

St Barnabas C of E First and Middle School

'Let all that you do be done in love' 1 Corinthians ch16

v14



Pupil Premium Strategy Statement 2025-6

Reviewed by	Approved by	Date of Approval	Version Approved	Next Review Date
LCR	LAB	December 2025 (LAB meeting)	VI	

This evaluation 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 impact of these actions throughout the Autumn, Spring and Summer term.

School overview

Detail	Data
School name	St Barnabas CE First & Middle
Number of pupils in school	189
Proportion (%) of pupil premium eligible pupils	18%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2025-28
Date this statement was published	Sept 2025
Date on which it will be reviewed	July 2026
Statement authorised by	Elizabeth Whetham (EAW)
Pupil premium lead	Louise Reeder (LCR)
Governor / Trustee lead	Charlotte Simmonds (CS)

Funding overview

Detail	Amount
£60,785	
2025-2026	

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 subsequent challenges faced. Research conducted by EEF should then be used to support decisions around the usefulness of different strategies and their value for money. Common barriers to learning for disadvantaged children can include: less support at home; weak language and communication skills; lack of confidence; more frequent behaviour difficulties and attendance/ punctuality issues. There may also be further complex family situations that prevent children from flourishing. In summary, the challenges are varied and there is no “one size fits all”.

To ensure we are fully aware of strengths and weaknesses across the school, all teaching staff are involved in the analysis of data and identification of pupils.

Principles

- We ensure that teaching and learning opportunities meet the needs of all the pupils
- We ensure that appropriate provision is made for pupils who belong to vulnerable groups; this includes ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed
- In making provision for socially disadvantaged pupils, we recognise that not all pupils who receive free school meals will be socially disadvantaged
- We also recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals. We reserve the right to allocate Pupil Premium funding to support any pupil or groups of pupils the school has legitimately identified as being socially disadvantaged
- Pupil premium funding will be allocated following needs analysis which will identify priority classes, groups or individuals. Limited resources mean that not all children receiving free school meals will be in receipt of pupil premium interventions at one time

Demography and School Context

Situated in the Drakes Broughton area of Worcestershire, Barnabas CE First and Middle is a Church of England, one form entry (Reception - Year 7) with an adjoining 21 place Pre-School. The current pupil enrolment number is: 185. The majority of pupils are of white British ethnicity. Current data shows that pupils with Special Educational needs make up 28.6% of the school and the percentage of pupils eligible for Pupil Premium funding is 24.3% (September 2025).

Strategy Objectives

- To narrow the attainment gap between disadvantaged and non-disadvantaged pupils
- For a larger percentage of pupils to reach national expectations, and for higher prior attainment pupils to achieve GDS.
- Ensure any vulnerable families are supported

Achieving These Objectives

The range of provision the Governors consider making for this group include and would not be inclusive of:

- Ensuring all teaching is good or better therefore ensuring that the quality of teaching experienced by pupils is improved.
- All our work through the pupil premium will be aimed at accelerating progress, and increase the percentage of pupils achieving age-related expectations
- A wide range of 1-1 interventions and group interventions to support progress in key areas such as reading and emotional wellbeing.
- Additional teaching and learning opportunities provided through trained SLAs or external agencies (CPD)
- Support provided for pupils with emotional wellbeing needs through the nurture support.
- SALT- targeted lower attainers entering school in EYFS

This list is not exhausted and will change according to the needs and support our socially disadvantaged pupils require.

What are the key principles of your strategy plan?

At St Barnabas, we recognise that supporting the well-being, mental health and safety of our children is equally as important as raising attainment, so all our priorities are centred around meeting the needs of the whole child.

High quality teaching

- Developing high quality teaching, assessment and a broad and balanced, knowledge-based curriculum that responds to the needs of pupils

- Professional development to support the implementation of evidence-based approaches

- Mentoring and coaching for teachers

- Recruitment and retention of teaching staff

- Technology and other resources to support high quality teaching and learning



Targeted academic support

- One to one, small group or peer academic tuition

- Targeted interventions to support language development, literacy and numeracy

- Targeted interventions and resources to meet the specific needs of disadvantaged pupils with SEND

- Teaching assistant deployment and interventions

Wider strategies

- Supporting pupils' social, emotional, and behavioural needs

- Supporting attendance

- Extracurricular activities

- Extended school time




- Breakfast clubs and meal provision

- Communicating with, and supporting, parents

For further support and resources search "EEF Pupil Premium"

Challenges

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

Challenge number	Detail of challenge																																			
1	<p>Narrowing the attainment gap between disadvantaged and all.</p> <p>July 2024 data:</p> <p>EYFS GLD: 33% PP; 70% non PP Y1 Phonics check: PP – 100%; Non-PP – 100%</p> <p>July 2025 Teacher assessment data:</p> <table border="1"> <thead> <tr> <th></th> <th colspan="2">Reading</th> <th colspan="2">Writing</th> <th colspan="2">Maths</th> </tr> <tr> <th>2025</th> <th>PP</th> <th>Non PP</th> <th>PP</th> <th>Non PP</th> <th>PP</th> <th>Non PP</th> </tr> </thead> <tbody> <tr> <td>EOKS1</td> <td>100%</td> <td>93.4%</td> <td>50%</td> <td>60%</td> <td>50%</td> <td>73.3%</td> </tr> <tr> <td>EOKS2</td> <td>63.7%</td> <td>78.9%</td> <td>45.5%</td> <td>73.7%</td> <td>54.5%</td> <td>79%</td> </tr> <tr> <td>Year 7</td> <td>100%</td> <td>76.9%</td> <td>75%</td> <td>69.2%</td> <td>100%</td> <td>76.9%</td> </tr> </tbody> </table> <p>EYFS GLD: PP – 60% Non PP – 0%</p> <p>Pupil Premium Eligible  0% Not Pupil Premium... 60%</p> <p>Y1 Phonics check:</p> <p>Pupil Premium Eligible  60% Not Pupil Premium... 71.4%</p> <p>EOKS2 SATs (combined 3 subjects)</p> <p>Pupil Premium Eligible  45.5% Not Pupil Premium... 63.2%</p>		Reading		Writing		Maths		2025	PP	Non PP	PP	Non PP	PP	Non PP	EOKS1	100%	93.4%	50%	60%	50%	73.3%	EOKS2	63.7%	78.9%	45.5%	73.7%	54.5%	79%	Year 7	100%	76.9%	75%	69.2%	100%	76.9%
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2	<p>Children with a range of adverse childhood experiences which impact on their ability to process social and emotional issues.</p> <p>50% of respondees have suffered a significant bereavement</p> <p>33.3% have lived with someone who suffers with mental health</p> <p>‘The impact of living with someone with mental health means that the child/young person requires help and support to understand what is going on and reduce the impact on their health and development.’</p> <p>https://safeguarding.network/content/safeguarding-resources/parental-issues/parental-mental-ill-health/</p>																																			
3	<p>Speech and language – baseline shows group of children with below entry expectations in EYFS.</p> <p>WELCOMM assessment evaluation July 2023. St Barnabas has more than the local average of children working below the expected standard in S&L.</p>																																			

	'The speech and language needs of the pupils in preschool were slightly greater than the average for Wychavon settings.' Amy Green and Sarah Morris Aug 2023
4	Attendance and punctuality issues. 2023/4 PP attendance - 91.37% Non-PP attendance - 96.02% 2024/25 PP attendance – 92.02% Non PP attendance - 95.53%
5	Children's access to wider enrichment opportunities.
6	Reading When compared with the attainment of PP pupils, a greater number of non-PP pupils are achieving EXS+ in the majority of year groups. EEF Disadvantaged and Reading project shows that only 6% of schools in Worcestershire deem parental engagement in reading as embedded. Parental engagement is often misunderstood, and unconscious bias can occur. Staff require further training in PP, low-income families and the impact this has on parental engagement in school. This alongside more rigorous information sharing and low-threat activities in school should increase engagement.

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
A higher percentage of Pupil Premium pupils achieve age related expectations in core subjects, and the attainment and progress gap are diminished.	Pupil premium children identified and class teachers aware of the progress they are making. If pupils are not making progress from their starting points, interventions are identified and put in place to address this. Arbor data used to identify children to uplift during progress meetings Internal data used to track children's achievements and gaps discussed at progress meetings meetings. Data reflects a diminishing difference between school attainment and national average. Pupil Premium data improves in line with national data.
Rigorous tracking and monitoring of data used by staff, at all levels, to set smart, meaningful targets for pupils to identify misconceptions, improve rates of progress and implement intervention where needed.	Arbor data system is embedded in school. Provision maps used to identify baseline for intervention and progress made. Expanded to include 'custom pupil groups' to help track intervention groups closely and respond where

	<p>necessary. (Pupil Progress meetings, professional discussion, pupil data).</p> <p>Data trends across school are on an upward trajectory in all subjects.</p>
<p>The gap in attendance data between PP and non-PP is significantly reduced to bring in line with national figures.</p>	<p>Attendance figures overall show an improving trend and a narrowing of the gap to national.</p> <p>Reduced numbers of persistent absence for PP and Non-PP.</p> <p>Attendance meetings demonstrate a reduction in pupil persistent absence.</p>
<p>Pupils can access the social and emotional support they require. Rigorous support is in place to support children who have experienced adverse childhood experiences.</p>	<p>Use of Nurture room increases.</p> <p>Menu of support programmes available for teachers to signpost children.</p> <p>Provision maps in place for individual and group support.</p>
<p>Limits within cultural capital drive enrichment to provide greater opportunities for all PP children Improve pupil aspiration, pupil experiences/enrichment and self-motivation to succeed.</p>	<p>PP children are the priority group for attending clubs- computing, cooking, drama, sport, G&T, homework, dance. Pupil voice used to identify future clubs for each term.</p> <p>All children go on trips organised for their year group, funded by the school where necessary, including residential</p> <p>Visitors in school as well as a trip to enrich experiences</p> <p>Examples of aspirational futures provided through visitors, speakers and careers events</p>
<p>Children in pre-school to engage in SALT activities designed to support accelerated language acquisition. (EYPP)</p>	<p>100% of EYPP children to receive additional support for SALT activities.</p>

Activity 2025-6 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: £7115.21

Activity	Evidence that supports this approach	Challenge number(s) addressed	Impact to date
<i>Staff CPD</i>	<p>High quality staff CPD is essential to follow EEF principles. This is followed up during Staff meetings and INSET.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development</p> <p>https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/arts-participation/technical-appendix</p> <p>CPD £3350</p>	1, 2, 3, 4, 5, 6	<p>AUTUMN TERM: Paediatric First Aid, Team Teach, Down Syndrome Awareness</p> <p>SPRING TERM: Signalong, First Aid, Team Teach, Autism Training</p> <p>SUMMER TERM:</p>
<i>Subscriptions</i>	<p>Arbor fees = £3165.93</p> <p>Times Tables Rock Stars/ Numbots = £245.28</p> <p>Purchase of Testbase = £354</p>	1, 4, 5	<p>AUTUMN TERM:</p> <p>SPRING TERM:</p> <p>SUMMER TERM:</p>

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

Budgeted cost: £51,450.10

Activity	Evidence that supports this approach	Challenge number(s) addressed	Impact to date
<p><i>Interventions- Accelerated Reader, Rapid Reading</i></p>	<p><i>EEF Teaching & Learning Toolkit: small group tuition/ one to one tuition.</i></p> <p>Computer based programme – selection of benchmarked books. Worked on with TA.</p> <p>Establish 1:1 or small groups interventions for disadvantaged pupils falling behind age-related expectations.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition</p> <p>Accelerated Reader licences = £1,983.60 Rapid Reader = £262.50 NTS Assessment = £1,170 Rocket Phonics = £435 Nessy Fingers = £215.50 50% TA salary = £10,054 15% TA salary = £1,665 10% TA salary = £1327</p> <p style="text-align: right;">Total - £17,112.60</p>	<p>1, 2, 4, 6</p>	<p>AUTUMN TERM: Accelerated Reader: Rapid Reading:</p> <p>SPRING TERM: Accelerated Reader: Rapid Reading:</p> <p>SUMMER TERM: Accelerated Reader: Rapid Reading:</p>
<p><i>Rocket Phonics - interventions</i></p>	<p>EEF (+5 months)</p> <p>Phonics has a positive impact in the development of early reading particularly children from disadvantaged backgrounds.</p> <p>https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/read-write-inc-and-fresh-start</p> <p>50% TA salary = £9705 50% TA salary = £5747</p>	<p>1, 2, 4, 6</p>	<p>AUTUMN TERM: SPRING TERM: SUMMER TERM:</p>

		Total - £15,452	
<i>Speech and Language Interventions: Reception</i>	EEF (+7 months) Communication and language approaches involve intentionally acting to develop young children's understanding of language and their ability and confidence to use language, and other strategies, to communicate effectively. 50% TA salary = £6786.50	3	AUTUMN TERM: SPRING TERM: SUMMER TERM:
<i>Nurture Provision</i>	EEF (+4months) I. 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. Social and emotional learning EEF (educationendowmentfoundation.org.uk) Extensive range of therapies available, depending upon the child's needs. Meet & greet, attendance monitoring, 50% of TA salary = £12,000 (Drawing and Talking / Lego Therapy) Drawing & Talking annual subscription - £99.00	2, 4	AUTUMN TERM: SDQ / Motional SPRING TERM: SDQ / Motional SUMMER TERM: SDQ / Motional

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

Budgeted cost: £2220

Activity	Evidence that supports this approach	Challenge number(s) addressed	Impact to date
<i>Residential/Trips Costs</i>	<p>Limits within cultural capital drive enrichment to provide greater opportunities for all PP children Improve pupil aspiration, pupil experiences/enrichment and self-motivation to succeed.</p> <p>Residentials: Y5 - £363.00 Y6 - £584.00 Y7 - £253.00</p> <p style="text-align: right;">Total subsidised Trips - £1200</p>	2, 4, 5	<p>AUTUMN TERM:</p> <p>SPRING TERM:</p> <p>SUMMER TERM:</p>
<i>Enrichment</i>	<p>Encourage participation in enrichment to access opportunities not available out of school.</p> <p>Autumn Term:</p> <p>1 x PP funded place every term for an afterschool club £1020</p>	2, 4, 5	
Uniform	Supporting PP in financial crisis with sourcing/ funding uniform	2, 4, 5	<p>AUTUMN TERM:</p> <p>SPRING TERM:</p> <p>SUMMER TERM:</p>

Total budgeted cost: £60,785

Activity	Evidence that supports this approach	Challenge number(s) addressed	Impact to date
<i>SALT interventions</i>	https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/communication-and-language-approaches	3	<i>See: Speech and Language Interventions: Reception</i>

Area	Total
Teaching	£7115.21
Targeted Academic Support	£51,450.10
Wider Strategies	£2220.00
Total spend of funding:	£60785.31
EYPP	

Service Pupil Premium (SPP)

Service Pupil Premium funding is allocated to mitigate the emotional and social impact of parental deployment and mobility, in line with guidance from the Department for Education and principles within the Armed Forces Covenant.

Research from the Forces in Mind Trust and the Naval Families Federation highlights that service children may experience increased anxiety, emotional dysregulation and reduced sense of stability during pre-deployment, deployment and reintegration phases.

Provision is therefore designed to strengthen emotional regulation, belonging and resilience.

Activity 2025-6 academic year

This details how we intend to spend our service pupil premium (SPP) **this academic year**.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £350

- Number of eligible pupils – 1

Activity	Evidence that supports this approach	Identified needs	Impact to date
<p>Bloom & Belong intervention:</p> <p><i>Taking care of the natural environment, building responsibility and a sense of belonging in nature.</i></p> <p>1 x SPP funded place every term for after-school club of choice</p>	<p>Research from the Ministry of Defence and Forces in Mind Trust indicates that service children are at increased risk of emotional disruption during parental deployment and school mobility. Service Pupil Premium funding is therefore best allocated to targeted pastoral support, structured transition provision and belonging-focused initiatives to mitigate these risks. Impact is monitored through attendance data, pupil voice and wellbeing indicators.</p> <ul style="list-style-type: none"> • Frequent school moves • Disrupted friendships • Gaps in curriculum continuity • Emotional stress during deployment 	<p>Increased social isolation, low sense of belonging, fragile peer networks</p> <p>Limited social opportunities during deployment</p> <p>Connection seeking with deployed parent</p>	

<p>I:I session child/parent activity time, e.g. building, baking, reading</p> <p>I:I Little Troopers deployment and separation-specific intervention (where required)</p>	<ul style="list-style-type: none"> • Behaviour changes during reunion periods <p>The Naval Families Federation and Forces in Mind Trust report increased emotional stress in children during:</p> <ul style="list-style-type: none"> • Pre-deployment • Deployment • Post-deployment reintegration <p>Common impacts:</p> <ul style="list-style-type: none"> • Sleep disruption • Increased anxiety • Emotional dysregulation • Behavioural changes • Withdrawal 	<p>Emotional stress pre-deployment/ post-deployment</p>	
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