

Pupil premium strategy statement

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 |
|---|--|
| School name | Barnsbury Primary School and Nursery |
| Number of pupils in school | 435 |
| Proportion (%) of pupil premium eligible pupils | 14% |
| Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended) | 2025 -2026 |
| Date this statement was published | Autumn 2025 |
| Date on which it will be reviewed | Autumn 2026 |
| Statement authorised by | Vicky Harbridge (Headteacher) |
| Pupil premium lead | Louise Powell (Deputy Head and Inclusion Leader) |
| Governor / Trustee lead | Claire Caine |

Funding overview

| Detail | Amount |
|---|---------|
| Pupil premium funding allocation this academic year | £77,895 |
| Recovery premium funding allocation this academic year | |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable) | |
| Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year | £77,895 |

Part A: Pupil premium strategy plan

Statement of intent

At Barnsbury Primary School and Nursery, we have high expectations and ambitions for all our pupils, including those eligible for Pupil Premium funding. 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. Our mission is to nurture every child to achieve their potential without limits.

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 strategies we have outlined in this statement also intend to support student 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. 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.

We use a variety of tools to assess secure learning which allow teachers to assess what children have retained, or not and therefore feeds into future planning.

We will aim to ensure

- Children are challenged in the work that they're set
- All interventions are well targeted to meet every individual's child's needs
- Our whole school approach is adopted so that all staff take responsibility for all pupils' outcomes and raise expectations of what they can achieve
- The emotional and social well-being of our children is paramount
- Our disadvantaged children have equal access to external clubs, trips and other enhancement activities

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 across the school. |
| 2 | <p>Assessments and observations indicate that disadvantaged pupils frequently have additional needs that further impact their learning e.g. Special Educational Needs and Disabilities (SEND) or Adverse Childhood Experiences (ACEs).</p> <p>This has resulted in significant gaps leading to pupils falling further behind age-related expectations both emotionally and academically.</p> <p>37% of our PP children also have a SEND need and 28% of our PP children have had some Pastoral intervention or social services support.</p> <p>18% of our Pupil Premium children are also Young Carers.</p> <p>This has resulted in pupils needing extra support with both learning and social and emotional intervention.</p> |
| 3 | Our assessments observations and discussions with pupils and families have identified social and emotional issues for many pupils and a lack of enrichment opportunities outside of the school day. These challenges particularly affect disadvantaged pupils, including their academic attainment. |
| 4 | Our attendance data for Whole school for 24/25 was 94.8%. For our Pupil Premium group attendance is 86.8% for 2024/25 |

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 all pupils with | Assessments and observations show significantly improved oral language among disadvantaged pupils. This is clear when triangulated with other |

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|---|--|
| a focus on our disadvantaged learners. | sources of evidence, including engagement in lessons, book scrutiny and on-going formative assessment. |
| Improve attainment for disadvantaged pupils at the end of KS2 | By the end of this plan, the KS2 outcomes will demonstrate that disadvantaged pupils achieve: <ul style="list-style-type: none"> • an average KS2 SATs result in reading, writing and maths, in line with their peers |
| To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils. | Sustained high attendance from 2024/25 demonstrated by: <ul style="list-style-type: none"> • the overall absence rate for all pupils being no more than 4%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced • the percentage of all pupils who are persistently absent being below 6% and the figure among disadvantaged pupils being reduced. |
| To improve and provide support for the well-being and emotional health of all children | Sustained high levels of wellbeing from 2024/2025 demonstrated by: <ul style="list-style-type: none"> • qualitative data from student voice, student and parent surveys and teacher observations • 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: £27,200.00

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|---|-------------------------------|
| Provide quality targeted CPD for teachers to ensure they have the skills and knowledge, enabling them to provide high quality education for all. Using Walkthrus used for instructional coaching to improve quality first teaching | CPD for the year 2025/26 will focus on individual needs of staff as well as whole school training in phonics and writing. https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/1-high-quality-teaching | 1,2,3 |
| Class teacher support in class – guided teaching groups, small group intervention, etc. Targeted support within core subjects and across the curriculum, to enable pupils to make accelerated progress | High quality teaching https://educationendowmentfoundation.org.uk/supportfor-schools/school-improvement-planning/1-high-quality-teaching Feedback (https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback) Targeted deployment, where teaching assistants are trained to deliver an intervention to small groups or individuals has a positive impact: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions | 2,3 |

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

Budgeted cost: £9,850

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|--|-------------------------------|
| Lexia – Reading intervention for KS1 and KS2 | Online reading programme targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one: Lexia intervention https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/lexia | |
| Speech and language Interventions and talk groups run by speech and language therapist | Oral language interventions can have a positive impact on pupils' language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions | 3 |

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

Budgeted cost: £40,866

| Activity | Evidence that supports this approach | | |
|---|---|-----|--|
| <p>Employment of a HSLW and an ELSA with focus on delivering pastoral interventions to boost wellbeing and attendance</p> <p>ELSA to provide interventions around anxiety support and emotional regulation</p> <p>To ensure provision for those children who need additional emotional support through play therapy</p> | <p>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)</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</p> | 4,5 | |
| <p>To provide vouchers to ensure children have the opportunity to enriched experiences such as clubs and extra-curricular activities</p> | <p>To allow all our children to have opportunities to take part in clubs and enrichment activities.</p> <p>https://www.gov.uk/government/news/extra-curricular-activities-soft-skills-and-social-mobility</p> | 4 | |
| <p>Maintain Forest schools' provision across the school</p> | <p>https://www.gov.uk/government/news/englands-largest-outdoor-learning-project-reveals-children-more-motivated-to-learn-when-outside</p> | 3,4 | |
| <p>To support families with cost residential so all children can benefit from enriched learning opportunities.</p> | <p>https://www.gov.uk/government/news/extra-curricular-activities-soft-skills-and-social-mobility</p> | 4 | |
| <p>Ensure all Pupil Premium parents attend parents' consultations with teachers</p> <p>Ensure Pupil Premium children's parents are able to attend school events such as Coffee Mornings and Trip Meeting supported by the Home School Link</p> | <p>Parental engagement</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</p> | | |

| | | | |
|---------|--|--|--|
| Worker. | | | |
| | | | |

Total budgeted cost: £77,916

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 2020 to 2021 academic year.

Our internal assessments during 2024/25 .

| | |
|---------------------------|---|
| Overview of Year 6 | (2025) SATs KS2 – 60 children within year 6 of which 10 were classed as disadvantaged. 2 of the disadvantaged children did not sit SATs; two of these children had EHCPs. |
| Maths | (2025) 40% of PP children reached the expected standard in Maths of these 20% reached greater depth. |
| Reading | (2025) SATS KS2: 60% of Pupil premium children reached the expected standard in reading and of these 30% reached greater depth. |
| Writing KS2 | (2025) 40% of Pupil Premium children reached the expected standard in writing |

Phonics at end of year 1

| | |
|---------------|---|
| Year 1 | 7 children in year 1 were in receipt of Pupil Premium. 4 out of 7 (57%) passed the phonics screening. 2 children will retake in year 2. 1 child was disallowed. |
| Year 2 | 7 children in year 2 were in receipt of Pupil Premium. 3 (42%) of these children passed the phonics screening in year 1. 3 (42%) passed in year 2. 1 child with an EHCP has not passed and continues to be supported with developing phonics. |

At the end of the Reception Year

3 (5%) children were in receipt of Pupil Premium. 1 out of 3 (33%) children achieved a good level of development.

Our assessments and observations indicated that pupil behaviour, wellbeing and mental health issues are still a high need. The cost-of-living crisis and general pressures on family life is having an impact on many families in providing both basic needs and enrichment for children both PP and non-PP children. The impact is 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.

Increasing the ELSA support meant that 28% of our PP children received ELSA interventions. 3 (£425) children were funded to attend year 6 school residentials and 5 were funded for yr 4, 5 children (£475), which they would otherwise not be unable to afford.

Increased speech and language intervention from a private source have been vital with the lack of outside agencies in providing support for children and intervention for children who are coming to school with poor language development. This service is vital for the language development of our children especially in the Early Years.

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

| Programme | Provider |
|-----------------------------|-------------------------|
| Reading programme | Lexia |
| Speech and Language therapy | Rachel Harris (private) |