

# Pupil premium strategy statement – William Barnes Primary School

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 outcomes for disadvantaged pupils last academic year.

## School overview

Detail	Data
Number of pupils in school	163
Proportion (%) of pupil premium eligible pupils	28%
Academic years that our current pupil premium strategy plan covers	2025/2026 to 2027/2028
Date this statement was published	December 2025
Date on which it will be reviewed	November 2026
Statement authorised by	F. Locke, Head teacher
Pupil premium lead	F. Locke, Head teacher
Governor / Trustee lead	C. Jones, Chair of Governors

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£61 965
Pupil premium funding carried forward from previous years	£0
<b>Total budget for this academic year</b>	<b>£61 965</b>

## Part A: Pupil premium strategy plan

### Statement of intent

At William Barnes, we intend that all of our pupils are able to share in the high expectations of our school community (staff, children and families). The focus of our Pupil Premium Strategy is to identify and address group and individual barriers to accessing education or making good progress in tandem with peers, with the ultimate aim that all children, irrespective of circumstances or challenges, are able to access the curriculum in KS3 and above. We also aim to provide an enrichment curriculum that contributes to all children's cultural capital and understanding of the wider world.

We will consider the challenges faced by all vulnerable pupils, including those who may not be in receipt of the Pupil Premium, particularly those who have/had a social worker, Young Carers or those who have otherwise been identified as vulnerable.

The core of our approach is high-quality teaching and learning, with whole-class sessions and small-group/individual interventions focused on core skills. This has been shown to have impact on narrowing the disadvantage attainment gap, and will at the same time benefit the attainment of non-disadvantaged pupils in our school. Our intention is that the attainment of all will be improved, alongside greater progresses made by those who have been disadvantaged.

While our approach will respond to shared challenges, the context of our school means that strategies will more often be related to individual needs, which are often complex and intersectional. Assumptions will not be made about the impact of disadvantage but based in the assessment of need (attendance, attainment, pastoral/family needs etc.). To this end, we shall:

- Ensure that disadvantaged pupils, alongside their peers, are challenged in their learning and the tasks that they are given.
- Act early to identify and intervene as needed, through analysis of data, review of learning in sessions, review of attendance.
- Adopt a whole-school approach in which every member of staff takes responsibility for the outcomes of pupils who have been disadvantaged, encompassing shared high expectations for achievement and attainment.

## Challenges

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

Challenge number	Detail of challenge
1	<p><b>Attendance</b></p> <p>Poor attendance at school is linked to lower academic attainment across all stages; school attendance is a stubborn issue with key disadvantaged pupils despite a range of interventions.</p> <p>Pupils eligible for the Pupil Premium attendance in the Autumn Term 2025-6 has been 91.6% against National attendance of 94.6 % and a whole-school figure of 94.3%.</p> <p>Social and emotional needs of both children and their parents/carers can be a significant barrier to the attendance of key pupils.</p>
2	<p><b>Assessment &amp; Analysis</b></p> <p>Assessment and analysis practices are not yet embedded, leading to delays and assumptions re. pupils' needs. Regular analysis of core subject assessments with focus on key groups needs to be in place, alongside professional challenge/support.</p> <p>Some assessment/recording practices are impacting on teacher workload.</p> <p>Additional training needed for Leaders</p> <p>Early identification process needed to ensure there are no delays in providing support/intervention.</p>
3	<p><b>Social and emotional needs</b></p> <p>The social, emotional and mental health needs of children and/or their parents/carers can be a significant barrier to attendance, engagement and achievement.</p> <p>There is a need to support self-regulation of disadvantaged pupils. Social and emotional skills support effective learning and are linked to positive outcomes later in life.</p>
4	<p><b>Range of Learning Barriers</b> that can be addressed through <b>technology</b></p> <p>To improve learning, schools should consider the specific barriers technology is addressing, particularly for disadvantaged students, and use technology in a way that is informed by effective pedagogy.</p>
5	<p><b>Access to the wider curriculum</b></p> <p>Standardised assessments reveal pupils who need extra support with reading/phonics.</p> <p>Pupils entering the school need Speech and Language support.</p> <p>Less fluency in recall of number facts (MTC)</p>

## 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
<p><b>Targeted support (academic &amp; pastoral)</b></p> <p>Boost language development, literacy or numeracy, learning behaviours.</p> <p>Meet social/emotional needs that may be a barrier to attendance/learning.</p>	<p>High quality teaching reduces the need for extra support for all pupils, including scaffolding, checking for understanding and the targeted use of technology.</p> <p>Teacher CPD focuses on whole-class approaches such as modelling, scaffolding, checking for understanding and the targeted use of technology.</p> <p>Timely identification of the need for additional support.</p> <p>High quality, structured interventions allow pupils to make progress, or to catch up with their peers (this includes higher-attaining peers).</p> <p>High quality, structured interventions are scheduled and aligned with the curriculum carefully.</p> <p>Data and assessment analysis ensure that interventions are matched to individual pupil needs.</p> <p>Regular assessments ensure that interventions are time-limited.</p>

	<p>Strategic deployment of teaching assistants in the classroom allows adaptive support for all pupils as well as for those disadvantaged pupils needing additional targeted support.</p> <p>TAs are trained in delivery of evidence-based interventions such as NELI and Sound Gym.</p>
<b>Improvement in reading (decoding &amp; comprehension)</b>  Access to a wide range of literature.  Increased empathy and understanding of the world and individuals.	<p>Creation of Assessment Schedule with strategies to improve reading fluency or reading comprehension embedded:</p> <p>YARC reading – all pupils tested in Y1; all new, vulnerable and previous &lt;20% scoring pupils in all years. These pupils are placed in the Priority Readers category and read with/heard reading at least twice weekly.</p> <p>Phonics – all pupils Y2+ who do not have secure understanding of phonemes access phonics interventions (small group or individual) by trained TAs. Older pupils may instead access 'Words First' scheme individually or in very small groups.</p> <p>Implementation of Whole-Class reading every morning (grant from local charity) based on the Sussex University 'Faster Read' research</p>
<b>Clarity of communication to support parental engagement</b>	<p>Communications with parents &amp; carers emphasises the opportunity to speak to teachers daily directly before/after school.</p> <p>Parent &amp; carer needs are identified in a timely manner so that appropriate support can be signposted.</p> <p>Written communications with parents &amp; carers are positive and personal.</p> <p>School leads TAFs where no alternative professionals are in place.</p> <p>Local authority leads for inclusion, social/pastoral care are held to account for their responsibilities towards the school and its community.</p> <p>Clear meetings actions for all parties are agreed and reviewed.</p> <p>Links between community services (Family Hub, Social Prescriber, Dorset Family Matters etc.) are formed.</p> <p>Social media posts allow simple parental engagement/inclusion.</p> <p>Newsletters are provided in translatable form/pre-translated.</p> <p>Communications are reviewed for accessibility.</p>

### Activity in this academic year

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

### Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £15,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
An effective teacher in front of every class, with every teacher supported to keep improving through targeted, evidence-informed CPD.	<p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/collaborative-learning-approaches">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/collaborative-learning-approaches</a></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback</a></p> <p>All teaching staff to develop a repertoire of the EEF <a href="#">'5-A-Day' strategies</a> in response to individual needs, using them as the starting point for the teaching of all pupils. Expectations and CPD: Feedback; Checking for Understanding; Collaborative Learning embedded in school's Strategic and Operational Drivers.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</a></p>	1,2,3,4,5
Wider barriers to learning are considered, specific to	<p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation</a></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</a></p>	1,3,4,5

<p>the community our school serves.</p> <p>Pilot use of technology to remove barriers to learning.</p> <p>Deliver appropriate and accessible CPD to staff. Fluency (whole-class reading, arithmetic and GPS) implemented across the school.</p>	<p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/digital">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/digital</a></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mastery-learning">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mastery-learning</a></p> <p>IPad and accessories - £650 each</p> <p>Whiteboards</p>	
<p>Individual and small-group interventions</p>	<p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions</a></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition</a></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/individualised-instruction">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/individualised-instruction</a></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</a></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</a></p>	1,3,4,5

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

Budgeted cost: £12,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Sound Gym/Mini Sound Gym</p> <p>TAs £1096.16</p>	<p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions</a></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</a></p>	3,4,5
<p>Targeted academic support (<i>phonics, personalised learning, English and maths interventions, Words First</i>)</p> <p>TAs: £6689.80</p>	<p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/individualised-instruction">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/individualised-instruction</a></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</a></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</a></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions</a></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</a></p>	3,4,5

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

Budgeted cost: £34,965

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>Open-door policy to support engagement with parents/carers.</i></p>	<p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</a></p>	1,3,4,5
<p><i>Personalised approach to attendance/communications</i></p>	<p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</a></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/supporting-parents">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/supporting-parents</a></p>	1,3,4
<p><i>Purchase of books for school</i></p>	<p><a href="https://sussex.figshare.com/articles/journal_contribution/ Just_reading_the_imact_of_a_faster_pace_of_reading_narratives_on_the_comprehension_of_poor_adolescent_readers_in_English_classrooms/23449943?file=41159117">https://sussex.figshare.com/articles/journal_contribution/ Just_reading_the_imact_of_a_faster_pace_of_reading_narratives_on_the_comprehension_of_poor_adolescent_readers_in_English_classrooms/23449943?file=41159117</a></p>	1,3,4,5

<i>Staffing to support priority reading</i>	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions</a>	4,5
<i>ELSA support TAs: £4499.04</i>	<a href="https://d2tic4wvo1iusb.cloudfront.net/production/eef-guidance-reports/primarysel/EEF_Social_and_Emotional_Learning.pdf?v=1744275632">https://d2tic4wvo1iusb.cloudfront.net/production/eef-guidance-reports/primarysel/EEF_Social_and_Emotional_Learning.pdf?v=1744275632</a> [Core Competence skills]	1,3
<i>Targeted support for Breakfast/After-school Club</i>	<a href="https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/magic-breakfast">https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/magic-breakfast</a>  <i>£1330 per pupil for 1 hour before /after school (190 days) 5+ children</i>	1,3,4
<i>Support for trips and residential visits</i>	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/physical-activity">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/physical-activity</a> <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation</a>	3,4,5  YR-3: £20//pupil Y4-6: £200/pupil
<i>Support for extra-curricular activities (e.g. Forest School)</i>	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/physical-activity">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/physical-activity</a> £30/half-term/pupil	1,3,4
<i>Support with uniform</i>	Feedback from our community s/s £11 Tshirt £6.50 Shoes £25	1,4
<i>Therapeutic Thinking training</i> <i>Free – supply costs: £200 per day</i>	<a href="https://d2tic4wvo1iusb.cloudfront.net/production/eef-guidance-reports/primarysel/EEF_Social_and_Emotional_Learning.pdf?v=1744275632">https://d2tic4wvo1iusb.cloudfront.net/production/eef-guidance-reports/primarysel/EEF_Social_and_Emotional_Learning.pdf?v=1744275632</a> [Core Competence skills]	1,3,4
<i>Arbor MIS (improved tracking of engagement, assessment etc.)</i>	Need identified through learning walks and professional dialogue. Need identified within Borough.  £1500	2
<i>Phonics training for new staff</i>	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions</a> <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics?utm_source=/education-evidence/teaching-learning-toolkit/phonics&amp;utm_medium=search&amp;utm_campaign=site_searchh&amp;search_term">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics?utm_source=/education-evidence/teaching-learning-toolkit/phonics&amp;utm_medium=search&amp;utm_campaign=site_searchh&amp;search_term</a>	2,4,5
<i>Sound Gym &amp; Mini Sound Gym</i>	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions</a>	2,4,5
<i>Words First programme</i>	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions</a>	2,4,5  £185
<i>Colourful Semantics programme</i>	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions</a> <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</a>	2,4,5
<i>Update &amp; Review of Behaviour policy</i>	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions</a>	3
<i>Values consultation</i>	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</a>	3
<i>Staffing to support morning Meet &amp; Greet</i>	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</a>  12 x £2.20/wk x 39	1,3

**Total budgeted cost: £61, 965**

Part B: Review of the previous academic year

## Outcomes for disadvantaged pupils

We have analysed the performance of our school's disadvantaged pupils during the previous academic year, drawing on local and national assessment data, and our own assessments. We are aware that pupils included in the performance data will have experienced some disruption due to Covid-19 earlier in their schooling, which was likely to have affected individual pupils differently; the data demonstrated that although a rising trend in reading has continued, children eligible for the Pupil Premium do not attain at the same level as non-disadvantaged pupils.

Since the previous academic year, there has been a 13.9% rise in children entitled to the Pupil Premium achieving KS2 Age-related standards in Reading, Writing and Maths, with 60.9% of non-disadvantaged pupils and 55.6% of disadvantaged pupils. In Dorset, the combined score for disadvantaged pupils was 38%, and national figures 47%. The national figure was 61%. The data for last year shows that despite a significant rise, there is still a gap between the attainment of those entitled to the Pupil Premium and those who are not. This holds true for maths (55.6% Vs. 69.6% at William Barnes, 61% at national level, although it is higher than the Dorset score of 53%). There was a smaller but still relevant gap of 2.9% in Reading.

In Year 1, 100% of non-disadvantaged pupils passed the phonics screening, and 80% (4 out of 5 pupils) of those entitled to the Pupil Premium. This represents a rise of 51.4% for disadvantaged pupils and 21.1% for non-disadvantaged pupils, demonstrating accelerated progress. The same is true for the Year 4 MTC, with the mean score of disadvantaged pupils rising by 4.93% against 2.11% of non-disadvantaged pupils.

We have also drawn on school data and observations to assess wider issues impacting disadvantaged pupils' performance, including attendance, behaviour and wellbeing. The data demonstrated that attendance of children eligible for the Pupil Premium in the previous academic year was 92.6%, in contrast to 95.5% overall, however there has been improvement here on the previous year's attendance of disadvantaged pupils being 91.7%. This shows that measures taken last year are having an impact, even with harder-to-reach families.

While it is important that data is interrogated, given the size of our cohorts, we need to consider the needs of each child on an individual level to understand the impacts of disadvantage on their lives and learning so that any barriers to their expectations, outcomes and experiences are addressed.

Our evaluation of the approaches delivered last academic year indicates that strategies used to assess, identify and address individual needs had some impact, although new measures will need time to embed (e.g. attendance processes, data analysis and interventions). We continue to review our strategy plan and how we intend to use some of our budget this academic year.

In the previous Pupil Premium strategy plan, the intended outcomes were:

- Progress in reading, writing & maths - there have been no progress measures since 2021.
- Improvement in phonics scores – 80% of children entitled to the Pupil Premium passed the 2024-5 phonics screening compared to 28.6% in 2023-4.
- Attendance of disadvantaged pupils to be above 97% - whole school attendance in 2024-5 was 95.3%, the highest within our group of similar schools. Attendance of non-disadvantaged pupils was 95.5% and of disadvantaged pupils was 91.3%.

## Externally provided programmes

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

Programme	Provider
SALT	Dorset Speech and Language team
Forest School	Primary Forest School and Outdoor Education Ltd.
PSHE/RSE curriculum	SCARF/Coram

Sequenced curriculum

Maestro/Cornerstones