

2025 – 2026 Pupil premium strategy statement

This statement details a review of our school's use of Pupil Premium funding to help improve the attainment of our disadvantaged pupils.

It also outlines our Pupil Premium Strategy, how we intend to spend the funding in this academic year, 2025-2026, and the effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Barham Primary school
Number of pupils in school	912
Proportion (%) of pupil premium eligible pupils	12.6% (December 2025) 14.6% (December 2024) 13.4% (December 2023)
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	2024-2027
Date this statement was published	December 2025
Date on which it will be reviewed	December 2026
Statement authorised by	Jayshree Thakore
Pupil premium lead	Stephen Anti
Governor / Trustee lead	

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£181,715,00
Recovery premium funding allocation this academic year	£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	£181,715,00

Part A: Pupil premium strategy plan

Statement of intent

It is our intention to ensure that all pupils make rapid and sustained progress and achieve strong outcomes across all areas of the curriculum, regardless of their individual needs, background, or the challenges they may face.

Our strategy considers the specific needs and circumstances of all our pupils, including those assigned a social worker or identified as vulnerable due to challenges in their home lives. These pupils will be placed at the heart of our approach, receiving targeted and personalised support as outlined in the activities below.

Our intent in engaging with the RADY (Raising Attainment for Disadvantaged Youngsters) project is to ensure that every child, regardless of background, is enabled to achieve their full potential. Through RADY, we aim to place disadvantaged pupils at the center of our planning, teaching, and assessment so that our decisions consistently promote equity and high expectations. We are committed to developing inclusive classrooms, providing targeted support, and adopting evidence-informed strategies that remove barriers to learning. Our intent is to create a school culture where all children feel valued, supported, and able to thrive academically and personally.

We are committed to closing the in-school attainment gap between disadvantaged and non-disadvantaged pupils, with a particular focus on reading. This will be achieved through consistently high-quality teaching. At the same time, we will ensure that all pupils, including those who are not disadvantaged, are supported to make strong and sustained progress.

We firmly believe that high-quality teaching is the most effective way to support all pupils—enabling them to catch up, keep up, and excel. Our plans for recovery and development are built on this principle, ensuring that all pupils regain and further develop the knowledge, skills, and understanding they need to succeed.

A rigorous cycle of assessment, progress tracking, and data analysis will underpin our approach. Class teachers will regularly engage in progress review meetings to discuss each pupil's needs in detail. These discussions will inform timely interventions and ensure the right level of support and challenge is in place to help every pupil thrive.

We also recognise that non-academic barriers, such as attendance, behaviour, and social and emotional needs, can significantly impact learning. Therefore, our strategy includes a range of approaches to address these challenges. This includes attendance support, extra-curricular enrichment to foster engagement, and extended learning time to deepen understanding in core subjects.

Challenges

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

Challenge number	Detail of challenge
1	Not all disadvantaged children are achieving the expected standard in EYFS (GLD) Some disadvantaged children in the early years did not reach GLD and are below the expected standard.
2	End of year outcomes for Maths, Writing and Reading show that disadvantaged children are being outperformed by their peers in some year groups
3	Attendance Throughout the school, the figures show that disadvantaged children have a lower attendance percentage than their peers
4	Extra-curricular activities Disadvantaged children have a limited experience of extra-curricular activities outside of school and few opportunities at home to develop their cultural capital and confidence.
5	Some disadvantaged children do not have access to appropriate resources outside of school. A lot of our disadvantaged families do not have the resources to support their child's learning at home. This leads to incomplete homework's and children not being exposed to a range of literature. We as a school provide a variety of different resources e.g. reading books to support children with their learning at home.
6.	Parental engagement Due to the diverse nature of our cohort of children, parental engagement can be hindered by language barriers and time commitments. As a school, we are providing different levels of support to strengthen the link between parents and the school.

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
EYFS Improve outcomes for all children in Communication and Language, Literacy and Mathematics and ensure more disadvantaged children meet the good level of development standard.	Children in EYFS make rapid progress by the end of the year so that all children eligible for PP meet age related expectations. Data will show the gap between disadvantaged and non-disadvantaged has reduced.
End of KS2 outcomes show that disadvantaged children have met the expected standard for Reading and Maths	To ensure gaps are closed amongst disadvantaged children, accurate assessments of needs will be completed to ensure targeted interventions are put in place. End of KS2 data will show the gap between disadvantaged and non-disadvantaged has reduced. RADY project implemented effectively
To close the gap in pupils' attendance between disadvantaged children and their peers	Attendance figures at the end of the year will show that the attendance gap between disadvantaged children and their peers has reduced. Attendance for disadvantaged children will be at national or above national
Improved involvement of children in extra-curricular, encouraging healthy lifestyles, emotional and well-being, encouraging a positive attitude towards learning beyond the school day and improved aspirations.	All disadvantaged children take will part in an extra-curricular activity throughout the year Opportunities will be provided for children to develop their cultural capital Children will have improved self-esteem, social interactions and engagement with different activities.
Providing disadvantaging pupils with the resources needed to develop and support their learning at home	Children will be provided with access to online resources, reading books and training for parents to facilitate better learning at home
Parents engage more with the school and are better equipped to support their children's learning at home	Opportunities will be provided for parents to come in and learn with their child so that they can continue that learning at home via parent workshops. Parent's voice will be encouraged so the school can understand the views from the parents and

	how to support further.
--	-------------------------

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 £60,571,666

Activity	Evidence that supports this approach	Challenge number(s) addressed
Barham is taking part in the RADY (raising attainment for disadvantaged youngsters) initiative.	<p>https://edsential.com/wp-content/uploads/2020/03/The-RADY-Project.pdf</p> <p>The school will benefit from continuing to have high expectations for our disadvantaged children and other strategies that are shared during this project.</p>	2
ECM meetings conducted to monitor the progress of PP children.	<p>Investment in longer term change which will help all children. The ECM meetings will help identify early intervention to improve language and communication skills. Through professional dialogue it will help identify next steps.</p> <p>ECM meetings will feature on the monitoring calendar and will be conducted half-termly.</p> <p>NfER research identifies that most effective strategies are small group additional teaching and improving feedback between teachers and pupils.</p> <p>Feedback from colleagues has shown that this has had a positive impact and allows a greater focus on our PP children</p>	1 and 2
Embedding a DFE validated Systematic synthetic Phonics programme (Lesley Clarke's Letter's and Sounds) to secure stronger phonics teaching for all pupils across the school.	<p>A strong evidence base shows a positive impact on the accuracy of word reading when using a one approach to Phonics. Fully decodable age and stage appropriate books also support pupils in using and applying their phonics skills and knowledge.</p> <p>Evidence from the EEF has shown that Phonics has a positive impact overall (+5 months) with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds.</p>	2

<p>This also includes regular CPD to help staff's practice to implement the programme effectively and confidently.</p>		
<p>Implementing the use of standardised diagnostic assessments.</p>	<p>Standardised tests can provide insights into the individual needs for pupils to help ensure they receive personalised support through teaching and interventions.</p> <p>Gap analysis used after assessment points to identify key areas of development amongst the children. This then informs future planning</p> <p>Feedback from colleagues has shown that they feel this is an effective and consistent way of measuring the progress of PP children.</p>	<p>1,2</p>
<p>The senior leadership team to work with all staff to improve and enhance the teaching and learning within each subject. Effective CPD, supporting ECTs and training are included in this. New schemes have been introduced to support teachers. This ensures that all teachers are equipped with the skills and knowledge to provide high quality teaching to all pupils</p>	<p>The EEF Guide to the Pupil Premium Education Endowment Foundation Page 6</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/maths-ks-2-3</p>	<p>1, 2</p>

EYFS staff to attend CPD training to deliver higher Quality First Teaching.	<p>Staff will benefit from direct training and refreshers on the EYFS curriculum as this will aid the provision for quality first teaching.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/early-maths</p> <p>https://educationendowmentfoundation.org.uk/early-years/evidence-store/communication-and-language</p>	1
---	---	---

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

Budgeted cost: £60,571,666

Activity	Evidence that supports this approach	Challenge number(s) addressed
Quality first 1:1 and small group tutoring sessions.	<p>Teachers and learning assistants will have the necessary resources they need to fill in gaps for PP children.</p> <p>EEF research concluded that small group tuition has an average impact of four months' additional progress over the course of a year.</p>	1,2
Learning Assistants employed in Nursery, Reception and in Years 1-6 to carry out interventions, including one to one LAs for SEND support.	<p>To provide personalised intervention so the attainment gap between PP and Non-PP is closed and pupils are in line with the national averages.</p> <p>Evidence from the EFF's research concluded that learning assistants can provide a large positive impact on learner outcomes</p>	1,2
LAMDA classes will be offered to PP children to develop their Oracy and Writing skills.	<p>LAMDA classes are focused on supporting PP children developing their: Interpretative skills Technical skills Communication skills.</p> <p>Feedback from previous years has shown that children have developed in confidence and really speak highly of their sessions.</p> <p>EEF research has also shown that oral language approaches have a high impact on pupil outcomes of 6 months' additional progress.</p>	2
Determine children in need of a laptop or device to support them in school with continued Blended learning- PP children targeted to ensure that they have access to a device and WIFI to support them in closing gaps in Reading, Writing and Mathematics	<p>Devices will be provided for PP children who do not have access to one at home to ensure that they are able to access and interact with ongoing blended learning at school. Children are then able to complete online homework's such as SPAG.com and Maths.co.uk</p> <p>EEF research has suggested that homework has a positive impact on average (+ 5 months)</p>	2,5,6

<p>Targeted reading support in class and small groups to support pp reading. Reading books given for children to take home that are at their ability</p>	<p>Research states that children need to have a love of reading if they are to be successful. The provision will ensure PP children have a love of reading and thus have an improved attainment in Reading.</p> <p>EEF research concludes that Reading comprehension strategies are high impact on average (+6 months). Alongside phonics it is a crucial component of early reading instruction.</p>	<p>2,5,6</p>
<p>Peer tutoring</p>	<p>EEF research concludes that Peer tutoring, on average, has a positive impact on both tutors and tutees and may be a cost-effective approach to delivering one to one or small group tuition in a school.</p> <p>We also encourage our tutees to support and encourage the children with low attendance to not miss sessions.</p>	<p>2,3</p>

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

Budgeted cost: £60,571,666

Activity	Evidence that supports this approach	Challenge number(s) addressed
LAMDA to promote self-esteem and confidence, as well as Oracy development.	<p>Research states that once a child's emotional and social well-being is secure, only then will they make academic progress. The long-term investment will ensure the children have foundations in place.</p> <p>EEF research has also shown that oral language approaches have a high impact on pupil outcomes of 6 months' additional progress.</p>	2,4
All disadvantaged children to take part in a range of extra-curricular activities (sports, art and design, coding, music) and pupil leadership opportunities.	<p>Disadvantaged children need to be given the opportunity to pursue extracurricular activities and leadership opportunities. This will enable disadvantaged children to help develop their talents in different fields.</p> <p>EEF findings have shown that Arts participation approaches can have a positive impact on academic outcomes in other areas of the curriculum</p> <p>Evidence from the EEF suggests that there is a small positive impact of physical activity on academic attainment. It is crucial to ensure that pupil's access to high quality physical activity for the other benefits and opportunities it provides.</p>	4
Career opportunities	<p>Disadvantaged children need to aspire just as high as their peers, so they can too, go and succeed in society. The best way way to do this is through exposing them to careers that some disadvantaged and vulnerable children may not have had access to. Children from Years 5 and 6 will also have an opportunity to be involved in an initiative (brilliant club) which shows the benefits of university learning on their futures and develops their cultural capital.</p> <p>EEF research suggests that ensuring students have the knowledge and skills to progress towards their aspirations is likely to be effective.</p>	4,5,6

<p>Educational visits/school journey and other enrichment activities e.g. workshops.</p>	<p>Due to financial barriers, disadvantaged children may not be able to go on educational visits/enrichment activities. The allocation of this funding will allow these children to have the same experience as their peers, and experience places they may never go.</p> <p>https://educationbusinessuk.net/features/keep-educational-visits-part-curriculum</p>	<p>4,6</p>
<p>Achieving more engagement from hard-to-reach families, improving attendance through the work of the Family Support Worker and attendance officer.</p>	<p>Improving resilience of families, improving attendance, behaviour boundaries of children and understanding of children's learning strategies.</p> <p>Running a variety of parent workshops for vulnerable families such as learning workshops, confidence clubs, toddler groups etc.</p> <p>Evidence from the EEF suggests that Parental engagement has a positive impact on average of 4 months' additional progress. It is crucial to consider how to engage with all parents to avoid widening attainment gaps.</p>	<p>3,6</p>

Total budgeted cost: £181,715,00

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 to 2025 academic year.

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

The data demonstrated the following:

End of KS2 outcomes

Reading:

80% of disadvantaged pupils achieved the expected standard in reading, significantly exceeding the national average of 63%. Additionally, 36% of disadvantaged pupils achieved Greater Depth.

Writing:

80% of disadvantaged pupils met the expected standard in writing, surpassing the national average of 59%.

Mathematics:

72% of disadvantaged pupils reached the expected standard in maths, exceeding the national average of 61%. Furthermore, 32% achieved Greater Depth.

Combined Reading, Writing, and Maths (RWM):

68% of disadvantaged pupils achieved the expected standard in all three areas combined, compared to the national average of 47%.

Comparison with Non-Disadvantaged Pupils (School Cohort):

- In Reading and Writing, there was a 3% gap, with disadvantaged pupils performing slightly lower.
- In Maths, disadvantaged pupils were 6% behind non-disadvantaged pupils in achieving the expected standard.

Year 1 phonics

-86% of disadvantaged pupils met the expected standard in the phonics screening check in year 1. National average was 67%.

EYFS GLD

82% (11 chn) of disadvantaged pupils met the expected standard for GLD. National average was 51.3%.

The data shows that disadvantaged children at Barham Primary School perform above the national average by the end of Year 6. This indicates that the strategies implemented are having a positive impact. A key focus has been upskilling staff through targeted CPD and training, enabling them to consistently deliver high-quality teaching. Additionally, targeted interventions, booster sessions, and tutoring—led by both teachers and learning assistants—have concentrated on developing core skills such as phonics, handwriting, reading comprehension, and basic mathematics. These interventions have helped lay strong foundations for future learning.

However, it remains essential to further embed these strategies to ensure sustained progress and continued narrowing of the attainment gap between disadvantaged pupils and their peers by the end of

Key Stage 2. This will remain a key priority in the upcoming academic year.

We have also drawn on school data and observations to assess wider issues impacting disadvantaged pupils' performance.

The attendance data for disadvantaged children for academic year 2023/24 was 92.2%. The attendance data for disadvantaged children for academic year 2024/25 was 93%. This showed an increase of 0.8% and was above national figures of 92.6%.

Our whole-school approach to increasing attendance has had a positive impact and it is to be continued for the next academic year.

Disadvantaged pupils engaged in a wide range of extra-curricular activities throughout the academic year, including coding, sports, and art clubs. Participation levels were high, with pupils consistently demonstrating enthusiasm and sustained engagement.

To further support confidence and oracy development, many pupils also took part in **LAMDA sessions**. Feedback from staff was overwhelmingly positive, noting visible increases in self-confidence, verbal communication skills, and active participation in classroom learning.

Pupils in Years 5 participated in **The Brilliant Club**, an initiative designed to raise aspirations by exposing students to university-style learning. This experience helped develop pupils' cultural capital and broadened their understanding of future educational opportunities.

Overall, we are pleased with the progress made through the Pupil Premium strategy in the previous year, noting positive outcomes in academic achievement and well-being for our disadvantaged students. The interventions and support programs have had a meaningful impact, with many students showing improvements in both their learning and personal development. However, we as a school recognise that there is still more work to be done. The strategy will take time to be fully embedded, and continued focus on further narrowing the attainment gap, as well as ensuring that all pupils fully benefit from the available resources, will remain a priority for the year.

Externally provided programmes

Programme	Provider
LAMDA	Fresh Arts
Scholars Programme	Brilliant club
After school sports clubs	Non-stop Action

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?	
What was 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, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.