

# Pupil premium strategy statement – St Bartholomew's 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	425
Proportion (%) of pupil premium eligible pupils	12%
Academic year/years that our current pupil premium strategy plan covers ( <b>3-year plans are recommended – you must still publish an updated statement each academic year</b> )	2025/2026- 2028/2029
Date this statement was published	December 2025 (new)
Date on which it will be reviewed	December 2026
Statement authorised by	Rachael Kilmister Headteacher
Pupil premium lead	Rachael Kilmister Headteacher
Governor / Trustee lead	Victoria Osbourne. Lead for vulnerable pupils

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 75,665
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£ 75,665

# Part A: Pupil premium strategy plan

## Statement of intent

What are your ultimate objectives for your disadvantaged pupils?

Our ultimate objective is to ensure that disadvantaged pupils achieve highly and flourish academically, socially and emotionally so that their outcomes and life chances are indistinguishable from- or exceed- those of their non-disadvantaged peers. We aim for disadvantaged pupils to:

- Consistently attain and make progress in line with, or above, both national disadvantaged and national non-disadvantaged pupils.
- Develop as confident, independent learners equipped with secure literacy, numeracy and wider curriculum knowledge.
- Experience high-quality teaching, targeted support and broad enrichment opportunities that remove barriers to learning.
- Transition to their next stage of education with the knowledge, skills and cultural capital needed for long-term success.
- Our current performance- where multi-year averages for attainment and progress in reading, writing, maths, grammar and punctuation are significantly above national disadvantaged outcomes and above national non-disadvantaged averages—demonstrates that this objective is both aspirational and achievable.

### **How the current pupil premium strategy plan works toward these objectives**

Our strategy is built around sustaining and further strengthening the consistently high outcomes achieved by disadvantaged pupils. The plan supports our objectives by:

- Prioritising high-quality teaching. This is the single most important factor in securing strong outcomes for disadvantaged pupils. Investment in professional development, instructional coaching and curriculum refinement ensures all pupils benefit from excellent classroom practice.
- Embedding targeted academic support, including evidence-based interventions in reading, writing and maths, delivered by skilled staff. These are precisely monitored to ensure disadvantaged pupils make accelerated progress where needed.
- Removing non-academic barriers that may affect learning- such as attendance, wellbeing, access to enrichment or family support. Pastoral mentoring,

attendance monitoring and broader enrichment funding ensure disadvantaged pupils can engage fully in school life.

- Using robust assessment and diagnostic information to identify need early, personalise support and adapt provision to ensure disadvantaged pupils maintain their strong trajectory of attainment.

Because our three-year average of 77% disadvantaged pupils achieving the expected standard in R/W/M is well above the national disadvantaged figure of 46% and also above the national non-disadvantaged figure of 68%, our current plan focuses on consolidation, precision and sustainability to maintain this exceptional trend.

### **Key principles of the strategy plan**

The plan is underpinned by the following core principles:

#### **1. Equity through excellence in teaching**

All disadvantaged pupils deserve access to outstanding teaching. Our strategy invests in professional development and curriculum quality so that every classroom meets the needs of disadvantaged pupils first.

#### **2. Evidence-based decision-making**

All interventions and actions- academic and pastoral- are rooted in high-quality research including the EEF toolkit, alongside our own internal evidence showing what works best for our pupils.

#### **3. Early identification and personalised support**

Regular assessment cycles, gap analysis and progress reviews ensure disadvantaged pupils receive timely, targeted support aligned with their specific learning profiles.

#### **4. Whole-child development**

We recognise that academic achievement is inseparable from wellbeing, attendance, resilience and access to enrichment. Our strategy addresses both academic and wider needs.

#### **5. High expectations and aspiration**

We maintain the same ambitious targets and curriculum experiences for disadvantaged pupils as for all pupils, underpinned by the belief that background does not determine outcomes.

#### **6. Sustained improvement, not short-term fixes**

Our approach emphasises long-term investment- high-quality teaching, systems and staff expertise—rather than one-off interventions.

## Challenges

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

Challenge number	Detail of challenge
1	<b>Emerging variation in reading attainment over time</b> Although disadvantaged pupils continue to achieve significantly above disadvantaged pupils nationally and above non-disadvantaged pupils nationally, trend data shows that the relative gap in reading attainment is not as strong as in previous years. A small number of disadvantaged pupils require more precise and earlier support to secure age-related reading fluency, comprehension and vocabulary.
2	<b>Writing outcomes remain strong but show less improvement than other subjects</b> Despite high absolute performance, writing outcomes for disadvantaged pupils have not maintained the same positive trajectory as maths. Internal data indicates that sentence composition, stamina and transcription skills are areas where disadvantaged pupils require more targeted support to avoid the gap widening over time.
3	<b>Need for sustained precision in early intervention</b> While systems are strong, early identification of specific literacy gaps for a small number of disadvantaged pupils can be sharpened-particularly in phonics application, spelling, handwriting and extended writing. Earlier, more granular diagnostic assessment is needed to maintain historically exceptional outcomes.
4	<b>Maintaining excellence amidst high performance</b> Because the school's outcomes are already significantly above national averages, even slight fluctuations appear as declines in relative gaps. Ensuring staff remain highly attuned to micro-trends in reading and writing performance is essential to prevent subtle slippage from becoming a long-term pattern.
5	<b>Children entering Early Years with lower levels of communication and language skills, listening, attention and understanding and self-regulation</b> Base line assessments demonstrate that children entering nursery and reception have lower skills essential for accessing learning. An increasing number of children are entering Early Years with significantly lower levels of communication and language development. This includes limited vocabulary, delayed speech, and difficulties in expressing needs and ideas. Many pupils also demonstrate weaker listening, attention, and understanding skills, which impacts their ability to follow instructions, engage in learning activities, and participate in group work. In addition, there are growing concerns around self-regulation, with children finding it more challenging to manage their emotions, behaviour, and concentration. These developmental gaps can affect early

	literacy, social interaction, and overall readiness for learning, placing disadvantaged pupils at a greater risk of falling behind their peers from the outset
6.	<p><b>The attendance of disadvantaged pupils in school is below non-disadvantaged pupils</b></p> <p>Whilst the attendance of disadvantaged pupils in 2024/25 (96%) was above both national disadvantaged attendance (92.4%) and above the national attendance of non-disadvantaged pupils (94.8%), this is a slight fall in school attendance rates from the previous academic year (96.4%) for this group of pupils and below our whole school attendance for non-disadvantaged pupils (97.2%).</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
Strengthen reading outcomes for disadvantaged pupils to re-establish the historically strong internal gap between disadvantaged and non-disadvantaged pupils.	<ul style="list-style-type: none"> <li>-Disadvantaged pupils meet or exceed previous internal averages in reading attainment.</li> <li>- Reading fluency and comprehension gaps identified early and addressed through targeted intervention.</li> <li>- End of KS2 reading outcomes for disadvantaged pupils remain significantly above national disadvantaged and meet or exceed national non-disadvantaged levels.</li> </ul>
Improve writing accuracy, stamina and transcription skills for disadvantaged pupils to sustain historically exceptional outcomes.	<ul style="list-style-type: none"> <li>-Assessments show accelerated progress in key writing components (composition, punctuation, spelling, handwriting).</li> <li>- Writing outcomes re-align with historic high performance and match or exceed internal three-year trends.</li> <li>- End of KS2 writing outcomes continue to significantly exceed national disadvantaged outcomes.</li> </ul>
Ensure disadvantaged pupils with attendance, SEND or home-learning barriers make consistent progress across reading and writing.	<ul style="list-style-type: none"> <li>-Identified pupils meet expected progress targets across the academic year.</li> <li>- Improved attendance for targeted disadvantaged pupils.</li> <li>- Clear evidence that targeted support</li> </ul>

	(academic and pastoral) mitigates individual barriers.
Increase the precision and impact of early literacy assessments/diagnostics and interventions from EYFS and KS1 into early KS2.	<ul style="list-style-type: none"> <li>- Assessment information is used to provide specific, timely and actionable feedback to disadvantaged pupils on key early literacy skills (phonics application, decoding, transcription, sentence construction), resulting in measurable improvements in targeted areas.</li> <li>- Staff can access and are trained in the use of diagnostic tools to precisely identify need.</li> <li>- Teachers and support staff consistently apply evidence-informed feedback strategies, including modelling, guided practice and the use of clear success criteria. Lesson visits and book looks show disadvantaged pupils responding to feedback to improve the accuracy and quality of their reading and writing.</li> <li>- Disadvantaged pupils increasingly use metacognitive strategies to plan, monitor and review their literacy learning—for example, re-reading for meaning, checking phonics patterns, using success criteria, and self-correcting errors. Pupil voice demonstrates growing independence and strategy awareness.</li> <li>- Early literacy interventions explicitly teach metacognitive strategies and include opportunities for pupils to reflect on their learning. Intervention records and pre/post data show disadvantaged pupils making accelerated progress compared with baseline assessments.</li> </ul>
Sustain the school's consistently high outcomes for disadvantaged pupils through sharper monitoring and staff development.	<ul style="list-style-type: none"> <li>- Staff use highly sensitive progress monitoring to identify micro-trends early.</li> <li>- Disadvantaged pupils maintain performance that remains significantly above national disadvantaged outcomes in all subjects.</li> <li>- The internal gap between disadvantaged and non-disadvantaged pupils in reading and writing returns to (or exceeds) historic levels.</li> </ul>
Improve attendance of disadvantaged pupils so that it is in-line with whole school attendance target of 97% and closes the gap between attendance of non-disadvantaged pupils.	<ul style="list-style-type: none"> <li>-Precise weekly tracking of disadvantaged groups' attendance by AHT attendance officer</li> <li>-Implementation of family support plans for all children whole attendance falls below 90%</li> <li>- Targeted and individual support for all vulnerable children whose attendance falls below 95%</li> <li>- Half termly attendance reports to be sent home for all pupils</li> </ul>

## 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: £ *[insert amount]*

Activity	Evidence that supports this approach	Challenge number(s) addressed
Whole-school CPD and coaching programme focused on reading fluency, comprehension, writing instruction and effective feedback. Includes lesson study, SLT coaching and mentoring packages, peer observations and external consultancy. (£9,500)	EEF: High-quality teaching has the greatest impact on pupil outcomes (+4 months). Instructional coaching improves classroom practice and consistency.	1, 2, 4
Training for EYFS, KS1 and KS2 staff in early literacy diagnostic tools and release time for staff to complete diagnostic assessments(phonics, spelling, reading fluency, writing assessment) and moderation. (£6,000)	EEF: Diagnostic assessment enables precise targeting of support and improves intervention impact.	3, 5
Oracy, vocabulary and self-regulation CPD for EYFS and KS1 staff, including development of language-rich environments and structured talk routines. (£4,000)	EEF: Oral language interventions have a high impact (+6 months).	5

Release time for EYFS AHT to research, write and implement whole Executive Function curriculum (£3000)	Research shows that executive functions – including working memory, inhibitory control and cognitive flexibility – are strongly linked to academic outcomes such as reading comprehension and mathematics, as well as classroom behaviours like task completion, attention and self-regulation. School-based research has demonstrated that explicit executive function interventions and classroom-embedded curricula can lead to measurable improvements in these skills for primary-aged pupils. Systematic reviews conclude that executive functions are not only predictive of academic progress but also malleable through structured programmes integrated into everyday teaching and learning.	5
Release time for subject leaders to monitor provision, analyse micro-trends and support staff development. (£5,000)	EEF: Effective leadership and monitoring improves sustained school improvement.	4

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

Budgeted cost: £ *[insert amount]*

Activity	Evidence that supports this approach	Challenge number(s) addressed
Daily catch-up sessions for children in KS1 who are not achieving ARE in phonics. Daily keep up for children at risk of falling behind their peers to prevent the gap developing. (£8000)	There is strong evidence 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. Phonics   EEF	1,3,4
Targeted KS2 reading intervention 1:1 or small group to address gaps in learning for children who are not reading with automaticity by the end of KS1	There is a strong evidence base that explicit teaching of reading comprehension strategies can have a effect of +6 months on children's outcomes. Education evidence-Teaching and Learning - Reading Comprehension	1,3,4



£10 000		
Daily keep up interventions for children in EYFS who are not achieving ARE in phonics £4000	There is strong evidence 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. Phonics   EEF	5
Daily language and comprehension interventions for children in EYFS who are not meeting ARE in WellCom diagnostic assessments £4000	EEF: Small group tuition (+4 months) improves attainment, particularly for disadvantaged pupils.	5
Structured small-group and 1:1 writing interventions focusing on sentence construction, spelling, punctuation and writing stamina (3–4 sessions per week). (£8,500)	EEF: Small group tuition (+4 months) improves attainment, particularly for disadvantaged pupils.	2, 3
Targeted KS2 tutoring for disadvantaged pupils with SEND, attendance or home-learning barriers, integrating academic and pastoral targets. (£6,500)	EEF: One-to-one tuition has high impact (+5 months).	1, 2, 3

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

Budgeted cost: £ *[insert amount]*

Activity	Evidence that supports this approach	Challenge number(s) addressed
Targeted attendance and engagement	EEF: Improved attendance is strongly linked to higher attainment.	3,4,6

programme including family support meetings, early intervention, home visits and incentives. (£4,500)		
Home learning and enrichment support including reading packs, Reading plus App, EdShed subscription home libraries, and subsidised clubs, trips and visits. (£4,265)	EEF: Parental engagement and enrichment improve long-term outcomes.	1, 2, 5
Pastoral mentoring and key-worker and nurture support for vulnerable disadvantaged pupils focusing on learning behaviours, motivation and wellbeing by (£12 000)	EEF: Behaviour and wellbeing interventions support academic success.	3, 4

**Total budgeted cost: £ 89 265**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

In the previous academic year, pupil premium funding was used strategically to support high-quality teaching, targeted academic intervention and wider pastoral provision. This investment contributed to the continued strong academic performance, positive attendance and high levels of engagement of disadvantaged pupils.

Our approach focused on early identification of need, precision in intervention and sustained professional development to ensure disadvantaged pupils were supported effectively at every stage.

#### **Academic Outcomes**

##### **Early Reading and Phonics**

Outcomes in the Year 1 phonics screening check remained significantly above national averages, with 95% of pupils meeting the expected standard in 2025 compared to 80% nationally. 90% of disadvantaged children met the standard with 10% equating to one child who did not. This strong performance has been sustained over three years, demonstrating the impact of systematic phonics teaching and daily targeted support.

Pupil premium funding supported additional staffing, training and intervention resources, ensuring disadvantaged pupils at risk of falling behind received timely and structured support. The need for this early identification and intervention to continue is supported by half termly assessments.

##### **Reading**

Targeted interventions, regular fluency practice and explicit teaching of comprehension strategies ensured gaps were identified early and addressed effectively. Internal monitoring confirms that disadvantaged pupils maintained high levels of attainment and engagement in reading. The disadvantage gap narrows year on year, ensuring that disadvantaged children leave school able to read. In end of KS2 statutory assessments, 80% of disadvantaged pupils met the expected standard in reading, compared to 64% of disadvantaged pupils nationally, 74% of all children nationally and 81% of non-disadvantaged pupils nationally. Historically disadvantaged pupils at St Bart's have performed better than non-disadvantaged pupils, so while this gap is only 1%, this is an area which wish to return to a positive gap. 30% of disadvantaged pupils achieved a high scaled score, compared to 33% nationally which is broadly in line.

##### **Writing**

Attainment of disadvantaged pupils at the expected standard exceeded national outcomes of disadvantaged pupils. However, at 70% achieving expected standard, this was lower than all

pupils nationally (72%) and an 8% negative gap of non-disadvantaged pupils nationally, a gap we aim to reverse.

Investment in professional development, modelling, feedback and transcription support contributed to improvements in writing accuracy, stamina and composition. These approaches will be further enhanced to ensure that disadvantaged pupils sustain historically strong outcomes.

### **Mathematics**

Pupil premium funding supported small-group intervention and staff training, contributing to consistently positive outcomes. In national curriculum assessments, 90% of disadvantaged pupils met the expected standard compared to 61% of disadvantaged pupils nationally and 81% of non-disadvantaged pupils, demonstrating very high outcomes and a positive disadvantage gap. 40% of disadvantaged pupils achieved the higher standard compared to 26% of all pupils nationally. Quality first teaching in maths has improved year on year due to targeted support and whole school CPD.

### **End of KS2 statutory assessment outcomes RWM combined**

In reading, writing and maths combined at the end of KS2, disadvantaged pupils performed well above national disadvantaged pupil and slightly above non-disadvantaged pupils nationally, demonstrating that there is no disadvantaged gap compared to national outcomes. 30% of disadvantaged pupils secured the higher standard in reading, writing and maths combined, compared to 8% of all pupils nationally, demonstrating exceptional outcomes in this area.

### **Attendance and Behaviour**

#### **Attendance**

Persistent absence among disadvantaged pupils remained significantly below national averages. Early identification of attendance concerns, family support and pastoral mentoring helped ensure disadvantaged pupils attended regularly and were able to engage fully in learning.

Wider pastoral provision supported disadvantaged pupils' wellbeing and contributed to positive learning behaviours. The full time pastoral manager supports all vulnerable pupils, helping them to self-regulate and improve their self-esteem and aspirations.

#### **Wider Outcomes**

Disadvantaged pupils benefited from access to enrichment activities, wellbeing support and targeted extra-curricular provision. All disadvantaged children attended at least one extracurricular club which was fully funded and all attended the residential and school visits with financial contributions ensuring cost was not a barrier to participation. A notable proportion of pupils have speech, language and communication needs, reinforcing the importance of continued investment in early identification and specialist support.

Pupil voice and pastoral records indicate improved confidence, resilience and self-regulation, particularly for pupils receiving targeted support.

### **Three-Year Review Summary (2022–2025)**

Over the past three years, disadvantaged pupils have consistently achieved strong academic and wider outcomes. Three year trends demonstrate the following outcomes over time:

- Phonics outcomes have remained significantly above national averages.
- Progress in reading, writing and mathematics has exceeded national benchmarks.
- Internal attainment gaps have remained narrow or positive.
- Attendance has remained strong.
- Behaviour and exclusion rates have remained low.

This sustained, statistically significant high performance demonstrates the effectiveness of the school's long-term approach to pupil premium spending. The current strategy builds on this strong foundation, with a focus on consolidation, precision and sustainability to ensure high standards are maintained over time and any widening in year gaps are quickly closed.

Disadvantaged pupils continued to make strong progress in reading, writing and maths. Two-year progress measures indicate that disadvantaged pupils outperformed both national disadvantaged and national non-disadvantaged pupils.

Over the three-year period, outcomes have also been strengthened through enhanced pastoral and enrichment provision. The appointment of a full-time Pastoral Manager has enabled more consistent, proactive and responsive support for disadvantaged pupils and their families. This has improved attendance, engagement, emotional wellbeing and readiness to learn. In addition, the broadening of enrichment opportunities and the systematic implementation of the Skills Builder programme have supported the development of pupils' character, resilience, communication and leadership skills. These approaches have contributed to improved confidence, behaviour and aspiration among disadvantaged pupils, supporting both academic success and long-term personal development.

### **Areas for Further Development**

Despite strong outcomes, the review identified areas for continued focus:

- Further sharpening of early diagnostic assessment in EYFS and KS1
- Continued focus on writing transcription and stamina
- Staff CPD on reading fluency and comprehension in KS2
- Sustaining excellence as cohort profiles change
- Responding to increasing communication and self-regulation needs in Early Years

These priorities inform the current strategy plan.

## Further information

The school continues to develop a coordinated approach to inclusion through the establishment of a Team Around Inclusion. This multi-disciplinary team brings together senior leaders, the SENDCo, Pastoral Manager, safeguarding leads, class teachers and external agencies to ensure that the needs of vulnerable pupils are identified early and met precisely. Regular meetings enable the team to review academic, pastoral, attendance and wellbeing information, evaluate the impact of support and adapt provision accordingly. This approach ensures that disadvantaged pupils, pupils with SEND and those facing additional barriers receive timely, personalised and well-coordinated support.

Alongside this, the school remains committed to the continued implementation of the Skills Builder programme to strengthen pupils' character education. The programme is embedded across the curriculum and enrichment provision to develop essential life skills such as communication, teamwork, leadership, resilience and problem-solving. This ensures that all pupils, including those who are vulnerable, are equipped with the personal and social skills needed to succeed academically and thrive in future education, employment and wider life.