Pupil Premium Strategy Statement 2024-2027



This statement details our school’s use of pupil premium (and recovery premium for the 2025 to 2026 academic year) 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

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| Detail | Data |
| School name | Pineham Barns Primary School |
| Number of pupils in school | 416 |
| Proportion (%) of pupil premium eligible pupils  (including service pupil premium) | 45 (11%) |
| Academic year/years that our current pupil  premium strategy plan covers (3 year plans are recommended) | 2024 – 2027 |
| Date this statement was published | September 2025 |
| Date on which it will be reviewed | July 2026 |
| Statement authorised by | Caroline Stewart |
| Pupil premium lead | Ian Sinnamon |
| Governor / Trustee lead | Performance Committee Chair – Liz White |

Funding overview

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| Detail | Amount |
| Pupil premium funding allocation this academic year  (including service pupil premium | £68,709.78 |
| Recovery premium funding allocation this academic year | N/A |
| 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 | £68,709.78 |

Part A: Pupil premium strategy plan

Statement of intent

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| At Pineham Barns Primary School all staff members aim to meet the pastoral, social and academic needs of disadvantaged pupils within a caring a nurturing environment. We are committed to nurturing a love for learning within our pupils, giving them the skills and knowledge to be ambitious and meet their full potential.  Our objectives are to:   * Remove barriers to learning created by family circumstance and background * Meet the social and emotional needs of our pupils, with a focus on wellbeing and developing resilience. * Narrow the attainment gaps between disadvantaged pupils and their non-disadvantaged counterparts both within school and nationally * Ensure all pupils are able to read fluently and with good understanding to enable them to access the breadth of the curriculum * Access a wide range of opportunities to develop their knowledge and understanding of the world   To achieve our objectives and overcome identified barriers we will:   * Provide all staff with high quality CPD to ensure that pupils’ academic and emotional needs are understood and met. * Provide targeted intervention and support to quickly address identified gaps in learning including any foundational knowledge. * Target funding to ensure that all pupils have access to trips, residentials, first hand learning experiences, uniform and other necessary resources. * Provide opportunities for all pupils to participate in enrichment activities including sport and music * Provide appropriate well-being support for pupils and families in order for pupils to access learning within and beyond the classroom. |

Challenges

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

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| Challenge number | Detail of challenge |
| 1 | Readiness for learning of pupils |
| 2 | Parental engagement / support at home / families emotional needs |
| 3 | Academic ability |
| 4 | School attendance and punctuality |
| 5 | Access to wider opportunities |

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.

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| Intended outcome | Success criteria |
| Reception GLD outcomes for disadvantaged pupils at Pineham are in line with those of non-disadvantaged pupils and exceed national averages for disadvantaged children. | * The percentage of disadvantaged pupils achieving a Good Level of Development (GLD) is equal to or greater than that of non-disadvantaged pupils within Pineham Primary. * Disadvantaged pupils at Pineham meet or exceed the national average GLD for disadvantaged children. * No significant attainment gap exists between disadvantaged and non-disadvantaged pupils in GLD outcomes. * Disadvantaged pupils demonstrate strong performance across all prime areas and literacy/maths. |
| Year One Phonics outcomes for disadvantaged are in line with outcomes for non-disadvantaged and above that of national disadvantaged outcomes. | * Disadvantaged pupils at Pineham achieve a Phonics screening score of 32 or above, matching the expected standard. * The percentage of disadvantaged pupils passing the Phonics screening check is equal to or greater than that of non-disadvantaged pupils within the school. * The percentage of disadvantaged pupils passing the Phonics screening check is above the national average for disadvantaged pupils * No significant gap exists between disadvantaged and non-disadvantaged pupils in terms of phonics attainment. * Progress measures show that disadvantaged pupils are making expected or better-than-expected progress from their starting points in phonics. |
| KS2 SATs combined outcomes for disadvantaged pupils are in line with Pineham’s consistently high overall outcomes and exceed national averages for disadvantaged children. | * The percentage of disadvantaged pupils achieving the expected standard in reading, writing, and maths combined is equal to or greater than that of non-disadvantaged pupils at Pineham. * Disadvantaged pupils at Pineham outperform the national average for disadvantaged pupils in combined KS2 SATs outcomes. * No significant attainment gap exists between disadvantaged and non-disadvantaged pupils in combined KS2 outcomes. * Progress scores for disadvantaged pupils in reading, writing, and maths are at least in line with national progress scores and ideally show positive value-added. * Internal tracking and pupil-level data show sustained progress from prior key stages, with disadvantaged pupils meeting or exceeding expected trajectories. |
| Pupils in receipt of pupil premium funding are supported to participate in sports, music, language clubs, and other enrichment activities that nurture the whole child and raise aspirations | * 100% of pupil premium pupils are offered funded access to at least one enrichment activity per term, such as sports, music, or language clubs and the uptake of this is consistently high (90%+). * Participation rates among pupil premium pupils in enrichment activities are equal to or greater than those of non-disadvantaged pupils. * Pupil voice surveys show increased confidence, enjoyment, and aspiration among disadvantaged pupils who take part. * Staff observations and assessments show improved social, emotional, and communication skills linked to enrichment participation. |
| Disadvantaged children have access to well-being support that helps address barriers to learning and improve attendance. | * All disadvantaged pupils are offered timely access to well-being support, such as counselling, mentoring, pastoral care, or external services. * Staff can identify and refer pupils for well-being support using a clear, consistent system, with follow-up actions tracked. * Pupil voice surveys show improved emotional well-being, sense of belonging, and readiness to learn among disadvantaged pupils receiving support. * Attendance for supported disadvantaged pupils improves over time, with measurable reductions in persistent absence. * Barriers to learning—such as anxiety, behaviour, or social challenges—are reduced, as evidenced by teacher feedback, behaviour logs, or progress data. * Case studies demonstrate how well-being support has led to improved engagement, attainment, or attendance. |
| The school maintains high attendance levels among disadvantaged pupils, exceeding national averages for this group. Persistent absence is actively reduced through bespoke strategies tailored to individual needs. | * Overall attendance for disadvantaged pupils is at or above 95%, in line with national expectations and Pineham’s whole-school average. * Attendance for disadvantaged pupils exceeds the national average for disadvantaged children, based on the latest DfE data. * The gap between disadvantaged and non-disadvantaged attendance is less than 1 percentage point, indicating equity. * Persistent absence (defined as attendance below 90%) among disadvantaged pupils is below national levels and shows year-on-year improvement. |

Activity in this academic year

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

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £58,409

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| CPD for all staff on individual identified needs | Staff are able to better support and meet the varied needs of pupils. | 1 & 3 |
| Funding to support training for TAs for high quality intervention. | Impact of TAs delivering interventions in small groups shows increase on attainment (*supported by EEF 2021*) | 1 & 3 |
| Salary for additional KS2 teacher | Reduced class sizes (ratio of 1:15) ensuring more teacher pupil interaction and focus | 1 & 3 |
| Salary for additional KS1 Teaching Assistants. | Reduced group sizes (ratio of 1:6 or less) ensuring more teacher / TA pupil interaction and focus.  Identified gaps able to be covered in small group  *(supported by EEF 2021)* | 1 & 3 |
| Salary for additional Ks2 Teaching Assistant | Reduced group sizes (ratio of 1:6 or less) ensuring more teacher / TA pupil interaction and focus.  Identified gaps able to be covered in small group | 1 & 3 |

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

Budgeted cost: £5,924

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Training for additional programmes (HFL Fluency Project – Reading) | Pupils make accelerated progress. Pupils are at least in-line with all others pupils nationally  Gaps are filled  *(supported by EEF 2021)* | 1 & 3 |
| Salary for Additional KS2 intervention focusing on foundational knowledge gaps | Small group focussed intervention has been shown to have positive impact on progress (*supported by EEF*) | 1 & 3 |
| Funding to allow access to external agencies for well-being support | By tackling and removing well-being barriers children will be more mentally healthy, impacting positively on their readiness for learning (*supported by EEF*) | 1, 3 & 4 |

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

Budgeted cost: £4,376

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Funding for uniform, equipment, resources and school trips. | All pupils have the necessary equipment.  Pupils have access to a wide range of activities within and beyond the curriculum experience to enhance their cultural capital. | 1, 2 & 5 |
| Funding for access to before and after school clubs and interests | Pupils have access to a wide range of activities within and beyond the curriculum experience to enhance their cultural capital.  Supporting working parents with wrap around care. | 1, 2, 4 & 5 |
| Salary of well-being support staff | Pupils are safe and are confident in themselves and can manage their emotions effectively  Strengthened partnership with parents/carers.  *(supported by EEF 2021)* | 1, 2 & 4 |
| Training for well-being staff to support pupils and families | Staff are able to more effectively meet a varied range of emotion needs.  *(supported by EEF 2021)* | 1, 2 & 4 |
| Funding for bespoke attendance strategies to increase attendance and decrease persistent absence / lates | Individualised, bespoke strategies can increase attendance as children are more onboard with the process and motivated to meet goals. | 1, 2, 3 & 4 |
| Funding for breakfast club. | All pupils have a settled start to the school day and are ready for learning  No pupil starts the day hungry. | 1, 2 & 4 |

Total budgeted cost: £68,709.78

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

**Key areas of impact 24/25**

We have analysed the performance of our school’s disadvantaged pupils during the previous academic year, drawing on national assessment data and our own internal summative and formative assessments.

The data demonstrated that:

* In Reception, 100% of disadvantaged children (2/2) achieved GLD.
* 80% of disadvantaged children (8/10) passed the phonics screening check in June 25.
* In Year Four, 73% of Disadvantaged children (8/11) achieved 25/25 on the MTC check.
* 83% of disadvantaged children achieved the expected standard (10/12) and 25% (3/12) achieved greater depth in Reading, Writing and Maths combined in the KS2 SATs.

To help us gauge the performance of our disadvantaged pupils we compared their results to those for disadvantaged and non-disadvantaged pupils at national and local level and to results achieved by our non-disadvantaged pupils.

The data demonstrates that disadvantaged children at Pineham Barns:

* **Reception GLD Assessments**: Disadvantaged children at Pineham significantly outperform their peers nationally, with 100% achieving a Good Level of Development (GLD) compared to the national average of 52% for disadvantaged and 62% for non-disadvantaged children. Notably, they also outperform Pineham’s own non-disadvantaged cohort (85%).
* **Year 1 Phonics Screening**: Disadvantaged children at Pineham achieve a 80% pass rate, exceeding the national average for disadvantaged children (68%) and aligning closely with the national average for non-disadvantaged children (81%).
* **Year 4 Multiplication Tables Check (MTC)**: Pineham’s disadvantaged children (73%) perform in line with the school’s non-disadvantaged cohort (77%) and significantly outperform national averages for both disadvantaged (25%) and non-disadvantaged children (34%).
* **Key Stage 2 Assessments**: Disadvantaged pupils at Pineham achieve an 83% pass rate combined, far exceeding the national average for disadvantaged children (46%) and performing in line with Pineham’s non-disadvantaged cohort (87%), which itself is well above the national average for non-disadvantaged children (62%).

We have also drawn on school data and observations to assess wider issues impacting disadvantaged pupils' performance, including attendance, behaviour and wellbeing.

The data demonstrated that:

* Attendance for disadvantaged pupils remains consistent (94.6%) across the academic year and is slightly above national attendance of 92.7% for all children in education. It is significantly above disadvantaged children nationally (89%), however is slightly below Pineham attendance at 97%.
* Persistent absence is below national at 13.2% compare to 19.2%, but is significantly above non-disadvantaged at Pineham at 2.9%
* 47% of our disadvantaged children and families had access to bespoke well-being support offer.
* The behaviour and attitudes of our disadvantaged children continues to be exceptional and all children attend school ready to learn, supported by our wrap around strategies and robust monitoring process. No disadvantaged children were on internal or external exclusion in the academic year 24/25.
* 80% of disadvantaged children had accesses to a fully funded enrichment club for at least 1 term in the academic year. The introduction of free and varied clubs such as computing, chess, multiskills and cross country enabled the school to target specific children.

Based on all the information above, the performance of our disadvantaged pupils met expectations, and we are at present on course to achieve the outcomes we set out to achieve by 2024/25, as stated in the Intended Outcomes section above.

Our evaluation of the approaches delivered last academic year indicates that:

* The funding used to offer additional staff in key areas has impacted positively on the outcomes of disadvantaged pupils and has ensured that in the majority of areas Pineham Barns disadvantaged children outperform children nationally.
* Well-being for our families is a fundamental aspect of our offer at Pineham Barns and through our Family Support Worker, funded partly through Pupil Premium funding, we are able to give families the support they need.
* Attendance strategies targeting the children with the lowest attendance has had significant impact. This will be a priority focus in September 2025 and key children have been identified.
* Disadvantaged children through use of funding were able to access a wide variety of additional clubs and trips, giving them opportunities beyond the academic and raising aspirations for their future.
* Whilst the percentage of children having access to enrichment clubs was below our target of 90% a majority of children have still had access to this offer. In the academic year 25/26 we will focus on clubs within school time (lunchtimes) as this reduces the strain on parents dropping off or collecting their children, which has been noted as a challenge when collecting parent voice.

We have reviewed our strategy plan and made changes to how we intend to use some of our budget this academic year. The Further Information section below provides more details about our planning, implementation, and evaluation processes.

Service pupil premium funding

*The school did not have any pupils in receipt of service pupil premium in 2024/25*

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*

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| Programme | Provider |
| TT Rockstars | Play.ttrockstars.com |
| SwitchOn Reading | <http://www.targetliteracy.co.uk/interventions/switch_on> |
| Seesaw (Online Platform) | <http://web.seesaw.me> |