



Barnburgh Primary Academy

Pupil Premium Strategy Review

2024 to 2025

This document reviews our academy's use of pupil premium funding to help improve the attainment of our disadvantaged pupils.

SCHOOL OVERVIEW

DETAIL	DATA
School name	Barnburgh Primary Academy
Number of pupils in school	226
Proportion (%) of pupil premium eligible pupils	23 11%
Academic years that our current pupil premium strategy plan covers (3 year plans are recommended)	2023 to 2024: Year 1 of strategy plan. 2024 to 2025: Year 2 of strategy plan 2025 to 2026: Year 3 of strategy plan
Date this statement was published	September 2024
Date on which it will be reviewed	Our pupil premium plan is re-visited termly with governors. It will be reviewed September 2025
Pupil premium lead	Jo Potts
Governor lead	Paul Brown

FUNDING OVERVIEW

DETAIL	AMOUNT
Pupil premium funding allocation this academic year	£54,982
Recovery premium funding	£0
Pupil premium funding carried forward from previous years	£0
Total budget for this academic year from the government:	£54,982

PUPIL PREMIUM STRATEGY REVIEW

STATEMENT OF INTENT

At Barnburgh Primary Academy, we are committed to providing an inclusive and equitable education for all our children. We recognise that some children face additional barriers to their learning and achievement due to socio-economic disadvantages. As such, we have developed a comprehensive pupil premium strategy to ensure that every pupil, regardless of their background, has the opportunity to reach their full potential.

Our overarching aim is to close the attainment gap between disadvantaged children and their peers. We believe that every child deserves an equal chance to succeed, and we are dedicated to providing the necessary support and resources to ensure this happens.

Our pupil premium strategy is built upon three key principles:

Identifying and addressing individual needs: We understand that each child has unique challenges and requirements. Through careful analysis of data and regular communication with teachers, parents, and children themselves, we identify those who are eligible for pupil premium funding and develop tailored interventions to meet their specific needs. This may include additional academic support, mentoring, pastoral care, or access to extracurricular activities.

High-quality teaching and learning: We believe that excellent teaching is the foundation for success. We invest in continuous professional development for our staff to ensure they have the skills and knowledge to deliver outstanding lessons that engage and inspire all children. We also allocate resources to enhance the learning environment, including the provision of up-to-date technology, learning materials, and resources that cater to diverse learning styles.

Collaboration and partnership: We recognise that supporting disadvantaged children requires a collective effort. We actively collaborate with parents, carers, external agencies, and the wider community to create a network of support around our children. By working together, we can provide a holistic approach to their education, addressing not only academic needs but also social, emotional, and well-being aspects.

To ensure the effectiveness of our pupil premium strategy, we regularly review and evaluate our interventions and their impact on outcomes. We use a range of data, including academic progress, attendance, and well-being indicators, to measure the success of our initiatives and make informed adjustments where necessary.

We are committed to transparency and accountability in the use of pupil premium funding. We publish an annual report detailing our expenditure, interventions, and outcomes, ensuring that all stakeholders are aware of how the funding is being utilised to benefit our disadvantaged children.

In conclusion, our pupil premium statement of intent reflects our unwavering commitment to providing equal opportunities for all children, regardless of their socio-economic background. We believe that every child has the potential to succeed, and through our targeted interventions, high-quality teaching, and collaborative approach, we aim to empower our disadvantaged children to thrive academically, socially, and emotionally.

CHALLENGES

This details the key challenges to achievement that we have identified among our disadvantaged children. We identify and address barriers to learning faced by individual children through:

- everyday teaching practice;
- analysis of all data records;
- discussions with pupils;
- discussions with parents and extended family
- collaboration with external agencies;
- rigorous regular tracking of pupil attainment and progress, including a specially dedicated, "narrowing the gap" progress meeting in which all disadvantaged children (including higher ability PP children) are discussed

in detail with senior leaders. The effectiveness of strategies to overcome their barriers to learning are evaluated, and a new tailored programme put in place. These meetings take place every half term.

We aim to ensure our additional Pupil Premium Grant is spent on things that work and are effective in making a positive difference to our disadvantaged children, helping to combat their barriers to learning and close the gaps in achievement.

BARRIERS TO FUTURE ATTAINMENT	REFERENCE LETTER
Socio-economic disadvantage	a
Safeguarding and welfare issues some of which result in Social Services involvement	b
Low parental engagement with school	c
Some of our children have had, or continue to have, poor attendance which consequently impacts on their learning.	d
Social and emotional challenges resulting in low confidence and self-esteem.	e
Some of our parents of disadvantaged students struggle to provide support to their children due to low levels of basic literacy and numeracy skills	f
Unsupported learning habits at home. For some of our disadvantaged children reading is not modelled or encouraged in the home and the children do not always have adequate support or resources for homework.	g
Parents with stressful occupations who work long hours.	h
Moderate and high levels of complex medical needs	i
Broken family structures resulting in family stress and low resilience	j
Loss and bereavement	k
Trauma and other mental health issues in the family and/or child	l
Special educational needs and disabilities	m

REVIEW OF OUR INTENDED OUTCOMES

This is a review of the intended outcomes we were aiming for **by the end of this strategy plan**

OBJECTIVE NUMBER	OBJECTIVE	REVIEW
1	to develop our curriculum offer	Over the past year, we have strategically developed our curriculum offer to ensure it is broader, more inclusive, and tailored to meet the needs of all learners. As a result of these changes, we have seen measurable improvements in engagement, confidence, and academic progress among our disadvantaged pupils. Targeted support, enriched learning experiences, and a more coherent progression of knowledge have enabled Pupil Premium children to access the full curriculum more effectively and make stronger gains in both core and foundation subjects. Our refined curriculum is now better equipped to support equity in learning, and we continue to monitor and adapt our approach to maximise impact.
2	to ensure the quality of teaching and learning is at least good	High-quality teaching and learning remain the most effective strategy for improving outcomes for our Pupil Premium children. Through consistent, well-planned lessons, clear modelling, and targeted feedback, Pupil Premium pupils are better able to access the curriculum, close gaps in understanding, and build confidence in their learning. Although we have not seen a positive impact on statutory outcomes for our PP children, our in-year tracking shows many of our children making good progress. The use of adaptive teaching and high expectations for all learners ensures that PP children are fully included and challenged appropriately. As a result, more of our disadvantaged pupils are demonstrating greater independence and resilience in their learning.
3	to review and develop the marking & feedback policy.	Our marking and feedback policy has been reviewed and refined to ensure it is purposeful, consistent, and focused on improving pupil outcomes. The updated approach emphasises timely, specific feedback that moves learning forward, while reducing unnecessary workload for staff. This policy has been fully embedded across the school, with a clear focus on how feedback is used to close learning gaps—particularly for our Pupil Premium children. Teachers are using

		<p>feedback more effectively to identify misconceptions and tailor support, enabling PP pupils to make more rapid progress.</p> <p>As a result, disadvantaged pupils are more aware of their next steps, more confident in responding to feedback, and better equipped to improve the quality of their work over time.</p>
4	To increase staffing capacity to enable leaders to fulfil responsibilities	<p>We have strategically increased our staffing capacity to ensure leaders are fully equipped to meet the needs of our Pupil Premium children. This has included the creation of dedicated roles and the reallocation of responsibilities to allow leaders to focus more effectively on the progress, wellbeing, and wider needs of disadvantaged pupils.</p> <p>A key development has been the appointment of our Inclusion Manager, who plays a central role in identifying and responding to the individual needs of Pupil Premium children and their families. Through close collaboration with staff, external agencies, and parents, the Inclusion Manager ensures that targeted support—both academic and pastoral—is put in place promptly and effectively.</p> <p>This increased leadership capacity has strengthened our ability to monitor impact, remove barriers to learning, and ensure that every Pupil Premium child receives the support they need to thrive.</p>
5	to undertake 3 pupil progress meetings each year	<p>The introduction of three pupil progress meetings each year has had a significant impact on the outcomes of our Pupil Premium children. These structured, data-informed discussions allow leaders and teachers to closely monitor progress, identify emerging gaps, and put timely interventions in place.</p> <p>By reviewing progress at regular intervals, staff are able to respond quickly to the needs of PP pupils, ensuring that support is targeted and effective. These meetings also promote accountability and collaboration, with a clear focus on removing barriers to learning and raising expectations for disadvantaged learners.</p> <p>As a result, Pupil Premium children are making stronger in-year progress and receiving more personalised support.</p>
6	to provide 1:1 or small group pastoral interventions when appropriate and to develop a space to regulate emotions in	<p>We have strengthened our pastoral provision by offering targeted 1:1 and small group interventions for Pupil Premium children, delivered when appropriate to meet individual needs. These sessions focus on building emotional resilience, self-esteem, and positive relationships—key factors in enabling children to fully engage with learning.</p> <p>In addition, we have developed a dedicated space within our school library to support emotional regulation. This safe, calming environment allows children to manage their emotions effectively, helping them return to class ready to learn.</p> <p>Together, these provisions have had a positive impact on the wellbeing, behaviour, and readiness to learn of our Pupil Premium pupils. Improved emotional regulation has led to greater focus in lessons, stronger peer relationships, and more consistent engagement with the curriculum.</p>
7	to delegate KS1 TAs to provide daily phonics interventions and to increase capacity for a HLTA with phonics specialism to provide additional phonics interventions	<p>To accelerate early reading progress for our Pupil Premium children, we have strategically deployed Key Stage 1 teaching assistants to deliver daily phonics interventions. This focused support ensures that gaps are identified and addressed quickly through short, structured sessions tailored to individual needs.</p> <p>In addition, we have increased capacity by utilising a HLTA with a phonics specialism to provide further targeted interventions. This has allowed us to offer additional, high-quality support to those pupils requiring more intensive input.</p> <p>50% (1 out of 2 pupils) attained the expected standard of phonics in year 1 which is slightly below national at 67%. Outcomes demonstrate an uplift of 17% from number of pupils passing the screening test from 2024 outcomes</p> <p>100% of the pupil premium group attained the expected standard at the end of KS1. This was significantly above national averages.</p>
8	to support individual families with attendance	<p>We recognise that good attendance is essential for academic success, particularly for our Pupil Premium children. To address this, we have put a strong focus on working closely with families to improve attendance and reduce persistent absence.</p> <p>Through regular communication, early intervention, and personalised support—including home visits, meetings, and signposting to wider services—we have built positive relationships with families and addressed barriers to regular school attendance.</p> <p>This targeted approach has led to improved attendance rates among Pupil Premium pupils, resulting in more consistent access to learning, stronger engagement in the classroom, and better academic progress. By supporting families in overcoming challenges related to attendance, we are helping to secure better long-term outcomes for disadvantaged children.</p>
9	to maintain an inclusion leader to be pupil premium champion to develop family-school relationships	<p>Maintaining an Inclusion Leader as our dedicated Pupil Premium Champion has had a significant impact on strengthening relationships between school and families of disadvantaged pupils. This role provides a clear point of contact for families, ensuring early support, open communication, and consistent advocacy for the needs of Pupil Premium children.</p> <p>By building trust and working closely with parents and carers, the Inclusion Leader helps to remove barriers to learning—whether academic, emotional, or social. As a result, Pupil Premium pupils benefit from more stable home-school partnerships, improved attendance, and greater engagement in learning.</p>
10	to pay for 50% of all enrichment opportunities for all pupil premium children if requested by parents.	<p>To ensure equity of access, we offer to fund 50% of all enrichment opportunities for our Pupil Premium children when requested by parents. This includes trips, clubs, residential, and extracurricular activities that enhance the wider curriculum.</p> <p>By removing financial barriers, more Pupil Premium pupils are able to participate fully in experiences that promote personal development, cultural capital, and a sense of belonging. This has led to increased confidence, stronger peer relationships, and improved engagement in school life.</p> <p>As a result, our disadvantaged pupils benefit not only academically, but also socially and emotionally, through richer, more inclusive learning experiences beyond the classroom.</p>

REVIEW OF OUR DATA GOALS

This is a review of the data goals we were aiming for **by the end of this strategy plan**

GOALS:	NARRATIVE:
<ul style="list-style-type: none"> To increase the % of PP children attaining the expected standard in reading by the end of EOKS1 and EOKS2. 	<ul style="list-style-type: none"> 33% (1 out of 3 children) of the pupil premium group in KS1 attained the expected standard in comparison to 58% nationally. Outcomes for this group of pupils remains consistent in comparison to outcomes in 2023 to 2024. At the end of KS2 no child (0 out of 3 children) in the pp cohort attained the expected standard in comparison to 63% nationally. This was a decline from outcomes for this group in 2023 to 2024.
<ul style="list-style-type: none"> To increase the number of PP children attaining the expected standard in writing by the EOKS 1 and 2. 	<ul style="list-style-type: none"> 33% (1 out of 3 children) of the pupil premium group in KS1 attained the expected standard which was 16% below national figures. Outcomes for this group of pupils remains consistent in comparison to outcomes in 2023 to 2024. At the end of KS2 33% (1 out of 3 children) of the pp cohort attained the expected standard in writing which was 26% below national figures. This was also a slight decline from outcomes for this group in 2023 to 2024.
<ul style="list-style-type: none"> To increase the % of PP group attaining the expected standard in the combined measure at the end of each key stage. 	<ul style="list-style-type: none"> 33% (1 out of 3 children) of the pupil premium group in KS1 attained the combined measure for expected standard at the end of KS1. This was slightly behind national averages of 12% and was in line with the combined outcome of 2023 to 2024. Outcomes have remained consistent from the previous year. At the end of KS2 0% (0 out of 3 children) of the pp cohort attained the expected standard in the combined measure. This remains below the national average and indicates a slight decline from previous outcomes in 2023 to 2024.

REVIEW OF ACTIVITY IN ACADEMIC YEAR 2024 TO 2025

This is a review of how we spent our pupil premium **this academic year** to address the challenges listed above.

TEACHING (for example, CPD, recruitment and retention)

Budgeted cost: £8,247

ACTIVITY	REVIEW	EVIDENCE	NEXT STEPS
1. DEVELOPING THE CURRICULUM	<ul style="list-style-type: none"> improved inclusivity children's specific needs and interests being better addressed. This is particularly evident from newly introduced outdoor learning lessons. improved engagement and motivation resulting in improved resilience and self-confidence. 	<ul style="list-style-type: none"> Voice of the child Parent feedback from ASPIRE events Observations during lessons and ASPIRE events Feedback from Trust reviews 	Develop target next year
2. A FOCUS ON HIGH QUALITY TEACHING AND LEARNING	<ul style="list-style-type: none"> Teaching and learning was monitored throughout the year with a focus on lessons, children's books, discussions with children and analysis of data throughout the year of the children's assessment outcomes. Teaching and learning is judged to be at least good across the school. Consequently, our pupil premium children are receiving high quality teaching. Refer to data report and individual profiles for analysis of outcomes 	<ul style="list-style-type: none"> Pupil premium profiles Pupil premium data report School check reports Trust audit reports 	Repeat target next year
3. MARKING & FEEDBACK	<ul style="list-style-type: none"> Marking and feedback has been important for our pupil premium children as it has provided personalised support. Our Live Marking approach has contributed to developing self-confidence and motivation. An increased number of pupil premium children have been observed with improved engagement and focus in lessons due to having a better understanding of what they are doing well and what they need to do next. One pupil premium child in year 5 said 'I like it when I get feedback on my work because I know what I have done well' 	<ul style="list-style-type: none"> Children's books Pupil premium profiles Pupil premium data report School check reports Trust audit reports 	Embed target next year
4. CPD	<ul style="list-style-type: none"> Professional development has helped our teachers develop and refine their teaching, enabling them to deliver high-quality lessons that meet the specific needs of our disadvantaged children. Observations show that teachers are equipped with the tools and strategies to implement targeted interventions for pupils eligible for pupil premium funding. These interventions include MTC, reading, dyslexia Gold as well as a variety of pastoral sessions. Our CPD offer has helped to teachers to address specific learning gaps, provide additional support, and promote academic progress. 	<ul style="list-style-type: none"> School calendar for overview of training opportunities Trust driver group calendar Staff feedback 	Develop target next year

	<ul style="list-style-type: none"> Our professional development opportunities have involved collaboration among our teachers, allowing them to share best practices and learn from each other's experiences. This collaborative approach has contributed to the development of effective strategies and interventions that support the progress of our disadvantaged children. 		
5. MENTAL HEALTH FIRST AIDER	<ul style="list-style-type: none"> Our fully trained mental health first aider has worked with all our pupil premium children in some capacity throughout the academic year. In some instances, this has been through whole class work but in many instances, it has been through specific small group work or 1:1. By providing support and guidance, our trained mental health first aider has helped our children manage their mental health and well-being. This has a positive impact on their overall well-being and academic performance. Our trained mental health first aider has worked collaboratively with external agencies to ensure that our children receive the appropriate support and referrals. This has helped address the specific needs of our disadvantaged children who can sometimes require additional support beyond our school setting. Our trained mental health first aider has responded throughout the year to all social problems that have occurred in children's free time both in and out of school. This has supported many of our disadvantaged children at different points throughout the year. 	<ul style="list-style-type: none"> CPOMS 	Repeat target next year

TARGETED ACADEMIC SUPPORT (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £30,240

ACTIVITY	REVIEW	EVIDENCE	NEXT STEPS
6. ASSESSMENT	<ul style="list-style-type: none"> We have had three assessment point this academic year. Each assessment point has been followed by a pupil progress meeting All children on our pupil premium register have been individually tracked and discussed at pupil progress meetings All of the above has helped us identify learning gaps and areas of weakness in disadvantaged children's knowledge and skills. This information has then informed targeted interventions and support strategies to address these gaps. Our assessment model and pupil premium profiles are helping us to monitor the progress of our disadvantaged children over time, allowing our teachers to track their academic growth and identify areas where additional support may be needed. This is helping to ensure that interventions and support strategies are effective in promoting progress. Our teachers have gained valuable information about the individual needs and strengths of our disadvantaged children, enabling them to tailor their lessons and support to meet these specific needs. This personalised approach is helping to address the unique challenges and barriers faced by our disadvantaged children. 	<ul style="list-style-type: none"> Pupil progress meeting documents including minutes and actions Pupil premium profiles Pupil premium data report 	Embed target next year and further develop pp profiles
7. ACADEMIC INTERVENTIONS	<ul style="list-style-type: none"> We have had a variety of academic interventions taking place for our disadvantaged pupils throughout the year. The impact of these are monitored by the class teachers through observations and analysis of data. This is discussed with senior leaders at pupil progress meetings. Our academic interventions have provided targeted support to address the specific learning needs of our disadvantaged children. These interventions focus on areas such as reading, writing, maths and phonics, helping children develop the necessary knowledge and skills to succeed academically. 	<ul style="list-style-type: none"> Pupil progress meeting documents including minutes and actions Pupil premium profiles Pupil premium data report 	Continue target next year
8. PASTORAL INTERVENTIONS	<ul style="list-style-type: none"> Our pastoral interventions have provided emotional support to our disadvantaged children, helping them develop resilience, coping strategies, and emotional well-being. This support has helped our children overcome barriers to learning and improve their overall well-being. Our pastoral support has included counselling, therapy, and access to mental health services. Although it is difficult to evidence, we are confident that our pastoral interventions have helped to improve attendance and engagement among our disadvantaged children. By addressing the underlying factors that have contributed to poor attendance, such as family issues or lack of motivation, we have been able to help children stay engaged in their education. 	<ul style="list-style-type: none"> CPOMS Voice of the Child 	Continue target next year

	<ul style="list-style-type: none"> Our pastoral interventions have supported our disadvantaged children in managing their behaviour and developing positive social skills. Some of our pastoral interventions have involved engaging with families and our wider community to support the needs of our disadvantaged children. This has included home visits, parent workshops, and community partnerships. 		
9. DYSLEXIA GOLD.	<ul style="list-style-type: none"> Dyslexia Gold has shown a significant positive impact on Pupil Premium children by improving reading fluency, confidence, and focus. Its targeted interventions address underlying issues such as visual tracking and phonological awareness, which are common barriers to learning. 	<ul style="list-style-type: none"> CPOMS SEND APDRs 	Continue target next year
10. THERAPY SESSIONS.	<ul style="list-style-type: none"> We have a HLTA who is trained in a number of therapies including Lego therapy, Sand Play therapy and Draw and Talk therapy. These have been beneficial for our pupil premium children because they have provided creative and non-threatening environments for our children to express their thoughts and emotions, which has helped them develop better emotional regulation and communication skills, leading to improved well-being and academic performance. 	<ul style="list-style-type: none"> CPOMS Voice of the child 	Continue target next year

WIDER STRATEGIES (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £16,495

ACTIVITY	REVIEW	EVIDENCE	NEXT STEPS
11. ATTENDANCE	<ul style="list-style-type: none"> We have promoted and celebrated good attendance with awards three times in the year issuing bronze, silver and gold awards. Improved attendance has provided our pupil premium children with improved opportunities for social interaction and emotional development which is particularly beneficial for some of our pupil premium children who face social and emotional challenges. 	<ul style="list-style-type: none"> Pupil premium profiles Data report School ping communication newsletters 	Continue target next year
12. INCLUSION MANAGER	<ul style="list-style-type: none"> Our Inclusion manager has worked with all our pupil premium children in some capacity throughout the academic year. In some instances, this has been through whole class work but in many instances, it has been through specific small group work or 1:1. Our inclusion manager has provided personalised support to our pupil premium children, tailoring interventions to their individual needs. This has involved one-to-one mentoring, academic support, and / or social and emotional guidance. This personalised approach has enabled our inclusion manager to address the specific challenges and strengths of each pupil premium child, leading to more effective support. 	<ul style="list-style-type: none"> Voice of the child CPOMS Various school plans including health 	Continue target next year
13. ENRICHMENT OPPORTUNITIES	<ul style="list-style-type: none"> 100% of our children on our pupil premium register have accessed at least one enrichment opportunity this year. This includes attending after school clubs, school trips and residential and / or representing our school at sports competitions. These opportunities have provided valuable experiences and support for our pupil premium children by exposing them to new experiences, and broadening their horizons and aspirations. Our enrichment opportunities have also helped our pupil premium children develop a range of skills and talents beyond the academic curriculum. This includes activities such as sports competitions, dance festivals, choir, drama performances, young Voices, etc. Although difficult to measure impact, we aim to provide our pupil premium children with opportunities to discover and develop their strengths and talents. Our enrichment opportunities involve teamwork, collaboration, and social interaction, which have helped our pupil premium children develop important social and emotional skills. By engaging in these activities, our pupil premium children are developing their communication, teamwork, and problem-solving abilities, which are essential for their overall development. By offering enrichment opportunities, we feel we have provided our pupil premium children with a well-rounded education and, therefore, hope to enhance their chances of success. 	<ul style="list-style-type: none"> Club registers Pupil premium profiles School Ping communication Newsletters Pupil's voice 	Continue target next year

Total budgeted cost: £54,98

