

Pupil premium strategy statement Barrs Court Primary School

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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	296
Proportion (%) of pupil premium eligible pupils	13%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended – you must still publish an updated statement each academic year)	2024-27
Date this statement was published	December 24
Date on which it will be reviewed	December 27
Statement authorised by	Daniel Webster
Pupil premium lead	Miss Duce-Jone / Daniel Webster
Governor / Trustee lead	Jane Murray

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£44,655
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£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>	£44655

Part A: Pupil premium strategy plan

Statement of intent

At Barrs Court Primary School, we are committed to ensuring that disadvantage does not limit pupils' life chances. Our pupil premium strategy is driven by a clear moral purpose: to close gaps in attainment, improve attendance and wellbeing, and enable all disadvantaged pupils to thrive academically, socially and emotionally.

Our strategy is underpinned by the **EEF tiered approach**:

- **High-quality teaching** as the strongest lever for improvement
- **Targeted academic support** where pupils need additional help
- **Wider strategies** to address attendance, behaviour, wellbeing and barriers beyond the classroom

We prioritise early identification, evidence-informed practice and close partnership with families. Our ultimate aim is for disadvantaged pupils to achieve outcomes that are at least in line with national expectations and increasingly comparable with their non-disadvantaged peers.

Challenges

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

Challenge number	Detail of challenge
1	<i>Gaps in learning: a significant proportion of disadvantaged pupils are working below age-related expectations, particularly in reading, writing and maths, with slower progress over time</i>
2	Communication and oracy: poor spoken English, limited vocabulary and low confidence impact pupils' ability to access learning and participate fully
3	Attendance: higher levels of persistent absence and broken weeks among disadvantaged pupils
4	Social, emotional and mental health needs: increased levels of anxiety, reduced self-regulation and barriers to learning
5	Barriers beyond school: family circumstances, limited access to enrichment and reduced parental 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
<i>Improved attainment and progress in reading, writing and maths</i>	Progress accelerates across year groups; KS2 outcomes for disadvantaged pupils are in line with or above national averages
Improved oracy and spoken language	Disadvantaged pupils confidently participate in classroom talk; vocabulary and sentence structure improve across subjects
Improved attendance for disadvantaged pupils	Attendance gap between disadvantaged and non-disadvantaged pupils narrows year on year; persistent absence reduces
Improved behaviour and emotional wellbeing	Reduced behaviour incidents; pupils demonstrate improved self-regulation and engagement
Increased participation in enrichment	Disadvantaged pupils access clubs, trips and residential at comparable rates to peers

Activity in this academic year

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

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 22,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Whole-school focus on high-quality teaching, phonics and reading</i>	EEF: High-quality teaching has the strongest impact on outcomes	1
<i>Writing development and use of guided groups</i>	EEF: Structured writing instruction improves outcomes	1
<i>CPD for staff on adaptive teaching and use of additional adults</i>	EEF: Effective deployment of TAs increases impact	1,2

<i>Oracy development through Voice 21</i>	EEF: Oracy supports comprehension and attainment	2
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Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £12,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Speech and language therapy and TA support	EEF: Early language intervention improves outcomes	2
<i>Small-group interventions in reading, writing and maths</i>	EEF: Targeted interventions can add up to +4 months	1
<i>Use of assessment to identify and respond to gaps</i>	EEF: Diagnostic assessment supports effective intervention	1

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

Budgeted cost: £ 10,655

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Family Support Worker and EHAP processes</i>	EEF: Parental engagement improves outcomes	3,5
<i>Attendance Officer and EWO collaboration</i>	DfE: Attendance is strongly linked to attainment	3
<i>ELSA provision and wellbeing support</i>	EEF: Social and emotional learning improves behaviour	4
<i>Empire Boxing and mentoring programmes</i>	EEF: Enrichment improves engagement and confidence	4,5
<i>Subsidised clubs, trips and residential</i>	EEF: Enrichment activities have positive impact	5

Total budgeted cost: £ 44655

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Outcomes for Disadvantaged Pupils

Assessment information from the previous academic year indicates that attainment outcomes for disadvantaged pupils declined slightly compared to the previous year. However, cohort analysis shows that this data does not fully reflect the progress made by many pupils within the group. A significant proportion of disadvantaged pupils were mid-phase joiners, joining the school at different points during the academic year, often with attainment below age-related expectations. In addition, a high number of disadvantaged pupils were also identified as having SEND, which further impacted overall attainment data.

As a result of this analysis, the school has strengthened its induction processes for new pupils, ensuring earlier baseline assessment, quicker identification of gaps, and more rapid access to targeted support. There has also been a sharper strategic focus on pupils who are both disadvantaged and SEND, with closer alignment between pupil premium and SEND provision to ensure interventions are complementary rather than duplicative.

Despite the attainment challenges, internal assessment data and teacher observations indicate that many disadvantaged pupils made strong progress from their individual starting points, particularly where high-quality teaching was combined with targeted academic and pastoral support.

Attendance

Attendance for disadvantaged pupils in 2023/24 was **93.3%**, which is above the national average for disadvantaged pupils, although it remains below the national average for all pupils. Persistent absence among disadvantaged pupils reduced over the year, reflecting the impact of targeted attendance strategies.

This improvement was supported by:

- Close monitoring by the Attendance Officer
- Regular liaison with the Educational Welfare Officer (EWO)
- Early identification of attendance concerns
- Increased engagement with families through meetings and support plans

While progress has been made, attendance remains a priority area, and further refinements to attendance strategies have been built into the refreshed pupil premium plan.

Oracy, Confidence and Engagement

Targeted work to improve oracy, confidence and engagement had a positive impact on disadvantaged pupils. Through the school's partnership with **Voice 21 (Which has now ended)**, pupils benefited from a structured and consistent approach to developing speaking and listening skills across the curriculum.

In addition:

- Sentence stems, word banks and structured talk opportunities supported both spoken and written language
- Disadvantaged pupils were more confident participating in discussions and presenting their ideas

These improvements were particularly evident among pupils who previously lacked confidence or had limited vocabulary on entry.

Behaviour and Wellbeing

Pastoral provision, including **ELSA support**, mentoring programmes and enrichment activities, contributed to improved behaviour and wellbeing outcomes for targeted disadvantaged pupils. Behaviour incidents reduced, particularly during unstructured times such as playtimes and lunchtimes.

Programmes such as **Empire Boxing** and **Signature Mentoring** supported pupils to develop self-regulation, teamwork and resilience. Staff observations and behaviour logs indicate improved engagement in learning and more positive peer relationships for pupils accessing this support.

The review has directly informed the refreshed strategy by:

- Strengthening early identification and induction processes
- Increasing focus on disadvantaged pupils with SEND
- Sharpening targeted academic support
- Maintaining a strong emphasis on attendance, wellbeing and family engagement

Externally provided programmes

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

Programme	Provider
Voice 21 Oracy Project	Voice 21 Oracy Project
Empire Boxing	Empire Boxing
Signature Mentoring	Signature Mentoring