# Barley Close Primary School Pupil premium strategy statement 26-27

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 effect that last year's spending of pupil premium had within our school.

## School overview

| Detail | Data |
|---|---|
| Number of pupils in school | 186 |
| Proportion (%) of pupil premium eligible pupils | 37% |
| Academic year/years that our current pupil premium strategy plan covers | 2024-2027 |
| Date this statement was published | Nov 26 |
| Date on which it will be reviewed | Dec 27 |
| Statement authorised by | Mrs Jo Williams |
| Pupil premium lead | Mrs Kim Drake |
| Governor / Trustee lead | Mrs Wendy Shaw |

## Funding overview

| Detail | Amount |
|---|---|
| Pupil premium funding allocation this academic year | £101,450. |
| Pupil Premium carried forward from previous academic year. | 0 |
| **Total budget for this academic year** | £101,450. |

# Part A: Pupil premium strategy plan

## Statement of intent

At Barley Close Primary School, we are committed to ensuring that all pupils develop the knowledge, understanding and skills required to reach their full academic potential and to live a happy, healthy, successful and fulfilling life.

Our key objective in using the pupil premium allocation is to diminish differences in achievement, progress and life experiences between disadvantaged pupils and their peers. This includes disadvantaged pupils who are not eligible for PP funding, for example, Young Carers or those who have been known to a social worker.

To achieve this objective, it is vital that we identify and address barriers faced by our pupils in the community we serve. For some, these barriers include social and emotional needs, and disparities between their life experiences and those of their peers. These factors impact on attendance, resilience, aspirations, knowledge, vocabulary acquisition and cultural capital.

We strive to diminish these barriers through high quality first teaching; SEMH interventions; and raising aspirations through the range of experiences and opportuinities we offer our pupils.

As a school we actively seek expert advice and consult research to inform our practice. This has included several specific Pupil Premium reviews and audits.

## Challenges

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

| Challenge number | Detail of challenge |
|---|---|
| 1 | **Gap in attainment between disadvantaged and non-disadvantaged pupils.** In classes with gaps, mobility, attendance and overlapping vulnerabilities are key factors. |
| 2 | **Vocabulary gap**: Assessments, teacher observations and discussions with pupils demonstrate that speech and language needs and vocabulary acquisition continues to be an area of development for pupils at Barley Close. Due to relatively narrow experiences, some pupils possess a restricted vocabulary. Furthermore, a number of children join us with speech and language needs. This impacts on all areas of the curriculum. Research shows that, if not addressed, a restricted vocabulary affects future attainment, employment and mental health (Law, Rush Schoon & Parsons (2009) |

| | |
|---|---|
| | Modelling developmental language difficulties from school entry into adulthood). |
| 3 | **Aspirations** Some pupils and their families have low aspirations and value for learning and education. Some do not have exposure to the opportunities and experiences other children encounter. This impacts on cultural capital, knowledge, understanding, skills and vocabulary. |
| 4 | **Emotional well-being**: A number of pupils need support to understand and manage their emotions. Some have experienced trauma. This impacts on their ability to learn. |
| 5 | **Attendance** There is an attendance gap for disadvantaged pupils. If children are not in school, they are not learning, thus creating gaps. |

## 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 |
|---|---|
| By 27-28 There is not an attainment gap in any year group between disadvantaged pupils and their peers in reading, writing or maths. Disadvantaged pupils' attainment is in line with national expectations.<br><br>A high-quality, engaging curriculum is fully embedded in all subjects, including clear progression and retrieval practice.<br><br>Assessment models are embedded and purposefully used to identify gaps and inform intervention/ future planning. | Gaps are identified and interventions are in place following each data point (or as soon as a concern is identified), allowing gaps in learning to be addressed swiftly.<br>27-28 Statutory outcomes for EYFS, Y1 and Y6 and internal data for years 2-5 show that attainment for all is at least in line with national outcomes and there is not a gap between disadvantaged pupils and their peers.<br>% of disadvantaged pupils achieving GDS is at least in line with National, at all stages, for all subjects.<br><br>Children are engaged in learning and can recall and remember what they have learnt.<br><br>Gaps are identified so that intervention can take place and is addressed in future planning. |
| 2.Improved oral language skills and vocabulary for all.<br><br>Specific Speech and Language needs are promptly identified and met. | Observations of all subjects demonstrate that vocabulary is a key component in the pedagogical structure of lessons.<br>Improved reading assessments demonstrate that pupils are able to read and understand more words and can use this to successfully comprehend what they have read. This is further reflected in their vocabulary choices when writing.<br>Speech and Language needs are identified quickly and expert support in place. Interventions have clear entry and exit criteria- targets are achieved and pupils make rapid progress in SALT development. |

| | |
|---|---|
| | Speech and Language Therapist has trained key staff and shared resources so that practice is embedded throughout provision. |
| 3.Children experience a wider range of places, people and opportunities. This is reflected in learning, and they are more aware of future education and vocational options available to them. | . Pupils talk enthusiastically about the visits and visitors and experiences arranged for them, for example, attending STEM workshops led by engineers.<br>Pupil conferencing and Parent surveys value the wider experiences offered to pupils.<br>Pupil conferencing demonstrates an increased value placed on learning.<br>Children can talk about a range of careers. They are more ambitious about future career choices |
| 4. Pupil's emotional needs are identified and met. | Children requiring emotional support are identified and discussed regularly at SLT level. Pupil and family mentor provides support to these children. The impact of this is shown in improved mental health, self-esteem, emotional intelligence and ability to manage anger.<br>External expert support sought where required, e.g. Educational Psychologists, to ensure those requiring professional support receive this. |
| 5.Improved attendance for all pupils, particularly our disadvantaged pupils. | Barley Close continues to employ EWO to track attendance and work closely with key families to ensure attendance improves.<br>Engage with LA attendance offer to ensure we are doing everything we can to increase attendance.<br>Attendance for all is at least 96% with the gap between disadvantaged pupils and their peers diminishing. |

## Activity in this academic year

This details how we intend to spend our pupil premium **this academic year** to address the challenges listed above.

### Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £71,962

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|---|---|
| Ta's/HLTAs employed in all classes each morning. This provision enables:<br>• Class teachers to focus on delivering High Quality First Teaching,<br>• Class teacher to work with focus children in maths and English regularly. | Teaching Assistant Interventions \| EEF (educationendowmentfoundation.org.uk)<br>"The average impact of the deployment of teaching assistants is about an additional four months' progress over the course of a year".<br><br>Studies of verbal feedback show slightly higher impacts overall (+7 months). Feedback \| EEF | 1, 2 |

| | | |
|---|---|---|
| TA or teacher to facilitate: Live feedback; Pre-teaching; small group / 1:1 support for focus children during lessons; small group / 1:1 intervention based on any gaps/ required support. | Evidence indicates that one to one tuition can be effective, providing approximately five additional months' progress on average. One to one tuition \| EEF | |
| Ongoing CPD for staff to ensure they have the skills and latest information to deliver high-quality first teaching, this includes:<br>ECT CPD; Maths CPD<br>Reading CPD; Writing CPD<br>EYFS CPD. | "High quality teaching improves pupil outcomes, and effective professional development offers a crucial tool to develop teaching quality and enhance children's outcomes in the classroom."<br>Effective Professional Development \| EEF | 1, 2 |

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

Budgeted cost: £7488

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|---|---|
| Speech and Language therapist employed weekly to support early identification of speech and language needs and provide 1:1 'therapy. | " The average impact of Oral language interventions is approximately an additional six months' progress over the course of a year."<br>Oral language interventions \| EEF (educationendowmentfoundation.org.uk) | 1, 2 |

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

Budgeted cost: £ 22,000

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|---|---|
| Continue to embed experiences and opportunities mapped out following work on the 'Start Small, Dream Big' project. This includes links with UWE engineering dept. | SYM873648_Careers-Education-Infographic (d2tic4wvo1iusb.cloudfront.net)<br>"Careers education can be crucial in developing the knowledge, confidence and skills young people need to make well-informed, relevant choices and plans for their future. This is especially true of students from poorer backgrounds, who are less likely to have family or friends with the insight and expertise to offer advice." | 3 |

| | | |
|---|---|---|
| Pupil and family support mentor employed to support children requiring support with self-regulation/ management of emotions, through interventions.<br><br>TA's in every classroom to enable bespoke meet and greet for individual pupils as required. | Social and emotional learning \| EEF (educationendowmentfoundation.org.uk)<br>"Social and emotional learning approaches have a positive impact, on average, of 4 months' additional progress in academic outcomes over the course of an academic year.<br>Evidence suggests that children from disadvantaged backgrounds have, on average, weaker SEL skills at all ages than their more affluent peers. These skills are likely to influence a range of outcomes for pupils: lower SEL skills are linked with poorer mental health and lower academic attainment." | 4, 5 |
| Support trip cost for disadvantaged families and fund trips with specific aim to raise aspirations, e.g. Y5 and Y6 campus visits to UWE, residential trip, | Our knowledge of our pupils tells us that many children do not experience extra-curricular learning or visits to places of interest. This affects knowledge, vocabulary and aspirations. | 3 |
| Attendance continues to be tracked closely by EWO and senior leaders<br>EWO to meet with families where attendance is a concern<br>Improved attendance celebrated<br>Breakfast club offered to those who struggle to get to school on time<br>Pupil and family support mentor works with key families to improve engagement with school<br>Engagement with LA EWO | Parental engagement \| EEF (educationendowmentfoundation.org.uk)<br>"Parental engagement has a positive impact on average of 4 months' additional progress."<br>"Pupils with higher attainment at KS2 and KS4 had lower levels of absence over the key stage compared to those with lower attainment.<br>Generally, the higher the percentage of sessions missed across the key stage at KS2 and KS4, the lower the level of attainment at the end of the key stage." *Gov.uk The Link between absence and attainment at KS2* | 5 |

**Total budgeted cost:** £101,450.

# 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 2025-2026 academic year.

| | |
|---|---|
| 1. There is not an attainment gap. Attainment is at least in line with national. | **KS2: I***ncrease in % at EXS for all subjects for all pupils and disadvantaged pupils. % at EXS and GDS for all pupils was above national (2025 comparison) for all subjects.*<br>**Reading:** 60% of disadvantaged pupils achieved EXS. This is in line with National disadvantage (63%).<br>**Writing:** 70% of disadvantaged pupils achieved EXS. This is above National disadvantage (60%).<br>**Maths**: 70% of disadvantaged pupils achieved EXS.. This is above National disadvantage (62%).<br>**GPS:** 60% of disadvantaged pupils achieved EXS.<br>**Combined**: 50% of disadvantaged pupils achieved EXS. This is in line with National disadvantage (49%).<br><br>**Phonics**<br>All children: 68%. Disadvantaged pupils: 58%<br><br>**EYFS: I***ncrease on last year for all and disadvantaged.*<br>All children: 88%, disadvantaged children: 86%. Attainment in line with all pupils, |
| 2.Improved oral language skills and vocabulary for all. Specific Speech and Language needs are promptly identified and met. | Traded SALT worked with 9 children throughout the year. Targets were fully achieved for 5 of these pupils, with ongoing support required/ further blocks for the other 4 pupils linked to EHCP provision.<br><br>SALT also screened several other pupils and delivered PD to school staff, enabling targeted regular SALT support for pupils.<br><br>Vocabulary is a key component in our pedagogical approach and is part of the lesson structure for all subjects. This focus has been recognised in monitoring, e.g. LA review Sept 26. |
| 3.Children experience a wider range of places, people and opportunities, in line with those from more affluent areas. This is reflected in learning and they are more aware of future education and vocational options available to them. | Overview of trips/ visitors/ experiences demonstrate that all year group have opportunities for regular wider experiences. Examples include Y6 trips to university for a tour of campus and STEM workshop, various visitors linked to Science, Sport and Arts weeks, and opportunities to teach pupils about careers. Pupils speak positively about these experiences. |

| | |
|---|---|
| 4. Pupils' emotional needs are identified and met. | Family and child mentor worked with 14 children during academic year 25-26. 11 of these children were PP (78%). This included 2 LAC and 2 children under a SGO. Support for some pupils was as a result of external support, e.g. CIN/ PEP.<br><br>Impact for pupils is largely soft data – e.g. a child experiencing emetophobia who worked with mentor on this and is now receiving support from MHST following a referral.<br><br>***Attainment:***<br><br>Y6: 67% achieved EXS for reading, 100% writing, 100% maths.<br><br>Y5: 100% EXS for all subjects. |
| 5.Improved attendance for all pupils, particularly our disadvantaged pupils. | Attendance continues to be a priority for us. We employ an EWO who we work closely with to analyse and investigate attendance concerns. This involved work with 25 families. Actions ranged from supportive phone calls, home visits and meetings in school. The EWO has supported on CIN and CP as well as EHAPS this year. Our attendance has increased in comparison to last year. There are several examples of positive impact on individual PP attendance, for example a child's attendance improving from 21% to 70% the following academic year.<br><br>We are part of a RISE attendance project working with a partner school to improve attendance. This has involved CPD for staff. |