Pupil premium strategy statement – Barwic Parade CP School

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	Barwic Parade CP School
Number of pupils in school	184 Excluding Nursery
Proportion (%) of pupil premium eligible pupils	55%
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)**	2024-2025, 2025-2026, 2026-2027
Date this statement was published	December 2025
Date on which it will be reviewed	December 2026
Statement authorised by	Sarah Dixon
Pupil premium lead	Hollie Smith
Governor / Trustee lead	Laura Mason/ Peter Gorbert

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£160,734 + (£2,119 for EYFS)
Recovery premium funding allocation this academic year *Recovery premium received in academic year 2023/24 cannot be carried forward beyond August 31, 2024.*	£0
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*	£160,734 + (£2,119 for EYFS)

Part A: Pupil premium strategy plan

Statement of intent

Barwic Parade sits within a large council estate, which is among the 20% of most deprived areas in the country. (IMD rank, 2019) We have above average percentage of pupils eligible for Pupil Premium funding.

Evidence shows that children from disadvantaged backgrounds often face additional challenges in reaching their potential and generally do not perform as well as their peers at school (HMI).

All staff and governors at Barwic Parade Community Primary School are committed to ensuring that the 'quality first teaching' we deliver meets the needs of every pupil, so that all can reach their full potential. It is our aim to ensure that barriers are removed so that all our pupils can know and remember more (and indeed do more) in order to maximise their life skills and therefore their life chances.

Our overarching aim is to close the attainment gap between our disadvantaged pupils and others within school and nationally, so that every pupil in our school has the same life chances and can be the best they can be.

The causes of "disadvantage" are complex and entrenched and many lie beyond school. However, with the right strategies, underpinned by research, alongside a rich and engaging curriculum, we believe that we can make a difference. We have a wealth of information and data at individual pupil level and it is important that this is used to understand the challenges and needs of our disadvantaged pupils. We should avoid making generalisations.

Our aim is that all pupils irrespective of background and barriers to learning reach their full potential and become fulfilled and healthy individuals who are able to flourish and contribute positively to society now and in later life as adults.

Our guiding principles for allocating our funding align with those identified in Education Endowment Foundation - Using our Pupil Premium Funding effectively to:
1. Make a difference in narrowing attainment gaps – this means all staff in our school know whom our disadvantaged pupils are and work collaboratively to narrow the gaps.
2. Evidence-informed teachers and leaders will combine research findings with professional expertise to make decisions – we will adopt approaches which evidence shows has been effective in other schools and which we believe are transferrable into our school.
3. Quality First Teaching for all pupils – with a focus on building teacher knowledge and pedagogical expertise, as well as motivating teachers, developing specific techniques and embedding new approaches.
4. Ensure there is additional support in the form of high quality, structured interventions to enable pupils to make progress or to catch up with their peers.
5. Ensure all pupils can read fluently and with good understanding to enable them to access the breadth of the curriculum.
6. Enable pupils to look after their social and emotional wellbeing and to develop resilience in order to support effective learning.

7. Access a wide range of opportunities to develop their knowledge and understanding of the world. These opportunities include: sports, outdoor activities, arts & culture, music lessons and school trips.
8. Raise attendance levels and improve punctuality across the school through the development of working with parents to support children's learning and boost parental engagement.

Whilst we understand that pupils who are eligible for the Pupil Premium are more likely to be 'low-attainers', tackling the consequences of deprivation and using our funding effectively also means ensuring that middle and higher attaining pupils continue to achieve well and fulfil their potential.

Challenges

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

Challenge number	Detail of challenge
1	**Early Reading and Phonics** Lower attainment on entry to EYFS and KS1: Gaps in early reading and phonics acting as a barrier to pupils accessing the full curriculum and achieving the highest levels of attainment. Assessment on entry indicate that a number of disadvantaged pupils have started school with lower levels of speech and language development and lower early learning acquisition. These gaps impact pupils' ability to access early phonics and develop early reading skills.
2	**Writing Attainment** Assessment data from Summer 2025 demonstrates that a significant proportion (68%) of PP pupils are working below age related expectations in Writing by the end of KS2. Vocabulary and punctuation acquisition and application are key areas affecting pupil progress across the curriculum across school.
3	**Social, Emotional and Mental Health** Our observations and discussions with pupils and families have identified that there are more frequent SEMH difficulties: A number of children have social and emotional difficulties, which directly affect attainment and progress.
4	**Parental Engagement** Low level of parental engagement with events organised in school. Lack of financial resource to provide children with broad opportunity and life experiences. Some disadvantaged families are experiencing increased vulnerability and require additional support to engage with school and

	access parenting guidance. This is affecting pupils' readiness to learn and their engagement with school life.
5	**Attendance and Punctuality** Attendance and Punctuality issues have continued to remain high since the pandemic. There is an ongoing challenge of securing high levels of attendance and reducing the number of children who are persistently absent.
6	**Cultural Capital** Limited life experiences: Many of our pupils have limited life experiences and do not engage in diverse cultural activities outside of school life

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
To identify and accelerate the learning for all children through high quality teaching with particular focus on assessing and closing the gaps for PP pupils, including setting appropriate challenge.	Attainment at least in line with national figures. The EEF '*Effective Professional Development*' to be designed, selected and implemented successfully across the school to aid High Quality Teaching (HQT). The four mechanisms that make up effective PD include: • Building Knowledge • Motivating Staff • Developing Teaching Techniques • Embed Practice Effective professional development is also supported through the use of The National College, providing all staff with up-to-date CPD and with a focus on HQT and accelerating progress for all children. Robust assessment at the start of Autumn term to accurately identify gaps in children's learning and to plan for a successful programme of intervention to close the gaps – all teachers to be clear on who is eligible for PP funding and clearly target those. Monitor closely those pupils who have educational and non-educational needs and ensure needs are met through a range of differentiation and intervention. Regular monitoring of planning, books and lessons will ensure that assessment data is

	being used effectively to identify and plan for PP children. Challenge observed in lesson observations and 'drop-ins'. Challenge evident in books and planning Clear feedback for PP children to ensure that they are addressing misconceptions and 'lev-elling up' their work. Planning considers the differentiation needed to diminish the gap between PP children and their peers
Improved early and phonics attainment among disadvantaged pupils.	Half-termly progress and attainment monitoring shows diminishing difference between disadvantaged pupils and their peers. GLD, phonics and KS1 end of year data shows diminished difference from 2025 – 2026. Continued CPD on phonics scheme (Little Wandle) for the whole staff team. All staff are consistently following the planning and content for every phonics lesson using Little Wandle. Monitoring of phonics lessons demonstrates effective, consistent teaching of early reading and phonics. Pupils continue to develop a love of reading from an early age. Children in KS2 are supported through Little Wandle's 'Rapid Catch-up' programme.
Improved Writing attainment for all pupils across the school, with a particular focus on those who are disadvantaged.	EOY data for disadvantaged pupils meeting age related expectations demonstrates a positive rising trend. The progress and attainment gap between PP and non-PP children is narrowing. All children have a writing target and are able to articulate this and demonstrate they are working towards achieving this (target updated after every independent writing piece). Handwriting is taught discretely but regularly, explicitly, precisely and cumulatively, with a clear sequence of progression. It is taught in addition to phonics teaching.
Accelerated progress and achievement of those receiving support for social/emotional difficulties with Pupil Premium.	Attainment at least in line with national fig-ures. Thrive Intervention specifically targeting PP children with social/emotional needs More children supported by Thrive programme.

	Parents of PP children are invited to 'Thrive workshops' in order to help them replicate the Thrive approach at home. All teachers and TA's have strong relationships with the children they work closely with, following the Thrive Approach and the Relational Approach. All classes have Thrive targets that are reviewed termly. Thrive lessons are implemented regularly to work towards meeting these targets. Increased capacity within the pastoral team through the appointment of an additional staff member to provide targeted support for the most vulnerable disadvantaged pupils and families, supporting improved attendance, wellbeing and engagement with school.
To improve Parental Engagement.	Parents attend termly events and share in their child's achievements. Planners show children are reading at home and parents are supporting. Parents are engaged with their children's learning by supporting homework set. Parents feel more confident to support their child through attendance at information evenings. The most vulnerable pupils and families are supported through the introduction of the 'Barwic Hub', which aims to strengthen partnership with parents and facilities access to external agencies. This to enable families to receive timely support, helping to remove barriers to attendance, well-being and learning.
Increased attendance rates of PP children across school and a reduced gap between PP and non-PP pupils.	School early help support for families struggling with attendance. Termly attendance reports by Attendance lead show improved attendance. Action plans for families struggling show improvement. PP children attendance in line with National PP figures due to new strategy put in place by attendance lead. PP attendance in line with ABI expectation. Sustained high attendance by 2025/26 demonstrated by: • The overall unauthorised absence rate for all pupils being no more than 1%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced to 1.5%.

	• The percentage of all PP pupils who are persistently absent being in line with national PP average which is approximately 24.5% Attendance lead to use the comparison reports supplied by the DfE to compare school attendance to similar schools. This to be used to compare where our attendance is to other schools in a similar demographic.
To broaden pupils life experiences and cultural capital to become educated citizens of the world and raise aspirations	Strong programme of enrichment activities take place linked to Barwic Globetrotters Pupils will be aware of a wide range of career and recreational opportunities available to them. Pupils are invited to participate in all after school club activities. Pupils are exposed to a wide range of visits, visitors and enrichment activities across the curriculum. Pupils are aware of opportunities in the local community that are accessible for them during holidays.

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: £37,248.76

Activity	Evidence that supports this approach	Challenge number(s) addressed
To raise attainment by ensuring that all pupils receive challenging and engaging quality first teaching to meet their needs by: Ensuring teaching in all subjects is of the highest quality and PP pupils make most progress because of quality first teaching.	DFE report: supporting the attainment of disadvantaged pupils: articulating success and good practice. Nov 2015 identifies QFT as the key to ensuring PP pupils make progress. Feedback | EEF Toolkit and research shows that all the approaches, which we will focus on, make positive differences to the attainment and progress made by all children.	1, 2, 6

Staff development and quality CPD using implementation of The National College. PP lead timetabled to have weekly leadership time to monitor PP children's progress and attainment. This monitoring to take place through: lesson observations, book scrutiny's, intervention monitoring and half-termly data analysis. Develop the following teaching strategies in all classes within school(EEF; Effective Professional Development): • Building Knowledge • Motivating Staff • Developing Teaching Techniques • Embed Practice Monitor all teachers to improve pedagogy using the *'Effective Professional Development'* guidance report, ensuring it's fully embedded in teaching. Staff Meetings used for CPD.	Metacognition and Self-Regulated Learning - Guidance report | Education Endowment Foundation Quality first teaching ensures vast majority of pupils do not require any longer-term interventions in order to catch-up or close the attainment gap. 1. High-quality teaching | EEF There are a set of core practices that can support all pupils, including those with SEND, to succeed academically: EEF-Effective-Professional-Development-Guidance-Report.pdf Gathering and interpreting data: EEF-Gathering-and-Interpreting-Data-Summary.pdf	
Phonics Lead – Continue to monitor the implementation of	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not	1

'*Little Wandle'* phonics programme. Continued training for all staff, including support staff. Resources (inc. books) and CPD for all Nursery – Y6 staff. Little Wandle reading materials for Reception/KS1.	necessarily comprehension), particularly for disadvantaged pupils: EEF blog: Phonics - mastering the basics of reading | EEF Phonological awareness and phonemic awareness | Education Endowment Foundation Literacy_KS1_Guidance_Report_2020.pdf Phonics | EEF	
To raise attainment through providing enriching experiences across the curriculum through: • Using the Barwic Globetrotters as a golden thread to run through our curriculum. - Special days linked to a country - Visits and visitors to enhance the curriculum. - Subsiding trip and events for all pupils to increase participation. . - Invite parents in for Globe Trotter events to showcase learning.	Arts participation | EEF Physical activity | EEF	1,2, 4, 5 and 6

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

Budgeted cost: £78,385.01

Activity	Evidence that supports this approach	Challenge number(s) addressed
To further embed the NELI programme into Reception to support children with improving spoken language skills.	NELI Programme Home | Nuffield Early Language Intervention (NELI) Oral language interventions | EEF	1 and 6
Children in KS2 are supported through Little Wandle's 'Rapid Catch-up' programme.	Phonics | EEF One to one tuition | EEF Oral language interventions | EEF Small group tuition | EEF Teaching Assistant Interventions | EEF	1, 2, 5 and 6
Whole school writing intervention targeted to support PP children	Improving Literacy in Key Stage 1 | EEF Improving Literacy in Key Stage 2 | EEF The Literacy Company - Enhancing classroom teaching	2
PP/SEND pupils will be targeted through support in class/additional interventions to ensure they make expected progress across the year through: • Extra group work with teachers or TAs • Daily reading sessions with an adult. • Reading intervention groups to be run for any	One to one tuition | EEF Oral language interventions | EEF Small group tuition | EEF Teaching Assistant Interventions | EEF Reading comprehension strategies | EEF	1,2,5 and 6

pupils who are falling behind Maths intervention groups to be run for any pupils who are falling behind. • Extra small group support will be provided to all Rec and Year 1 pupils in phonics • Additional catch up sessions after school for targeted pupils		

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

Budgeted cost: 47,219.23

Activity	Evidence that supports this approach	Challenge number(s) addressed
Continue to embed the Thrive Approach into whole class provision and as an intervention. Embed and ensure continuous training for members of staff who are 'Thrive' specialists in school. Training for a new member of staff to become a Thrive Specialist to support SEMH throughout the school. Thrive specialists invite parents (particularly PP) into school to develop Thrive strategies that can be implemented at home.	Thrive uses targeted approaches to respond to and support children's varying and often complex social and emotional needs. Thrive approaches are used in daily targeted group sessions and on a one-to-one basis with the aim of encouraging healthy emotional and social development. They are also embedded into wider curriculum opportunities/additional PSHE provision at whole class level. There is also extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers) Social and emotional learning | EEF Behaviour interventions | EEF Metacognition and self-regulation | EEF	2, 3 and 5
Embed a system for challenging and supporting families with attendance issues	DfE Working together to improve school attendance (statutory guidance):	1,2 4 and 5

and those at risk of persistent absence:
• External services used to support attendance procedures (attendance and enforcement officer from NY council).
  • Regular attendance meetings complemented by termly attendance reports
  • Feedback to phase leaders termly to highlight attendance concerns.
  • HT is 'Senior Attendance Champion'.
  • Attendance Officer and HT meeting biweekly to discuss persistent absentees.
	Working together to improve school attendance (applies from 19 August 2024)
	
	The severe negative effect of absence poses a particularly high risk for disadvantaged pupils, who typically have lower rates of attendance and whose families have indicated that they would be substantially less likely to send their child back to school if given the choice (IFS 2020)
	Parental engagement | EEF
	
	Working with Parents to Support Children's Learning | EEF
	
	Supporting school attendance | EEF	

Improve parent communication using 'Marvellous Me'.	Using Marvellous Me, school communications will be tailored to encourage positive dialogue about learning and behaviour. There is some evidence that personalised messages linked to learning can promote positive interactions. Parental engagement | EEF	3 and 4
Financial support with clubs/trips/ breakfast club (including subsidising residential offer to Y5/6).	Children arrive at school on time and are ready to learn. All children have the same enriching opportunities. Adventure education usually involves collaborative learning experiences with a high level of physical (and often emotional) challenge. Practical problem-solving, explicit reflection and discussion of thinking and emotion may also be involved. All of the above have been shown to have a positive impact on the outcomes – EEF	1, 2, 4 and 5

	Physical activity | EEF Outdoor adventure learning | EEF	

Total budgeted cost: £162,853

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Our internal assessments and our end of Key stage 1 and 2 performance data during 2024/25 suggested that the performance of disadvantaged pupils was good, however not enough to bring our pupils in line with national expectations.

- In Year 1, PP pupils achieved 8% at ARE in Reading, 8% at ARE in Writing and 17% at ARE in Maths. However, our progress data shows that: 42% made expected or above expected progress in Reading, 50% made expected or above expected progress in Writing and 50% made expected or above expected progress in Maths.
- In Year 2, PP pupils achieved 73% at ARE in Reading, 53% at ARE in Writing and 73% ARE in Maths. However, our progress data shows that: 73% made expected or above expected progress in Reading, 80% made expected or above expected progress in Writing and 87% made expected or above expected progress in Maths.
- In Year 3, PP pupils achieved 53% at ARE in Reading, 40% at ARE in Writing and 47% at ARE in Maths. However, our progress data shows that: 77% made expected or above expected progress in Reading, 62% made expected or above expected progress in Writing and 85% made expected or above expected progress in Maths.
- In Year 4, PP pupils achieved 71% at ARE in Reading, 53% at ARE in Writing and 59% at ARE in Maths. However, our progress data shows that: 82% made expected or above expected progress in Reading, 88% made expected or above expected progress in Writing and 88% made expected or above expected progress in Maths.
- In Year 5, PP pupils achieved 29% at ARE in Reading, 29% at ARE in Writing and 29% at ARE in Maths. However, our progress data shows that: 31% made expected or above expected progress in Reading, 75% made expected or above expected progress in Writing and 50% made expected or above expected progress in Maths.
- In Year 6, PP pupils achieved 32% at ARE in Reading, 32% at ARE in Writing and 42% at ARE in Maths. However, our progress data shows that: 84% made expected or above expected progress in Reading, 58% made expected or above expected progress in Writing and 58% made expected or above expected progress in Maths.

In EYFS, 66.7% of children achieved GLD in 2025. This is slightly below the National at 68% and below Local Authority at 68.3%. 8 out of 12 children are in receipt of pupil premium. 50% of pupil premium achieved GLD. PP children who did not achieve GLD

will be targeted for intervention in Year 1, with key areas of development being: speaking, writing, number and comprehension.

Phonics is an area of development in KS1. A priority for the next academic year is to continue to ensure that phonics is taught systematically and consistently across EYFS and KS1 and to ensure that further support is provided to children in KS2 to catch up through targeted intervention. The whole school will continue to undertake CPD on *Little Wandle* and the phonics lead will carry out rigorous monitoring to ensure we maintain high standards and fidelity across the school.

Over the course of this academic year (2024/2025), further CPD and monitoring took place that identified key areas of the EEF walthrus training programme that had been effectively implemented into the classroom. Areas of strength included:

- Explicit explanations and backwards fading
- Scaffolding
- Flexible groupings.

Areas that continue to be a focus of development include:

- Cognitive and metacognitive strategies
- Using technology

During the next academic year (2025/2026), a focus will be to design and select professional development that effectively builds knowledge, motivates staff, develops teaching techniques and embeds practice, based on the EEF's guidance report on *'Effective Professional Development*.'

The National College will continue to support CPD for all staff throughout the next academic year to improve their practice. Areas of focus will include holding high expectations, setting appropriate challenge that deepen children's learning and raising attainment.

Attendance for the 2024/25 academic year was 93.2%. Attendance for Pupil Premium (PP) children was 91.7%, compared with the national average of 92.2%. Attendance for non-PP children was 95.0%, against a national average of 95.8%.

The in-school attendance gap between PP and non-PP pupils was 3.3%, which is below the national PP gap of 3.6% and an improvement on the previous academic year's figure of 3.5%. This demonstrates that the gap is continuing to narrow through more direct work with families to support positive attendance routines.

Our 2023/24 attendance report outlines changes to the whole-school policy, including enhanced monitoring and targeted intervention strategies. Improving PP attendance will remain a key priority in the next academic year, alongside meeting the Attendance Baseline Improvement Expectation (ABIE) target of 93.7% for whole-school attendance.

Externally provided programmes

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

Programme	Provider

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information: **How our service pupil premium allocation was spent last academic year**
The impact of that spending on service pupil premium eligible pupils

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, implementation and evaluation, or other activity that you are delivering to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.