



Pupil premium strategy statement

This statement details our school's use of pupil premium funding for the 2025 to 2026 academic year 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	Barnett Wood Infant School
Number of pupils in school	141
Proportion (%) of pupil premium eligible pupils	5.2%
Academic year/years that our current pupil premium strategy plan covers	2023-2026
Date this statement was published	October 2025
Date on which it will be reviewed	September 2026
Statement authorised by	Governing Body
Pupil premium lead	Anne Gibbard
Governor lead	Sophie Bloxam

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£12,120
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
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	£12,120



Part A: Pupil premium strategy plan

Statement of intent

When making decisions about using Pupil Premium funding it is important to consider the context of the school and the associated challenges that this can bring. All of the decisions made are based on research conducted by the EEF which supports the idea that common barriers to learning for disadvantaged children can be: less support at home, poor language and communication skills, lack of confidence, more frequent behaviour difficulties and attendance and punctuality issues. There may also be complex family situations that prevent children from flourishing.

At Barnett Wood Infant School, we understand that the challenges that many children face are complex and multi-faceted and so our approach must be tailored to the circumstances of each child. We will ensure that all teaching staff are involved in our strategy so that they can meaningfully contribute. Throughout the year, we have regular pupil progress and SEND meetings which look closely at the performance of Pupil Premium children to identify how best we can meet their needs.

Principles

- We ensure that teaching and learning opportunities meet the needs of all children at Barnett Wood Infant School.
- In making provision for socially disadvantaged children, we recognise that not all children who receive free school meals will be socially disadvantaged.
- We also recognise that not all children who are socially disadvantaged are registered or qualify for free school meals. We reserve the right to allocate the Pupil Premium funding to support any child or groups of children the school has legitimately identified as being socially disadvantaged.
- Pupil premium funding will be allocated following a needs analysis which will identify priority classes, groups or individuals. Limited funding and resources means that not all children receiving free school meals will be in receipt of pupil premium interventions at one time.

Our Overarching Objectives

- To use our funding to remove the barriers that prevent Pupil Premium children from succeeding both academically and socially at school.
- To narrow the attainment gap between disadvantaged and non-disadvantaged pupils nationally and also within internal school data.
- For all disadvantaged pupils in school to achieve or exceed nationally expected progress rates in order to reach Age Related Expectations at the end of Year 2 and go on to succeed at KS2 school in all subjects.



Challenges

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

Challenge number	Detail of challenge
1	Assessments and observations suggest that some disadvantaged pupils have greater difficulty with phonics than their peers. This can negatively impact their progress in reading.
2	Assessments and interactions with pupils suggest that some pupils have greater difficulty with speech and language than their peers. This can negatively impact their progress in all areas.
3	Children with SEND needs including social and emotional needs, and emotional vulnerability of children in receipt of pupil premium.
4	Low attainment on entry to the EYFS in all areas.
5	Attendance and Punctuality issues including higher rates of persistent absenteeism of PP/disadvantaged children.

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
Children in receipt of pupil premium achieve their expected target in line with their peers with similar starting points.	80%+ achieve age related expectations and make expected or better than expected, progress in reading, writing and mathematics.
Improved phonics and reading attainment in Years 1 and 2, including those disadvantaged.	By 2024, end of KS1 reading outcomes and end of Y1 phonics check show that outcomes for disadvantaged children are in line attainment for no PP children.
Pupils emotional and mental health needs are met and receive the necessary support when required.	All pupils feel safe and happy at school, maintaining a positive attitude towards their learning, and build positive relationships with their peers and staff members.
Parents are actively engaged in their child's learning and promote a positive attitude towards education	Parental communication is effective, especially during home learning periods. Parents attend parents' evenings. Parents support homework. Pupil attendance is in-line with peers.



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: £ 1,795

Activity	Evidence that supports this approach	Challenge number(s) addressed
A uniform and consistent approach to the teaching of early reading including the implementation of a new nationally validated phonics scheme with fully decodable books resources, CPD 'Little Wandle Letters and Sounds Revised' programme. £995	Consistent approaches to SSP allow for greater progress – according to EEF approx.4 months added but also lay the foundation for improved outcomes at KS2 in reading and writing.	1, 3, 4
Staff CPD The National College £800	High quality staff CPD is essential to follow EEF principles in allowing the delivery of tailored interventions for underperforming groups.	1, 2, 3

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

Budgeted cost: £7904

Activity	Evidence that supports this approach	Challenge number(s) addressed
Use of LSAs to provide targeted intervention for pupils whose prior attainment indicates the need for them to make accelerated progress to reach appropriate ARE. LSA 6 hours per week	Sutton Trust's 2011 report revealed that the effects of high quality teaching are especially significant for pupils from disadvantaged backgrounds. This has been highly successful in the past. Use of intervention plans ensured that children made significantly better than average progress in reading, and mathematics. Use of TAs enabled higher adult to pupil ratios within classes to support teaching and learning.	1, 2, 3, 4



<p>Use of “Little Wandle” phonics – “Keep up” sessions, led by trained teaching assistants.</p> <p>LSA 6 hours per week</p>	<p>Phonics has a positive impact overall (+5 months) with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds – EEFA</p> <p>Programme of interventions to address issues with fluency in reading, gaps in phonological awareness with the wider aim of creating cultural capital associated with a love of reading and reading willingly for pleasure. OU research concludes that reading for pleasure is linked to substantial cognitive progress.</p>	<p>1, 2, 3, 4</p>
<p>Use of Speech and Language intervention programmes.</p> <p>LSA 4 hours a week</p>	<p>Poor language and communication skills on entry into school. The majority of children are working below age-related expectations and unlikely to have the breadth of vocabulary that enables them to access the curriculum and hinders their attainment in other areas, for example reading and writing.</p>	<p>1, 3, 4</p>

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

Budgeted cost: £ 2638

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Develop school-wide strategies that focus on mental health, such as mindfulness sessions, peer support groups, and access to counselling services. This can help pupils manage stress and build resilience</p> <p>MyHappyMind programme - £900</p>	<p>There is a proven link between pupils' health and wellbeing, and their academic progress.</p> <p>Crucial skills and positive attitudes developed through comprehensive Personal, Social, Health and Economic education (PSHE) are critical to ensuring children are effective learners.</p> <p>Evidence has shown how important these skills and attitudes are in unlocking pupils' potential, helping to raise achievement and closing the gap in educational attainment.</p>	<p>1, 2</p>
<p>Ensure children have access to a trained Emotional Literacy Support Assistant. Termly needs audit by ELSA to</p>	<p>The ELSA programme is designed to promote the emotional wellbeing of children and recognises that children learn better and are happier in school if their emotional needs are also addressed.</p>	<p>1,2</p>



<p>assess unmet mental health needs. ELSA Supervision - £200 0.5 days per week ELSA support - £988</p>	<p>EEF concludes - 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.</p>	
<p>Children are supported financially to access out of hours enrichment activities including sport clubs, breakfast and after school clubs. These are offered at a subsidised rate or free of charge to those in receipt of PP. We also offer subsidised trips as well as free school milk, subsidised school uniform and continuing access to FSM for those children who are EVER 6. £250</p>	<p>“All children, including those from disadvantaged backgrounds, deserve a well-rounded and culturally rich education. But for schools to be able to commit time and resources to arts activities, it’s important that they have access to high-quality evidence of the relative benefits of different arts programmes and approaches, both on attainment and wider outcomes. This is particularly important at a time of curriculum changes and significant pressures on school budgets.” The EEF is currently undertaking specific research to evaluate the academic impact of cultural learning strategies. Ofsted have concluded that access to a rich, broad curriculum is a key driver to enhance future life chances.</p>	<p>2, 4, 5</p>
<p>To maintain high levels of attendance and punctuality - offer of free breakfast club places for FSM. £300</p>	<p>The provision of support to parents and children in improving attendance has a positive impact on their academic success. First day absence phone call home by 9.30am. Punctuality recorded daily. Attendance planning meetings led by Attendance lead Becky Clements and LA Inclusion Officer with parents to ensure appropriate support is in place to bring about significant improvements for disadvantaged pupils. Reduced proportion of persistent absentees.</p>	<p>5</p>

Total budgeted cost: £ 12,337



Part B: Review of outcomes in the previous academic year

Outcomes for disadvantaged pupils

This details the impact that our pupil premium activity had on pupils in the 2024-25 academic year. In Year 2, 3 pupils were eligible for pupil premium funding, 1 of which was also SEN with an EHCP. All 3 children achieved at least expected standard in reading, writing and maths, with 1 pupil achieving greater depth across all areas.

This is a very positive outcome, especially considering the inclusion of a pupil with an EHCP. It indicates effective targeted support and intervention for Pupil Premium pupils in Year 2. The success at greater depth for one pupil suggests some pupils are being sufficiently challenged.

In Year 1, 4 pupils eligible for pupil premium funding took the Phonics screening check, of which 2 were SEN, 1 was EAL (Ukraine) and 1 GRT. 1 out of 4 passed the phonics screening check.

The pass rate is low, which is concerning given the importance of phonics as a foundation for reading.

The additional needs (SEN, EAL, GRT) likely contributed to the challenges faced by these pupils. This indicates a need for enhanced phonics support and tailored interventions for Pupil Premium pupils in Year 1, especially those with additional barriers.

In Reception, 1 child was eligible for FSM and also has an EHCP for ASD. They did not make expected standard in ELG.

This outcome is understandable given the complexity of needs (ASD with EHCP).

It highlights the importance of differentiated provision and early targeted support for pupils with SEND who are also Pupil Premium.

Focus on enhancing EYFS provision to better support SEND pupils within Pupil Premium may be beneficial.

The Pupil Premium funding has also been strategically allocated to provide **emotional literacy support to all Pupil Premium children.**

This has contributed to **improved attendance rates and better engagement**, addressing one of the key challenges outlined in the statutory guidance concerning attendance and its impact on attainment and wellbeing.

Emotional literacy interventions have helped pupils develop resilience and positive behaviours for learning, supporting the school's vision and values around Kindness, Respect, Trust, and Resilience.

Improved attendance as a result of this support aligns with the DfE's recommendation to use Pupil Premium funding to tackle underlying causes of absence, thereby reducing barriers to learning.