

## Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery 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
School name	Barningham CEVC Primary School
Number of pupils in school	66
Proportion (%) of pupil premium eligible pupils	<b>FSM: 10 LAC: 0 Serv:0</b> 10 pupils (15%)
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	3 years (2 <sup>nd</sup> year of current plan)
Date this statement was published	20.12.25
Date on which it will be reviewed	31.12.26
Statement authorised by	HT & Governors
Pupil premium lead	Craig Smith
Governor / Trustee lead	Claire Walker

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£16,747
Recovery premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£16,747

# Part A: Pupil premium strategy plan

## Statement of intent

At Barningham CEVC Primary school, our mission statement is to grow in faith, grow in our learning and grow our future world. We have a strong belief that this concept of growth and ambition is key for our disadvantaged pupils as well as our whole pupil community.

As a small, rural village school, our pupils face the disadvantage that rurality brings from lack of access to public transport and suitable road networks as well as the social isolation and lack of public spaces/activities to be a part of.

Our goal is to be a community hub for families and the community alike, a supportive structure for early help and intervention and to be true champions for all our pupils whether disadvantaged or not.

One of our values is 'to be ambitious' and this is something we hold true to when creating our strategy for pupil premium. We have the fundamental belief that all children need access to high quality teaching and this forms the heart of our strategy. In addition to this, a strong focus on early identification and support with phonics, reading and language development through a strong early years provision. This way, pupils are caught early to reduce the attainment gap over time between disadvantaged pupils and their peers.

There is also a strong link between mental health and our disadvantaged pupils and therefore our wellbeing strategy and support network is woven throughout our wider school strategies through emotional literacy support and through external agencies where applicable. This includes a focus on attendance and ensuring that disadvantaged pupils' attendance improves to ensure they are able to make progress in their learning.

In the last academic year, we have seen high levels of mobility with many pupils leaving and joining throughout the year. Over the last few years, we have seen a decrease in the proportion of pupils eligible for pupil premium attending our school. From 26% of pupils in 2020 to 15% in 2025. This has meant that we have adapted our strategy to reflect this change within our school.

Above all, our pupil premium strategy is based on analysis of the needs of individual pupils and is regularly assessed and reviewed to meet the needs of all of our learners, championing them all to be ambitious and reach their full potential.

## Challenges

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

Challenge number	Detail of challenge
1	Evidence suggests that disadvantaged pupils are less likely to pass the phonics screening check than their peers. This negatively impacts their development as readers into key stage two.
2	Evidence collated indicates underdeveloped <b>oral language skills and vocabulary gaps</b> among many disadvantaged pupils.
3	Internal assessments indicate that <b>maths attainment</b> among disadvantaged pupils is below that of non-disadvantaged pupils, particularly in relation to <b>basic number skills</b> .
4	Internal attendance data indicates that there is a correlation between those persistently absent and those that are disadvantaged.
5	Observations and pupil progress meetings indicate that there is a strong correlation between SEND and pupil premium.
6	Evidence collated has identified <b>social and emotional issues</b> for many pupils, notably due to low self-esteem, confidence, and anxiety. This is also interwoven with safeguarding concerns where all children open to CIN or Early Help are also pupil premium. These challenges particularly affect disadvantaged pupils, including their attainment.
7	<b>New arrivals</b> during the academic year 2024-2025 indicate that 50% of these new pupils are in receipt of the pupil premium grant. Half of these pupils have attended multiple schools before attending Barningham CEVCP.

## 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 outcomes in phonics and reading attainment for disadvantaged pupils in key stage two.</i>	By 2026-2027: <ul style="list-style-type: none"> <li>- children in key stage two with low phonological awareness will make progress in line with their peers.</li> <li>- Disadvantage reading attainment will be broadly in line with national by the end of KS1 and KS2</li> </ul>
<i>Improved oral language and vocabulary skills for disadvantaged pupils</i>	By 2026-2027: <ul style="list-style-type: none"> <li>- Observations and assessments will indicate improved language skills</li> <li>- EYs pupils will leave Reception with suitable language skills following early intervention</li> </ul>
<i>Improved attainment in maths basic skills for all pupils, particularly our disadvantaged pupils</i>	By 2026-2027: <ul style="list-style-type: none"> <li>- Maths attainment in EYs, KS1 and KS2 will show sustained improvement</li> <li>- Maths progress scores will be above 0 in KS2</li> <li>- Y4 MTC will indicate at least 70% of disadvantaged pupils pass</li> </ul>
<i>To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.</i>	By 2026-2027: <ul style="list-style-type: none"> <li>- the overall absence rate for all pupils being no more than 4%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced by 1%.</li> <li>- the percentage of all pupils who are persistently absent being below 5% and the figure among disadvantaged pupils being no more than 3% lower than their peers.</li> </ul>
<i>Improved outcomes in reading, writing and maths for our disadvantaged pupils who are also on the SEND register.</i>	By 2026-2027 <ul style="list-style-type: none"> <li>- attainment in reading, writing and maths will show sustained improvement.</li> </ul>

<p><i>To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.</i></p>	<p>By 2026-2027:</p> <ul style="list-style-type: none"> <li>- qualitative data from student voice, student and parent surveys and teacher observations will indicate improved wellbeing</li> <li>- Children will be able to speak confidently to improve their mental health and wellbeing</li> <li>- a significant increase in participation in enrichment activities, particularly among disadvantaged pupils</li> </ul>
<p><i>To have a robust induction plan for new arrivals so that handover is appropriate and pupils are given the best start to their new school setting</i></p>	<p>By 2026-2027:</p> <ul style="list-style-type: none"> <li>- qualitative data from student voice, student and parent surveys and teacher observations will indicate a robust induction</li> <li>- Needs are assessed both academically and socially to support in planning best ways to support pupils when joining the school.</li> <li>- Appropriate handover from previous school will ensure that all SEND, safeguarding and academic needs are known as soon as a pupil joins so that we can continue the work from the previous school, prioritising the impact on progress.</li> </ul>

## 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: £ 8,502

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Enhance maths curriculum and teaching of maths</p> <p>Investment in staff training for maths and early number development with the Maths Hub and White Rose CPD</p> <p>Bespoke training on a mixed age curriculum</p> <p>Continue to use Times Tables Rockstars</p> <p>Continue to implement mastering number sessions in KS1 and EYs</p>	<p><a href="#">Research Review Series: Maths</a> high-quality maths education may have the following features</p> <p>School-wide approaches to calculation and presentation in pupils' books.</p> <p>School-wide approaches to providing time and resources for teachers to develop subject knowledge and to learn valuable ways of teaching from each other.</p> <p>Multiplication tables check</p>	3
<p>Investment in staff training around oral literacy and language development, speech and language and NELI. Focus on whole class implementation of NELI within EYFS</p> <p>Subscription to WalkThru package with a particular focus on oral literacy</p>	<p><a href="#">EEF Oral Language Interventions</a> Training can support adults to ensure they model and develop pupils' oral language skills and vocabulary development.</p> <p>Early Years Baseline for September 2025</p>	2 and 7
<p>Continue to implement a DfE validated Systematic synthetic phonics programme (SSP) to</p>	<p><a href="#">DfE Choosing a phonics teaching programme</a> <a href="#">EEF Phonics</a></p>	1 and 7

secure stronger phonics teaching for all pupils.	Schools take an approach that is rigorous, systematic, used with fidelity (any resources used should exactly match the Grapheme Phoneme Correspondence (GPC) progression of their chosen SSP approach), and achieves strong results for all pupils, including the most disadvantaged.	
Purchase NTS diagnostic tests to ensure robust methods of assessment and gap analysis.	<a href="#">EEF Guide to the Pupil Premium</a> Gaining a thorough knowledge of your disadvantaged pupils levels of attainment is the first step in developing an effective pupil premium strategy.	1, 3 and 7

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

Budgeted cost: £ 4,902

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional phonics sessions targeted at disadvantaged pupils who have fallen behind	<a href="#">EEF Phonics</a> Most studies of phonics are of intensive support in small groups and one to one with the aim to supporting pupils to catch up with their peers. The effects of one to one tends to be a little higher (+5 months) compared with small group interventions (+4 months)	1 and 7
Continue to Implement NELI within Reception focusing on early identification	<a href="#">EEF NELI Training Model</a> We are part of this training model currently. NELI has demonstrated its potential to support young pupils in need of support with spoken language.	2
Targeted support for pupils in key stage two who do not pass the phonics screening check, through Precision Teaching, Reciprocal Reading and Number Stacks intervention	<a href="#">EEF Small Group Tuition</a> One to one tuition and small group tuition are both effective interventions. However, the cost effectiveness of teaching in small groups indicates that greater use of this approach may be worthwhile.	1 and 5

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

Budgeted cost: £ 3,343

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Emotional Literacy Support Assistant time to be allocated to disadvantaged pupils</p> <p>Subscription to ELSA website and resources</p> <p>Embed whole school strategy for mental health and wellbeing including training and working with mental health support team</p>	<p><a href="#">EEF Social and Emotional Learning</a></p> <p>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. This finding, however, has very low security, so schools should be especially careful to monitor the efficacy of SEL approaches in their settings.</p>	<p>4 and 5 and 6 and 7</p>
<p>To continue to embed good practice for attendance through working closely with EWO and reviewing attendance procedures</p> <p>Working with families through early help and external agencies for support</p>	<p><a href="#">DfE Improving School Attendance</a></p> <p>Use attendance, pastoral and SEND staff who are skilled in supporting pupils and their families to identify and overcome barriers to attendance.</p> <p>Create action plans in partnership with families and other agencies that may be supporting families, for example, children's social care and early help services. Commission or deliver interventions to improve attendance.</p>	<p>4 and 6 and 7</p>

**Total budgeted cost: £16,747**

## Part B: Review of outcomes in the previous academic year

### Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils

At the end of the academic year 2024/2025 we had 0 disadvantaged pupils in EYFS, 1 pupil in Y1 and 10 pupils in Y2-Y6. This makes 11 pupils in total out of our full cohort of 74. A proportion of 15% pupil premium pupils within our school.

We had significant mobility within our school year 2024/2025 particularly for pupil premium pupils. The below table indicates the leavers and joiners from last year and as a small school this effects our cohort as well as our school data set as the numbers do not reflect the same pupils from last year.

	Leavers since Summer 2024	Joiners since Summer 2024
<b>Total pupils</b>	4	4
<b>Boys</b>	4	3
<b>Girls</b>	0	1
<b>Pupil Premium</b>	4	2
<b>SEND</b>	3	2

There were 0 pupil premium pupils in Reception in 2024/2025.

In phonics, there was 1 disadvantaged pupils who did not achieve the expected standard in phonics in Y1. There were no disadvantaged pupils in Y2.

In KS2 SATS, there were 2 disadvantaged pupils who both achieved age related expectation in reading, writing, maths and grammar. This meant 100% of pupil premium pupils achieved the expected standard.

#### Attainment of PP pupils Summer 2025 (Y1-Y6)

	Pupil Premium	Non Pupil Premium	Difference
<b>Reading</b>	46%	78%	-32%
<b>Writing</b>	55%	71%	-16%

<b>Maths</b>	46%	60%	-14%
--------------	-----	-----	------

**Progress of PP Pupils Summer 2025 (Y1-Y6)\***

	Pupil Premium	Non Pupil Premium	Difference
<b>Reading</b>	90%	80%	+8%
<b>Writing</b>	90%	86%	+2%
<b>Maths</b>	78%	84%	-6%

*\* This indicates the proportion of pupils who have made expected or better than expected progress of 6 steps or more. This does not include the two new arrivals who joined mid year.*

Pupil premium pupils are making progress at a similar or faster rate than their peers across reading and writing, with internal data indicating particularly strong progress from those who have been in the school over time, especially in reading and mathematics. However, attainment data shows that the gap between pupil premium and non-pupil premium pupils has widened compared to the previous year.

This reflects the significant mobility within this small cohort, with four pupil premium pupils leaving and two joining during the year. With a total of 11 pupils, each individual represents approximately 9% of the group, meaning that the attainment of new pupils, who joined working below age-related expectations, has had a notable impact on overall outcomes.

Despite this, the progress of 'homegrown' pupil premium pupils demonstrates that the school's strategies are supporting pupils to make strong gains from their starting points. Moving forward, the school recognises the need to accelerate progress further so that pupil premium pupils not only sustain strong progress but also close the attainment gap with their peers.

The school's focus on mathematics this year is beginning to show a positive impact for pupil premium pupils. Attainment data indicates that the gap between pupil premium pupils and their peers is smaller in mathematics than in reading and writing. Notably, 100% of pupil premium pupils achieved the expected standard in the KS2 mathematics SATs.

Whole-school staff training, alongside a clear focus on effective mixed-age teaching, has strengthened classroom practice and is supporting improvements in both attainment and progress. The introduction of Numberstacks as a targeted intervention has supported pupil premium pupils, particularly those also on the SEND register, to

develop their mathematical fluency and secure key number skills, enabling them to access their maths learning more confidently.

In addition, increased support from the Maths Hub has enabled the school to further refine a curriculum that is appropriate for mixed-age classes. While this work will take time to fully impact on outcomes, early indications are that it is beginning to have a positive effect.

However, the school recognises that further work is needed to secure consistent mathematical fluency for all pupil premium pupils. This remains a priority within the School Development Plan to ensure that pupil premium pupils continue to make strong progress and that the attainment gap continues to diminish over time.

Attainment in reading indicates that the gap between pupil premium pupils and their peers has widened compared to the previous year. In addition to the contextual changes within this group, it is particularly evident in upper Key Stage 2, where pupil premium pupils, especially those also on the SEND register, are finding it more challenging to access increasingly complex texts as the demands of the curriculum increase.

Phonics outcomes lower down the school remain strong, with pupil premium pupils developing secure early reading skills, demonstrating the positive impact of early reading provision. However, as pupils move through the school, the focus now needs to shift towards strengthening reading comprehension to ensure these early gains translate into sustained success.

The Year 5 cohort includes a higher proportion of pupil premium pupils, which has contributed to this picture. In response, the school has introduced a renewed focus on developing reading comprehension through the implementation of Reciprocal Reading approaches. This is designed to strengthen pupils' understanding of texts, build confidence when engaging with more complex material, and support them in accessing the wider curriculum more effectively.

The school recognises that improving reading outcomes for pupil premium pupils remains a key priority and will continue to focus on targeted strategies to accelerate progress and reduce the attainment gap over time.

### **Contextual Changes**

In the last few academic years, we have seen high levels of mobility with many pupils leaving and joining throughout the previous years. Over the last few years, we have seen a decrease in the proportion of pupils eligible for pupil premium attending our school. From 26% of pupils in 2020 to 15% in 2025. We have also had pupil premium pupils leave the school, and new pupil premium pupils join the school. This has meant that we have adapted our strategy to reflect this change within our school.

This is especially true for service pupils where in 2020 we had 13 service pupils compared with 0 in 2025.

Due to the work on attendance last academic year, the gap between pupil premium pupils and their peers significantly reduced where in fact, attendance for pupil premium pupils was higher than average when compared with their non pupil premium peers. This will remain on the strategy to ensure this is maintained through the next academic year.

## 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*

Programme	Provider
RWI Phonics	Ruth Miskin
The Write Stuff	Jane Considine

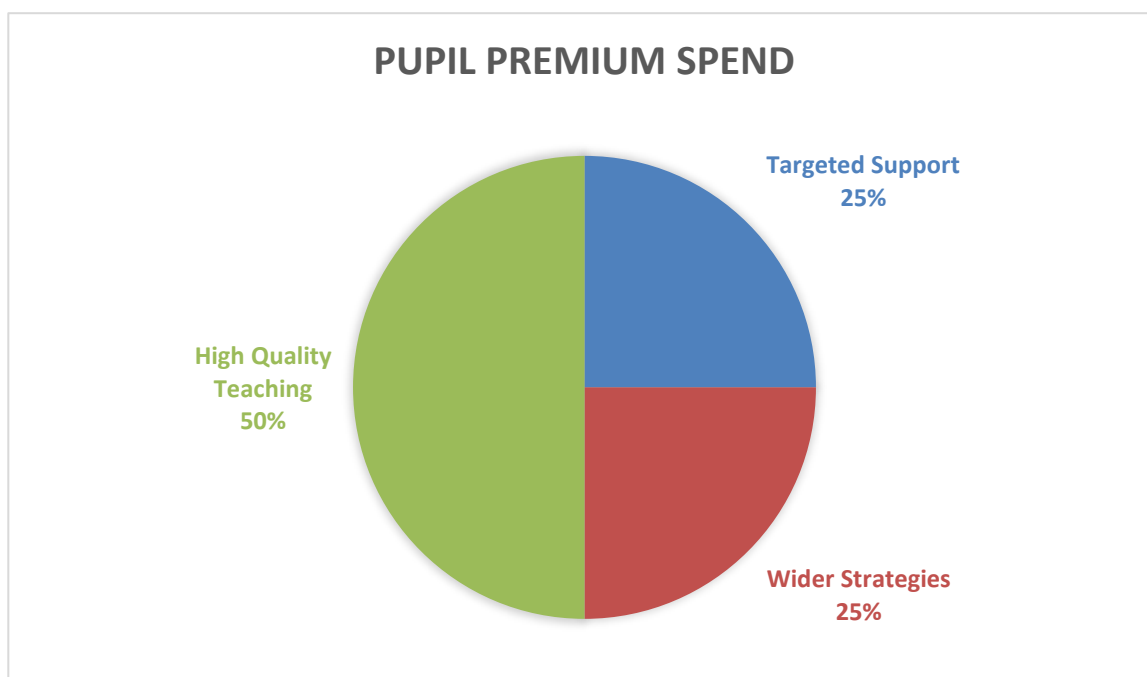
## Service pupil premium funding (optional)

*For schools that receive this funding, you may wish to provide the following information:*

Measure	Details
How did you spend your service pupil premium allocation last academic year?	N/A
What was the impact of that spending on service pupil premium eligible pupils?	N/A

## Further information (optional)

This diagram indicates how the school uses the PP grant to ensure high quality teaching, targeted support and wider strategies throughout the school.



### **High Quality Teaching**

Walkthrus  
 Maths Training  
 The Write Stuff training  
 RWI Phonics support and training  
 SALT  
 Subject leader release for monitoring  
 White Rose  
 Developing Experts  
 Phonics Training  
 NTS Assessment Tests  
 NELI  
 Maths Hub  
 English Hub

### **Targeted Support**

1:1 Tuition  
 Small Group Tuition  
 Fast Track Phonics  
 Number Stacks Intervention  
 Reciprocal Reading  
 Paired Reading  
 Pupil Progress Meetings

### **Wider Strategies**

ELSA  
 Attendance Support  
 Uniform  
 Trips  
 Breakfast clubs and after school club  
 Parent engagement  
 Early Help