

# Pupil premium strategy statement – Barwell Church of England Academy 2024 - 2027

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 2025 – 2026.

## School overview

Detail	Data
Number of pupils in school	232
Proportion (%) of pupil premium eligible pupils	28%
Academic year/years that our current pupil premium strategy plan covers ( <b>3-year plans are recommended</b> )	2024-2025 2025-2026 2026-2027
Date this statement was published	December 31 <sup>st</sup> 2025
Date on which it will be reviewed	December 31 <sup>st</sup> 2026 (With a mid-year review)
Statement authorised by	V.Newman
Pupil premium lead	L.Stewart
Governor / Trustee lead	M.Spence

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£110,460
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> <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>	£110,460

# Part A: Pupil premium strategy plan

## Statement of intent

The vision at Barwell C of E Academy is:

Love thy neighbour in a flourishing school community.

A community with Jesus' protective love at heart, radiating love in all we do. A community that supports our neighbours to flourish, making sure all feel welcome, with a sense of belonging. A community that believes, if the climate is right, all can achieve to the highest, both academically and in mind, body and spirit.

At Barwell C of E Academy we aim for **all of our children** to achieve their full potential. We work to ensure that challenges are addressed so that **all disadvantaged** children are given the best opportunity to achieve exceptionally well.

### School Context

#### Background That Drives This Plan

Our school is not diverse in its intake with around 90% of our children classed as white British. A cursory glance at our deprivation levels suggests that, while our school is in an area where deprivation is above average, our pupil base deprivation is close to average. However, a deeper examination shows that this is not really an accurate portrayal of how deprivation impacts our children and the work we must do as a result of it.

Our research shows that roughly more than 90% of our children live in an area that is above average for deprivation for education. Over half of all of our children live in an area that ranks as being in the highest 30% for levels of deprivation in terms of education. This means that they are more likely to not do well at the end of Key Stage 2, Key Stage 4, are more likely to have poor attendance, and not be as likely to enter higher education. They are more likely to live with adults with no or low qualifications and who cannot speak English well. Therefore, as a junior school, it is imperative that we do everything that we can to improve academic outcomes at the end of Key Stage 2. We have to ensure that we focus on attendance so that it is better than the national average to counteract the disadvantage. We also need to investigate ways to support our families so that they can develop their knowledge and skills in order to support their children, but also to provide more opportunities for their families.

In addition, nearly half of our children are ranked as living in an area of above average deprivation for living in a household where income deprivation affects children (IDACI). We need to ensure that we have systems in place to support families so their children are not excluded from opportunities because of low income. This is easier for us to do

with children in receipt of pupil premium but harder to support those who are just above the threshold in low paid or unstable employment. We also need to be mindful of requesting money for fund raising etc. as this may put additional pressure on families.

It is worth noting that in 2024 – 2025 our Y6 cohort had a large proportion of disadvantaged children – higher than the national average and higher than Leicestershire’s average, so care needs to be taken when comparing this cohort’s outcomes with other cohorts/schools in the local area.

This current plan works towards our disadvantaged children achieving exceptionally well and meeting or exceeding national expectations by using PP funding to:

- address academic gaps
- address social and emotional concerns
- address and improve attendance concerns
- train and develop staff’s knowledge to support reading and basic maths skills
- train and develop staff’s knowledge and skills to support and challenge pupils to make the best possible progress in reading, writing and maths - whatever their starting points
- Build cultural capital
- Ensure equity in accessing school uniform and wider opportunities (Eg school trips, instrumental tuition and clubs)
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The key principles of our strategy plan to address the above at Barwell C of E academy:

- To strive to improve academic outcomes at the end of Key Stage 2 by providing quality first teaching and well researched and considered interventions
- To have a high priority focus on attendance
- To support families to develop their knowledge and skills generally
- To raise aspirations for children and families
- To monitor carefully so we can ensure that all children have access to the best provision and are not disadvantaged by any of the above

### **How we ensure high quality learning experiences for disadvantaged - through links with Governors and staff**

Strategic milestones reviews are identified and shared which fosters a clear understanding that supports constructive dialogue among staff and governors. Leaders offer support and challenge to staff and various senior staff track progress to agreed outcomes, holding staff to account. A link governor works closely with school leaders and they too support and challenge at key review points during the academic year. The outcomes of this work are then shared with the full board.

## **Challenges**

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

Challenge number	Detail of challenge
1	High number of pupils (28% Pupil Premium Autumn 2025) in receipt of Pupil Premium funding with over a quarter of these having identified special educational needs
2	Academic level gap between KS1 exit and KS2 entry levels - gaps in knowledge and fluency in maths and English is noted each year (a junior school challenge)
3	Attendance - almost a quarter of our Pupil Premium/FSM children have attendance levels of less than 95% at end of Autumn Term 25 even though, this group ended the 24 25 year with attendance above national FSM. They also had an attendance gap with Non FSM of 1.2% and a Persistent Absence percentage gap of 5.6% compared with non FSM pupils.
4	High numbers of pupils and families requiring emotional support, behaviour support, mental health support or other agency support. (Approximately 42% of Pupil Premium at start of Autumn Term 2025)
5	A lack of cultural capital (vocabulary gap, knowledge gap, wider first-hand experiences, lack of a home reading culture) and the cost-of-living crisis both have an impact on our disadvantaged children in particular. A lack of access to school uniform, clubs, trips, music tuition, residentials, and wider curriculum activities continues to be a priority.

## Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan-July 2027**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
1 SEND children are well supported and make good progress from their starting points	<ul style="list-style-type: none"> <li>Individual needs are swiftly identified and targeted through pupil progress meetings and then SEND monitoring. Timely and appropriate support is planned that follows assess/plan/do review cycle.</li> <li>High expectations and high-quality support/quality first teaching with good home/school communication ensure positive feedback from parents</li> <li>Any additional SEND funding is used appropriately to meet the needs of the individual and their challenges and circumstances</li> </ul>
2 Quality first teaching that enables gaps in knowledge and understanding from KS1 to be reduced and where possible, eradicated	<ul style="list-style-type: none"> <li>Individual needs are swiftly identified and targeted through pupil progress meetings. Timely and appropriate support is planned that follows assess/plan/do review cycle.</li> <li>High expectations and high quality support/quality first teaching with</li> </ul>

	<p>good home/school communication ensure positive feedback from parents</p> <ul style="list-style-type: none"> <li>• Use of five a day is embedded and evident during learning walks/quality assurance/coaching sessions etc</li> <li>• Use of metacognitive approaches to lesson design is embedded and evident during learning walks/quality assurance/coaching sessions etc</li> <li>• Mastering Number is taught consistently and effectively in all classrooms and this can be seen during learning walks/quality assurance/coaching sessions etc</li> <li>• Staff are skilled in quality questioning and feedback techniques that move pupil learning on and clarifies misconceptions and this can be seen during learning walks/quality assurance/coaching sessions etc</li> </ul>
<p>3 Good attendance (95% or ideally higher) for all of our FSM children (whilst keeping in mind an aspirational target of our ABIE overall school target for '25 - '26 of 96.4%)</p>	<ul style="list-style-type: none"> <li>• Attendance is over 95% for FSM group (2023 – 2024 was 94.6%, 2024 – 2025 was 95.2%)</li> <li>• Majority of FSM pupils have 95% or higher attendance.</li> <li>• Persistent Absenteeism is reduced for FSM group. (2023 – 2024 was 15.5%, 2024-2025 was 9.5%)</li> <li>• The gap between FSM and non FSM is reduced. (2023 – 2024 was 1.8%, 2024 – 2025 was 1.2%)</li> </ul>
<p>4 Pupils are supported and improve their social, emotional and/or mental health and overall wellbeing to flourish in our school</p>	<ul style="list-style-type: none"> <li>• Monitoring of disadvantaged pupils show overall good self-esteem, friendship fostering, self-efficacy and that targeted support is in place for pupils when they require it.</li> <li>• Monitoring also shows high standards of behaviour in class, in groups, during Explorers and free play</li> <li>• Any assessments (Eg Boxall) show improving outcomes for individuals receiving targeted support</li> </ul>
<p>5 Increased involvement and inclusion of disadvantaged children in the wider curriculum (Journey to Wellness Above and Beyond)</p>	<ul style="list-style-type: none"> <li>• Disadvantaged pupils across school access half priced sports clubs to support healthier lifestyles and experience new activities (in conjunction with Sports Premium funding)</li> <li>• Disadvantaged children are supported to pursue wider interests that our families may otherwise not afford - Eg instrumental tuition</li> </ul>

	<ul style="list-style-type: none"> <li>• Swimming, residentials and trips to be half funded to enable all pupil premium to access</li> <li>• Increased uptake for this group of children in leadership roles in our school</li> <li>• ELSA support to continue as needed along with Social Communication, SEMH for target children identified</li> <li>• Clear monitoring and evaluating systems are in place and show impact</li> </ul>
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## 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: £ 6,594

Activity	Evidence that supports this approach	Challenge number(s) addressed/ costings
Staff development - The development of effective feedback methods that helps pupils to improve their work and deepen their understanding (TDT)	EEF -The average impact of metacognition and self-regulation strategies is an additional six months' progress over the course of a year.  Providing feedback is a well-evidenced and has a high impact on learning outcomes. Effective feedback tends to focus on the task, subject and self-regulation strategies: it provides specific information on how to improve.	1+2 (4 hrs per wk HLTA cover)
Use of flexible groupings in maths as part of the '5 a day' approach to quality first teaching	EEF suggests +2 months for attainment groupings EEF small group tuition +4 months and especially good for PP children (with diagnostic assessment impact can be even greater)	1+2 No PP cost allocated
Quality Assurance/Curriculum development – subject leaders/SLT to monitor and support to identify and act on areas for	While curriculum quality and teaching effectiveness have always been fundamental to Ofsted inspections, the 2025 framework places even greater emphasis on curriculum intent, implementation and foundational skills to develop lifelong learners.	1+2 4 hours per week HLTA cover

<p>development in each subject (Weekly QA)</p>	<p>Foundation for effective teaching Ofsted highlights that curriculum design underpins all teaching. Without a clear plan, lessons risk becoming fragmented and disconnected.</p> <p>OFSTED framework 2025 also states:</p> <p>Ambition and equity - A strong curriculum ensures disadvantaged pupils and those with SEND have access to the same ambitious learning opportunities as their peers.</p> <p>Knowledge progression - Sequenced curriculum design helps pupils build knowledge cumulatively, supporting long-term memory and deeper understanding.</p> <p>Breadth and balance Ofsted warns against narrowing the curriculum too early. A broad design gives pupils exposure to multiple subjects, fostering creativity and critical thinking.</p> <p>Preparation for life Curriculum is seen as the “substance of education,” equipping pupils not just for exams but for employment, citizenship, and lifelong learning.</p>	
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### Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £ 21,240

Activity	Evidence that supports this approach	Challenge number(s) addressed/costings
1:1 Reading	<p>EEF One to One tuition (+5 months) States; Evidence indicates that one to one tuition can be effective, providing approximately five additional months’ progress on average.</p> <p>EEF reading comprehension strategies (+6 months)</p>	<p>1 +2 1x LSA 6 hrs per week PP funded (In addition to EHCP 1:1 reading)</p>
Phonics Intervention	<p>EEF states phonics has a positive impact on average (+5 months) with extensive evidence and is an important component in the development of early reading skills particularly for children from disadvantaged backgrounds.</p>	<p>1+2 No PP cost allocated</p>
ELSA	<p>Evidence from the EEF’s Teaching and Learning Toolkit suggests that effective SEL can lead to learning gains of +4 months over the course of a year.</p>	<p>4 30% of ELSA salary</p>
Coping with Anxiety	<p>Evidence from the EEF’s Teaching and Learning Toolkit suggests that effective</p>	<p>4</p>

	SEL can lead to learning gains of +4 months over the course of a year.	2 hours per week LSA
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## Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 82,626

Activity	Evidence that supports this approach	Challenge number(s) addressed
To employ a Family Link Worker to improve attendance	<ul style="list-style-type: none"> <li>The Education Endowment Foundation March 2022 undertook a rapid evidence assessment on attendance interventions and programmes</li> </ul> <p>‘ Interventions were categorized into nine types, including mentoring, parental engagement, responsive and targeted approaches, teaching of social and emotional skills, behaviour interventions, meal provision, incentives and disincentives, extra-curricular activities, and other.’</p> <p>Although it acknowledges more research, specifically in England, is needed, the methods generally saw improved outcomes for attendance.</p> <p>Working together to improve school attendance 2024: Schools must understand the need to; ‘be clearer on the link between improving attendance and wider school culture, including the importance of working in partnership with families to find supportive routes to improve attendance’</p>	3 20% of salary
To employ a Family link Worker to strategically plan how to support families and raise expectations	EEF Parental engagement studies show +4 months progress. There are also higher impacts for pupils with low prior attainment. It also states that “It is crucial to consider how to engage with all parents to avoid widening attainment gaps.”	4 30% of salary
To have a strategic lead for all vulnerable groups	EEF reports/toolkit Most strategy/interventions researched by EEF mention the need to carefully monitor and evaluate in order for tuition/strategies/interventions to prove successful and have the biggest impact. A strategic lead is necessary in order	1, 2, 3, 4 and 5 25% of salary

	for the Tiered Approach to Pupil Premium to be successful.	
To financially support disadvantaged children to attend clubs, trips, residential, music lessons, swimming lessons etc	<p>OFSTED School Inspection Handbook section about how they evaluate the curriculum (para 240 – 255 especially) sites the need for ‘schools equipping pupils with the knowledge and cultural capital they need to succeed in life.’ They state ‘it is the essential knowledge that pupils need to be educated citizens.’</p> <p>National Curriculum – Cultural Capital ‘is the essential knowledge that pupils need to be educated citizens, introducing them to the best that has been thought and said and helping to engender an appreciation of human creativity and achievement’</p> <p>EEF Arts participation (+ 3 months progress)</p> <p>Cite it can have an impact on other curriculum areas in addition to ‘the arts’ too.</p>	<p>5</p> <p>Residential - £4000</p> <p>Trips - £3000</p> <p>Clubs - £2000</p> <p>Cultural Capital JAM music tuition = £3,000</p> <p>Whole class ensemble Ukulele £4,000 +any follow on</p> <p>Explorer Resources = £2000</p>
To provide financial support for uniform	<p>EEF School Uniform</p> <p>Although there is no research that suggests that wearing a uniform directly impacts on attainment the EEF toolkit states;</p> <ul style="list-style-type: none"> <li>• Wearing a uniform is not, on its own, likely to improve learning, but can be successfully incorporated into a broader school improvement process which includes the development of a school ethos and the improvement of behaviour and discipline</li> <li>• If a uniform policy is in place, it is important to consider how to support families that may not be able to afford uniform</li> </ul>	<p>5</p> <p>Uniform £1000</p>
Pupil personal development - opportunities to develop talents and interests and wider experiences. (Explorer Time)	<p>National Curriculum – Cultural Capital ‘is the essential knowledge that pupils need to be educated citizens, introducing them to the best that has been thought and said and helping to engender an appreciation of human creativity and achievement’</p> <p>EEF Arts participation (+ 3 months progress)</p>	<p>5</p> <p>Project takes 5 x LSAs x 5 for 5 hours each week + training time week</p>

	Cite it can have an impact on other curriculum areas in addition to 'the arts' too.	
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**Total budgeted cost: £ 110,460**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils 2024 2025

**Academic outcomes for Disadvantaged children in 2024 – 2025 can be found below.** (All figures are based on IDSR December 2025.)

Subject	School disadvantaged outcomes 2025
Reading	55%
Writing	55%
Maths	45%
Reading/Writing/Maths Combined	36%

The context of this year 6 cohort is worth noting when looking at last year's results as we know that demographics of a year group do have an impact on results. This year group had over 40% disadvantaged and a high percentage of SEND children.

Although our overall results show a dip when compared to the previous year and are lower than national, our Reading, Writing and Maths combined percentage for Disadvantaged has been maintained and is 11% higher than in 2023.

Maths is a key school area for focussed development this current academic year for whole school and for Disadvantaged children too and a new curriculum is being implemented and closely monitored and evaluated.

**Attendance outcomes for disadvantaged/FSM children 2024 – 2025 can be found below.** (Data taken from DfE Similar Schools report for end of year.)

Pupil group	Your Attendance	Similar schools' median attendance
All pupils	96.2%	94.7%
Pupils with free school meals (FSM)	95.4%	92%
Pupils with no FSM	96.6%	96.3%

Attendance remains strong, as can be seen from the figures above. Attendance not only remains above national but also above the median attendance figures for similar schools too. This was also noted by OFSTED 2025, highlighting the school's proactive approach to improving attendance, emphasising strong relationships with families and effective monitoring systems.

Data shows that attendance is strong in all areas when compared to national statistics. All groups are above national groups too including disadvantaged and FSM. The gap between disadvantaged and non-disadvantaged for school remains at around 1% which we continue to aim to reduce and gaps in attendance groups are also being closely monitored.

### **Disadvantaged involvement in the wider curriculum**

Disadvantaged participation in residentials is generally improving. This was roughly 80% for the 5 day residential in 2023 – 2024, rising to roughly 86% in 2024 – 2025. For the 2 day residential this was roughly 88% in 2023 – 2024, rising to 92% in 2024 – 2025. We continue to aim for 100%.

Whole class music lessons have enabled 100% of year 4 in 2024 – 2025 to learn to play a musical instrument. Small group tuition had 13% of disadvantaged pupils attending in 2023 – 2024 and roughly the same in 2024 – 2025. Whole class music lessons continue to be a priority to enable 100% of disadvantaged children in a year group to have the opportunity to learn a musical instrument, with follow on lessons available too.

Leadership roles within school have also been a focus. In 2023 to 2024 only 50% of disadvantaged children took on these responsibilities. This has been a real focus for year 6 staff and has risen to 100% in 2024 – 2025. This must be maintained.

## **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.*

**NA**