bullying 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
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.	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.	5
Enrichment Opportunities - Subsidy of educational visits including residential.	EEF research states projects based on a fun day out can boost writing skills by nine months. We will help provide highly positive, memorable experiences and rich opportunities for high quality learning, leading to a positive impact on all pupils' behaviour and safety and contributing well to pupils' achievement and to their spiritual, moral, social and cultural development https://educationendowmentfoundation.org.uk/news/trial-shows-project-basedon-a-fun-day-out-boosts-writing-skillsby-nine-mo	All
Enrichment Opportunities – A rich and varied sports curriculum offered- including extra-curricular clubs and experiences	https://www.sportengland.org/news-and-inspiration/new-findings-show-impact-exercise-childrens-mental-health-conditions	1,4,5
Contingency fund for acute issues.	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: £132,500

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

	Group	21/22	22/23	23/24	24/25
Maths	PP	50%	50%	53%	92%
	NPP	68%	74%	91%	85%
Over the last three years, the gap between PP and NPP has narrowed to the point where PP have outperformed their NPP peers. This in large is down to a successful change of curriculum, regular pupil progress meeting to track pupils progress closely in non-reporting years and CPD to improve QFT. Moving forwards, support in place must continue so that good practice becomes embedded.					
Reading	PP	50%	44%	15%	76%
	NNP	88%	69%	73%	79%
Over the last three years, the gap between the two groups has narrowed. This is in large down to a successful change of curriculum, high quality CPD to improve QFT and a shift in culture towards reading for pleasure. Moving forwards, support in place must continue so that good practice becomes embedded.					
SPaG	PP	44%	56%	23%	77%
	NNP	80%	83%	77%	75%
Writing	PP	N/A	56%	36%	69%
	NNP	N/A	70%	77%	68%
Over the last three years, the gap between PP and NPP has narrowed. This is down to the successful tracking of pupils through non-reporting years and the raising of staff expectations across all year groups. Writing in Yrs 2,5 and 6 have all been moderated by LA moderators over the last three years.					

	Group	21/22	22/23	23/24	24/25
Phonics	PP	73%	70%	75%	77%
	NPP	90%	72%	81%	75%

Moving forwards, strategies in place for phonics are to continue- the consistency in outcomes for PP children is strong and means that the gap between PP and the national pass rate (80%) are closing. The next step will be to ensure that phonics interventions and aimed at PP children and that PP awareness is shared with all staff delivering phonics- do all staff know which ch are PP in their groups? If not, how can we make this happen. Once they have this knowledge, how can they use it to improve outcomes for PP ch? (seating plans, PP first, additional practice)

	Group	21/22	22/23	23/24	24/25
GLD	PP	60%	67%	61%	83%
	NPP	75%	75%	79%	79%

GLD data suggests that strategies in place in the EYFS are having the desired impact- moving forwards, these strategies are to continue. DFE guidance such as 'Strong starts in the Early Years of school' and 'The Writing Framework' emphasise the importance of children getting the right diet in EYFS to ensure they have firm foundation upon which they can build (learn) in future year groups. Our approach of intervene early is supported by this.

	Group	21/22	22/23	23/24	24/25
Attendance	PP	93.3%	94.9%	94.5%	94.8%
	NPP	94.7%	95.7%	95.7%	95.3%

	Group	21/22	22/23	23/24	24/25
Persistent Absentees	PP	27.6%	19.1%	14%	17.2%
	NPP	12.2%	5.2%	6.8%	7.2%

Over the course of the last three years, our strategies have had a positive impact on pupil attendance for all groups and for lowering the number of children who are persistently absent from school. Although there is a gap between PP and NPP attendance, this gap is never more than 1.2%. The gap between PP and NPP persistent absence is something that needs to be a focus of the new plan- this will involve early intervention and support with PP families when attendance becomes an issue. For our PP children to make the progress we want them to, they need to be in school so it is important that this figure is reduced through our new plan.

Increased participation at extra-curricular clubs

Internal data (including pupil voice and club registers) show PP ch have a fair and equal opportunity for participation in extracurricular clubs and opportunities. As a school we ensure that our club registers are proportionate to our cohort make up (at least 1/3 of attendees are PP). In addition to this, we have offered specific events to PP ch to ensure they are being exposed to wider opportunities.

Externally provided programmes

Programme	Provider
Phonics	Read Write Inc (RWI)
Maths	Whitrose Education
Social + Emotional Learning/PHSCE	Jigsaw

Service pupil premium funding (optional)

How our service pupil premium allocation was spent last academic year

Due to the limited number of children eligible for service pupil funding (1.1% of our children), we will not be publishing details of how we allocate this funding in order to maintain anonymity.

If you would like information on how our Service pupil funding is allocated, please call the school office.

The impact of that spending on service pupil premium eligible pupils

Should you wish to discuss the impact of service pupil premium spending, please call the school office.