

Pupil premium strategy statement – Barlow Church of England Primary School

This statement details our school's use of pupil premium (and recovery 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	81
Proportion (%) of pupil premium eligible pupils	12%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2023-2026
Date this statement was published	1 st September 2023
Reviewed on	25 th February 2025
Date on which it will be reviewed next	1 st December 2025
Statement authorised by	P Watkin
Pupil premium lead	P Watkin
Governor / Trustee lead	Rev Sarah Colver

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£14 550
Recovery premium funding allocation this academic year	£0
Pupil premium (and recovery premium*) funding carried forward from previous years (<i>enter £0 if not applicable</i>) *Recovery premium received in academic year 2021 to 2022 can be carried forward to academic year 2022 to 2023. Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.	£0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£

Part A: Pupil premium strategy plan

Statement of intent

“Let your light shine before others, so that they may see your good works and give glory to your Father in heaven.” Matthew 5:16

Barlow Church of England School believes each individual has a voice to be valued and talents to be nurtured. We all strive to grow in wisdom together to enable each person to be their best possible self.

At Barlow Church of England Primary School, we all passionate about ensuring that our children are imbued with a life-long enthusiasm for learning and the on-going development of their life skills. We believe that all learners should be able to reach their full potential. All our 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 all disadvantaged pupils to achieve that goal.

Our pupils in receipt of the Pupil Premium Funding face barriers to reaching their full potential, and we are determined to provide the support and guidance they need to help them overcome these barriers. High quality teaching is at the heart of what we do. This has shown to have the greatest impact on closing the gap and also benefit the non-disadvantaged pupils in our school.

Our strategy is also integral to wider school plans for education recovery, notably in its targeted support through interventions and the National Tutoring Programme for pupils whose education has been worst affected, including non-disadvantaged pupils. We are committed to meeting their pastoral, social and academic needs within the school environment, we aim to provide access to a variety of exciting opportunities and engage in the whole school curriculum and school life.

Challenges

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

Challenge number	Detail of challenge
1	Embedding core mathematical concepts is slower in some pupils eligible for pupil premium than for other pupils. The Mathematics curriculum is structured in such a way that it is not beneficial teaching it

	to mixed aged cohorts simultaneously. This adversely affects progression in mathematical problem solving.
2	Progress in reading is slower for some disadvantaged pupils than for other pupils. This adversely affects their confidence and consequently their attainment in both English and other subject areas where reading is needed.
3	The percentage of parents and pupils eligible for pupil premium who need support to manage their emotional well-being and self-esteem is higher than for their non-disadvantaged peers.
4	Pupils eligible for the pupil premium have less access to enriching experiences than their non-disadvantaged peers.

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. **NB Small numbers of PP children mean that children will be considered individually in relation to their prior attainment rather than percentage goals being set.**

Intended outcome	Success criteria
Improved maths attainment for disadvantaged pupils at the end of KS2 and KS1.	KS2 maths outcomes (all year groups) in 2025/26 show that the majority of disadvantaged pupils met the expected standard for their year group. KS2 maths outcomes in 2025/26 (all year groups) show that the majority of disadvantaged children will have made accelerated progress.
Improved reading attainment among disadvantaged pupils.	KS 1 and 2 reading outcomes in 2025/26 show that the majority of disadvantaged pupils met the expected standard for their year group.
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	Sustained high levels of wellbeing from 2025/26 demonstrated by qualitative data from pupil voice, pupil and parent surveys and teacher observations.
Pupils eligible for pupil premium will have access to a full range of enriching experiences in line with their peers.	A significant increase in participation in enrichment activities, particularly among disadvantaged pupils.

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 (for example, CPD, recruitment and retention)

Budgeted cost: £ 2550 (NB the full cost is met elsewhere in the school budget)

Activity	Evidence that supports this approach	Challenge number(s) addressed
Ongoing teacher development and quality first teaching particularly in Maths using Power Maths White Rose materials and NCETM mastery materials, as well as concrete resources.	EEF guide to pupil premium states that 'good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils'. Longitudinal studies by NECTM advocate the development of pupils' mathematical reasoning through a mastery approach. Education Endowment Foundation: Improving Mathematics in Key Stages Two on improving maths in KS2 (2017) identifies the use of manipulables as supporting disadvantaged learners and also advocates teaching pupils appropriate strategies to solve problems (Power Maths and NCETM materials develop this approach).	1
TA support in every Maths lesson	TA support in every Maths lesson for Years 1-6 allows students in Mixed Age classes to be supported effectively. There is a TA available to support independent activities for children of all abilities (PP and non-PP). This allows the class teacher to focus on high quality teaching of children from a single year group at a time. Hence PP children have access to high quality year group specific teaching.	1

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

Budgeted cost: £ 7500 (£4320 = *Third Space Learning*)

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional phonics sessions targeted at disadvantaged pupils who require further phonics support.	This will be delivered in collaboration with our local English hub. 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 EEF (educationendowmentfoundation.org.uk)	2
1:1 maths tuition for pupils in Y4,5, 6	Selected children in Y4/5/6 are to be offered access to Third Space Learning – individual online tuition (priority goes to pupil premium children with additional children who will benefit filling the remaining places) Third Space Learning is a recognised NPT partner and the bespoke approach allows individuals of all abilities to be targeting their weaknesses.	1

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

Budgeted cost: £ 4500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Funding to cover Forest schools leader and provide training and resources for forest schools leader. Teaching assistants	What is Forest School? Forest School Association	3

to support Pupil Premium children during forest schools' sessions.		
PoDS (partnership of Dronfield Schools) Family support worker to provide support and guidance (including EHA – Early Help Assessment if appropriate) to families and children (and those engaged with them) by removing barriers to learning (including poor attendance) in order to promote effective participation, enhance individual learning, raise aspirations and enable pupils to achieve their full potential.	The EHA is a simple way to help identify needs of children and families and make a plan to meet those needs. It is a shared tool which is used by all agencies in Derbyshire who are delivering early help. Its purpose is to provide a coordinated response so no-one misses out on the support they may need.	3
TAs provide pastoral, nurture programmes for those children with social, emotional and behavioural needs (Positive Play alongside more bespoke responses for individuals). interventions (+4 months)	Vulnerable children to be highlighted and supported through these sessions. Evidence from Education Endowment Foundation, ' Improving behaviour in schools (d2tic4wvo1iusb.cloudfront.net)	3
Pupils to be offered a full range of enrichment opportunities in line with their peers including; Extra-curricular clubs Residential Visits music opportunities. All these opportunities to be provided at half price for pupil premium	The Social Mobility Commission published a report in 2016 where they The report states: Ultimately our report shows that a young person may miss out on some of the most valuable experiences in life – a chance to bond with others, aspire to learn more, and gain the soft skills so important to employers – simply because of their social background and where they grew up.	4

children with further discounts being available if needed.		
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Total budgeted cost: £ 14 550

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

2024 results

In KS2, our disadvantaged pupils attained in line with national averages. In KS1, our KS1 pupils made good progress in relation to their starting points.

In a small school, detailed performance results are not always published due to the small cohorts. We need to observe our continuing responsibilities under the Data Protection Act 1998 to ensure that individuals or groups of individuals, including children funded through the Pupil Premium cannot be identified. In 2023, all results for pupil premium cohorts were less than 6 pupils so the specific data is suppressed.

Our observations indicate that pupil well-being and mental health were significantly impacted, due to the ongoing legacy of COVID-19, the impact of SEND issues and the cost of living issues. We used pupil premium funding to provide well-being support for all pupils and targeted interventions where required. We continue to build on that approach.

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.

Programme	Provider
1:1 Maths Tuition	Third Space Learning
NELI	
Positive Play	Derbyshire County Council

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.