

Pupil premium strategy statement

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 effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Bar Hill Primary School
Number of pupils in school	230
Proportion (%) of pupil premium eligible pupils	12.1%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2025/2026 – 2028/2029
Date this statement was published	December 2025
Date on which it will be reviewed	December 2026
Statement authorised by	Charlotte Linden
Pupil premium lead	Charlotte Linden
Governor / Trustee lead	Ellie Tod

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£52,923
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	£52,923

Part A: Pupil premium strategy plan

Statement of intent

At Bar Hill Primary School we have high aspirations for all children, ensuring that every pupil makes at least good progress across all subject areas. We recognise the challenges faced by many of our vulnerable and disadvantaged children and place high-quality teaching at the heart of our approach. This enables staff to understand how best to support every individual, ensuring that no child is left behind.

All stakeholders share a strong commitment to ensuring disadvantaged children receive the best possible support to thrive academically, socially and emotionally. Our ambition is for disadvantaged pupils to achieve as well as their peers, make excellent progress, and leave primary school fully prepared for the next stage of their education and life beyond.

- We aim for our disadvantaged children to:
 - **Be confident, articulate, and self-motivated learners**, engaging positively in all aspects of learning and wider school life.
 - **Achieve strong academic progress** in phonics, reading, writing, and maths, meeting at least national standards and being well prepared for the next stage of education.
 - **Access a broad, well-sequenced curriculum**, making strong progress across all subjects.
 - **Flourish socially and emotionally**, with access to in-school therapeutic services and support for mental health and well-being.
 - **Attend well**, with attendance above 96%, so gaps in learning are minimised and progress is not affected by absence.

Our strategy is rooted in recent, well-respected research to ensure the greatest impact. Many of the approaches we use to support disadvantaged children also benefit non-disadvantaged children, particularly through high-quality CPD and focused classroom strategies.

To achieve our aims, we will:

- Invest in staff training and development.
- Use evidence-informed practice, rooted in robust diagnostic assessment.
- Ensure all disadvantaged children are challenged appropriately in the work they are set.
- Act early to intervene at the point need is identified.
- Ensure collaboration between Pupil Premium leads, Headteachers, and SENDCos across the Trust.
- Effectively utilise additional TA support.
- Plan personalised interventions.

- Provide counselling and non-academic support where appropriate.
- Seek strong parental engagement to support learning at home.

Challenges

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

Challenge number	Detail of challenge
1	<p>Language</p> <p>Assessments, observations, and pupil discussions highlight under-developed oral language skills and vocabulary gaps among many disadvantaged pupils. These challenges are evident from Reception through to Key Stage 2 and are generally more pronounced in disadvantaged pupils compared to their peers. Addressing these gaps is a key priority, as strong language skills underpin success across the curriculum and support social and emotional development.</p>
2	<p>SEND</p> <p>A significant proportion of pupils in receipt of Pupil Premium funding also have Special Educational Needs and Disabilities, which can influence overall attainment data. As of December 2025, 43% of our disadvantaged pupils are on the SEND register. This dual disadvantage presents additional challenges, and our strategy prioritises tailored support to ensure these pupils make strong progress from their individual starting points.</p>
3	<p>SEMH</p> <p>We are seeing a growing level of SEMH need across our school community. Some pupils may have less enriching home environments, often linked to limited economic resources. In addition, there is an increasing demand for social care and related support among our disadvantaged families, which can impact pupils' emotional well-being and readiness to learn.</p>
4	<p>Attendance</p> <p>Our attendance data over the previous 3 years indicates that attendance among disadvantaged children is below non-disadvantaged children, resulting in missed learning time.</p> <p>2022-2023 92.87%</p> <p>2023-2024 91.6 %</p> <p>2024-2025 91.1%</p> <p>Our YTD attendance for PP is currently 94%</p>
5	<p>Attainment</p>

	Internal assessment and teacher monitoring indicates that attainment for some disadvantaged children is below that of our non-disadvantaged children in KS1 and KS2.
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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
Improved attendance	<ul style="list-style-type: none"> Disadvantaged pupil attendance reaches 96%+ by year-end. Persistent absence reduced to below 8%. Attendance gap with non-disadvantaged pupils is less than 1%. Early interventions and parental engagement consistently evidenced. Termly data shows sustained improvement.
Improved oral language skills and vocabulary among disadvantaged pupils.	<ul style="list-style-type: none"> Disadvantaged pupils show measurable improvement from baseline in oral language and vocabulary. EYFS and KS1 meet age-related expectations in Communication and Language. Greater use of tiered vocabulary evident in speech and writing. Targeted interventions demonstrate impact through progress data. Improved confidence in speaking and listening observed across subjects.
Improved mental health and well being	<ul style="list-style-type: none"> Effective support for families through school funded provision Increase in enrichment activities participation from disadvantaged children Qualitative data from pupil voice, parent questionnaires and teacher observations
Children to reach national standard in GLD, phonics, reading, writing and maths	<ul style="list-style-type: none"> Phonics outcomes at least in line with national Standardised assessments – outcomes demonstrate attainment End of KS2 outcomes to show that at least 65% of disadvantaged children meet the expected standard in reading, writing and maths.

	<ul style="list-style-type: none"> • Increase in number of disadvantaged children who achieve greater depth
SEND children show progress from their starting points	<ul style="list-style-type: none"> • Graduated approach is used effectively to identify and meet the needs of all children • Effective adaptive teaching enables children to show good levels of progress. • Evidence informed interventions used to ensure accelerated progress.

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: Approx. £28,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Continuing Development of Oracy</p> <p>Purchase resources and fund staff training time.</p>	<p>We are continuing to strengthen oracy within our curriculum by embedding dialogic activities that support oral language development. This ongoing work ensures pupils can confidently use vocabulary, articulate ideas, and express themselves effectively—skills that underpin reading comprehension and wider learning.</p> <p>To sustain this progress, we will purchase additional resources and allocate staff training time, enabling teachers to refine and deepen their practice. Our approach is guided by the EEF evidence base, which indicates oral language interventions can lead to up to +6 months of progress.</p> <p>As part of this commitment, we will continue implementing whole-class NELI (Nuffield Early Language Intervention) to provide targeted support for pupils requiring additional oral language development.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</p>	1, 2, 4, 5

<p>Continuing CPD and Strengthening Phonics Provision</p>	<p>We continue to work closely with Meridian Trust colleagues and the New Wave English Hub to ensure high-quality delivery of Little Wandle with fidelity across the school. This partnership provides bespoke, targeted CPD for teachers and support staff, enabling them to refine practice and embed consistent approaches.</p> <p>To further strengthen provision, we will purchase additional resources and training materials for the DfE-validated Systematic Synthetic Phonics programme, ensuring robust teaching from Reception through Key Stage Two. This will support pupils who are not yet secure in phonics by providing structured, rigorous teaching that builds on prior learning and accelerates progress.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</p>	<p>1, 4, 5</p>
<p>Maths Hub – Embedding Maths Mastery in Key Stage 2</p>	<p>We are continuing to work with the Maths Hub to embed the Maths Mastery approach across Key Stage 2. This evidence-based programme focuses on developing deep conceptual understanding, fluency, and reasoning skills for all pupils. Through high-quality CPD, collaborative planning, and access to resources, teachers are supported to deliver lessons that build secure foundations and address gaps in learning.</p> <p>This approach aligns with the EEF guidance on mastery learning, which can lead to up to +5 months of progress when implemented effectively. Our aim is to ensure consistency in pedagogy, strengthen problem-solving skills, and raise attainment for disadvantaged pupils.</p>	<p>1,4,5</p>
<p>High quality staff CPD. All staff leading training are released to ensure effective preparation.</p> <p>ECTs accessing the ECF two year induction programme delivered by EDT and Cambridgeshire and Peterborough</p>	<p>High quality professional development is prioritised across the school. Staff leading training are provided with dedicated release time to ensure thorough preparation and delivery, maximising the impact of CPD on classroom practice. This ensures that strategies such as metacognition and self-regulation are embedded across classrooms, leading to improved pupil independence and resilience in learning.</p> <p>The Early Career Framework (ECF) induction programme, delivered by EDT and the Cambridgeshire and Peterborough Teaching School Hub, provides ECTs with structured mentoring and evidence-based practice. This reduces variability in teaching quality and ensures disadvantaged pupils benefit from consistently strong instruction.</p>	<p>1,2,4,5</p>

Teaching School hub	<p>The Education Endowment Foundation identifies metacognition and self-regulation as high-impact approaches, with potential to accelerate progress by up to +7 months. Embedding these strategies within CPD and ECF mentoring directly supports disadvantaged pupils in closing attainment gaps.</p> <p>High-quality mentoring and CPD build staff expertise and confidence, creating a culture of continuous improvement. This ensures that disadvantaged pupils are taught by teachers who are well-supported, reflective, and equipped with strategies proven to raise achievement.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation</p> <p>https://www.gov.uk/guidance/changes-to-statutory-induction-for-early-career-teachers-ects</p>	
Improve the quality of social and emotional learning. Social and emotional learning approached to be embedded.	<p>Embedding Respectful Relationships approaches ensures pupils feel safe, valued, and supported, reducing barriers to engagement.</p> <p>Participation in the PINS project strengthens provision for neurodiverse pupils and supports families, ensuring disadvantaged pupils receive tailored interventions.</p> <p>Positive behaviour culture: Trauma-informed practice and Recovery through Relationships training equip staff to respond effectively to misbehaviour, reducing exclusions and promoting inclusion.</p> <p>Ongoing CPD through the PINS Project builds staff confidence and capacity, embedding long-term improvements in teaching and learning.</p> <p>Disadvantaged pupils benefit from consistent, high-quality support that develops resilience, independence, and self-regulation, directly improving engagement, attendance, and attainment</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</p>	1,2,3,4,5
Engagement in the H4L reading	We use the research-informed H4L Reading Fluency Intervention to boost fluency and comprehension for pupils in Year 5 and 6	1,4,5

<p>fluency intervention for Year 5 and 6 children</p>	<p>who need support to reach Age-Related Expectations. The programme combines repeated oral reading and comprehension strategies, delivered by trained staff, to accelerate progress and close gaps for disadvantaged learners.</p>	
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: Approx. £13,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Structured Small-Group Interventions</p>	<p>Targeted programmes in reading, writing, and maths, informed by diagnostic assessments.</p> <p>Examples include:</p> <ul style="list-style-type: none"> • H4L Reading Fluency for Years 5 & 6 • Little Wandle Rapid Catch-Up for KS2 phonics • NELI oral language support <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions</p>	<p>1, 4, 5</p>
<p>Purchase of standardised diagnostic assessments</p>	<p>Use of standardised assessments to identify gaps and monitor progress, ensuring interventions are precisely matched to pupil needs.</p> <p>Formative assessment can improve children’s learning by ensuring that teaching is planned precisely to meet learning needs.</p> <p>https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/embedding-formative-assessment</p>	<p>1, 2, 4, 5</p>

<p>Targeted before and after school reading and maths boosters</p>	<p>Extended learning opportunities: Targeted before- and after-school reading and maths booster sessions provide additional instructional time beyond the core school day.</p> <p>The Education Endowment Foundation identifies extending school time as having a positive impact (+3 months progress), with disadvantaged pupils often benefitting most. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/extending-school-time</p> <p>Focused booster sessions ensure disadvantaged pupils receive tailored support in core subjects, helping to accelerate progress and reduce gaps with peers.</p> <p>School leaders prioritise strategies to maximise attendance and engagement of disadvantaged pupils, ensuring they access and benefit fully from the extended provision.</p>	<p>1, 2, 4, 5</p>
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: Approx. £11,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Breakfast club for identified disadvantaged children</p>	<p>A healthy breakfast improves focus, behaviour, and wellbeing.</p> <p>Offered to identified disadvantaged pupils to reduce barriers linked to food insecurity.</p> <p>Disadvantaged pupils benefit from better engagement, attendance, and attainment. https://www.gov.uk/guidance/national-school-breakfast-club-programme</p>	<p>3, 4, 5</p>
<p>Extra-Curricular Opportunities – Reduced Letting Costs for Pupil Premium Pupils</p>	<p>Reduced letting costs for external providers in exchange for their commitment to offer free places to Pupil Premium pupils in extra curricular clubs.</p> <p>Ensures disadvantaged learners can engage fully in enrichment opportunities beyond the classroom.</p> <p>Extra-curricular activities support the development of confidence, social skills, and cultural capital.</p> <p>Positive impact on disadvantaged pupils: Greater inclusion in wider school life strengthens wellbeing, engagement, and long-term outcomes.</p>	<p>1,3,4,5</p>

<p>Teacher led extracurricular clubs</p>	<p>Teacher-led arts clubs provide enrichment that supports creativity and confidence, with evidence from the EEF showing positive impact on wider academic outcomes. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation</p> <p>Sports and activity clubs promote health, wellbeing, and physical development, while also supporting attainment in literacy and mathematics https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/physical-activity</p> <p>Disadvantaged pupils are prioritised for participation, ensuring financial or social barriers do not limit access.</p> <p>Engagement in arts and physical activity builds resilience, social skills, and cultural capital, directly supporting improved wellbeing, behaviour, and academic progress.</p>	<p>3, 4, 5</p>
<p>Pastoral support for children. 1-1 support and small group support. Appointment of school therapeutic counsellor.</p>	<p>Two dedicated pastoral staff provide 1-1 and small group interventions, addressing social, emotional, and behavioural needs.</p> <p>Appointment of a school therapeutic counsellor ensures pupils have access to specialist support for emotional wellbeing.</p> <p>Zones of Regulation: This framework is embedded to help pupils recognise and manage their emotions, building self-regulation and resilience.</p> <p>Focused pastoral, counselling, and regulation strategies help disadvantaged children build resilience, engage in healthy peer relationships, and regulate emotions, reducing barriers to learning.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</p>	<p>1,3,5</p>
<p>Embedding principles of good practice set out in the DfE's Improving School Attendance advice. Attendance office working with families.</p>	<p>Attendance data shows that pupils in receipt of Pupil Premium have lower attendance than their peers; targeted interventions aim to close this gap.</p> <p>Principles from the DfE's <i>Improving School Attendance</i> guidance are embedded to strengthen whole-school systems and expectations</p> <p>The attendance officer works closely with families to identify barriers, provide guidance, and secure engagement.</p> <p>Improved attendance supports readiness to learn, continuity of progress, and better long-term outcomes for disadvantaged pupils.</p> <p>https://www.gov.uk/government/publications/school-attendance/framework-for-securing-full-attendance-actions-for-schools-and-local-authorities</p>	<p>1, 2, 3, 4, 5</p>

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 in the 2024-2025 academic year.

GLD: we had no children eligible for pupil premium in our Reception cohort.

Year 1 phonics screening: 67% (2/3) of our disadvantaged children achieved the required standard for the phonic screening, versus 83% of the whole cohort.

KS1:

Subject	All children (37) ARE+	Pupil Premium children (4) ARE+
Reading	70%	50%
Writing	59%	50%
Maths	70%	50%

KS2: 56% of the children in the Year 6 cohort in receipt of PP have special educational needs.

Year 6 SATS data		
Subject	All children (42) ARE+	Pupil Premium children 21% of cohort (9) ARE+
Reading	83%	44%
Writing	76%	33%
Maths	86%	44%
GPS	81%	56%

A number of children have had their emotional and social wellbeing supported closely by the school. As a result of the support they have received, they have been able to engage in learning and continue to make progress, despite often challenging circumstances.

