Pupil premium strategy statement Barnwell Academy 2026-2027

School overview

Detail	Data
School name	Barnwell Academy
Number of pupils in school	204
Proportion (%) of pupil premium eligible pupils	19.1%
Academic year/years that our current pupil premium strategy plan covers **(3-year plans are recommended)**	2024-2027
Date this statement was published	22nd July 2026
Date on which it will be reviewed	22nd July 2027
Statement authorised by	Kris Sadler
Pupil premium lead	Kris Sadler
Governor / Trustee lead	Julie Vincent

Funding Overview

Detail	Amount
Pupil premium funding allocation this academic year	£76,528
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	£76,528

Part A: Pupil premium strategy plan

Statement of Intent

Our intention is that all pupils at Barnwell Academy, irrespective of their background or the challenges they face, make good progress and achieve high attainment in all subjects across the curriculum. The focus of our pupil premium strategy is to support and nurture disadvantaged pupils to achieve that goal and ensure they reach their full potential from their own starting point.

We will consider the challenges and barriers to learning faced by any vulnerable pupil in Barnwell Academy. The plan outlined in this statement is not limited to pupils considered disadvantaged.

Ensuring pupils have daily access to high quality teaching is at the heart of our approach. Identifying and focusing on areas in which disadvantaged pupils require the most support will have the greatest impact on closing the disadvantaged attainment gap but it is recognised at the same time non-disadvantaged pupils in our school will benefit. We strive to ensure an effective teacher is in front of every class and every teacher supported to deliver a curriculum that is developed through an understanding of our pupil's backgrounds, life experiences and culture.

Targeted academic support will be carefully planned and delivered for those individuals who are not making good progress across the spectrum of achievement. One to one or small group intervention will be linked to classroom teaching.

Our strategy is also integral to wider school plans for high attainment. Non- academic barriers are addressed with an importance on ensuring our pupils, particularly disadvantaged pupils, have good attendance, behaviour and emotional support.

Our approach will be responsive to common challenges and individual needs, rooted in robust assessment. We will not make assumptions but use professional expertise alongside research evidence to make informed decisions. We will:

- Deliver an aspirational, inclusive and holistic curriculum to all pupils
- Adopt a whole school approach in which staff have high expectations of disadvantaged pupils
- Intervene in a timely manner to ensure disadvantaged pupils have the opportunity to keep up.

Challenges

In- school barriers	
1.	Communication and oral language skills on entry to EYFS are below age expectation.
2.	Despite strong phonics outcomes for disadvantaged pupils, a small attainment gap remains between disadvantaged and non-disadvantaged pupils. Continued targeted support is required to ensure all pupils develop secure decoding skills and reading fluency. (25-26: PP 87.5%, Non- PP 100%)
3.	Although most disadvantaged pupils demonstrate positive attitudes towards reading, some require further opportunities to develop reading fluency, breadth of reading and understanding of increasingly sophisticated vocabulary, particularly to support attainment at the higher standard.
4.	Although disadvantaged pupils make excellent progress in mathematics, differences in attainment remain. A continued focus on securing mathematical fluency, particularly automatic recall and application of number facts, is required to support higher attainment. (25-26: PP 75%, Non- PP 95%)
5.	Attendance for disadvantaged pupils, particularly those in receipt of free school meals, is lower than other pupils in school.
6.	Despite making good progress in writing, an attainment gap remains between disadvantaged and non-disadvantaged pupils at the end of KS2 (2025–26: PP 58%, Non-PP 90%). Further refinement of transcription skills, particularly spelling, grammar and handwriting fluency, is needed to secure consistently high outcomes.
	External Barriers
7.	Pupils in low-income families do not access sufficient extra-curricular activities.
8.	Disadvantaged pupils are not reading widely enough. Pupils have less opportunity than other pupils and fewer high-quality texts.
9.	Engagement with home learning is inconsistent for some disadvantaged families, particularly in relation to reading and homework.

Intended outcome	Success criteria
A. Disadvantaged pupils in EYFS are able to listen attentively and give attention to what others say. They are able to use recently introduced vocabulary, offer explanations and express their ideas and feelings in full sentences.	Disadvantaged pupils make good or better progress in communication and language. They attain or exceed the expected level of communication and language in the EYFS profile at the end of reception. Target: 85%
B. Disadvantaged pupils develop fluency in reading in Key Stage 1. They can read most words accurately without overt sounding and blending, and sufficiently fluently to allow them to focus on their understanding rather than on decoding individual words. Disadvantaged pupils can read fluently at the end of Key Stage 1.	Disadvantaged pupils make good or better progress in reading. They attain or exceed the expected level of reading at the end of Key Stage 1. Target: All Pupils 80% Disadvantaged Pupils 70%

C. Disadvantaged pupils continue to develop and apply their reading skills in Key Stage 2. They read fluently and widely. They can understand higher-order vocabulary and apply their reading skills to compare, analyse and comprehend texts.	Disadvantaged pupils make good or better progress in reading. They attain or exceed the expected level of reading at the end of Key Stage 2. Target: All Pupils 85% Disadvantaged Pupils 80%
D. Disadvantaged pupils make good or better progress in mathematics. They develop fluency in number and then apply their mathematical knowledge to problem solving.	Disadvantaged pupils make good or better progress in maths. They attain or exceed the expected level of maths at the end of Key Stage 2. Target: All Pupils 90% Disadvantaged Pupils 80%
E. All disadvantaged pupils attend school regularly. They access extra-curricular activities including all learning opportunities and experiences such as residential activities. Participation and interest is high.	All disadvantaged children return to school and attend regularly. Disadvantaged pupils access extra-curricular activities including all learning opportunities and experiences such as residential activities. Attendance is in line with other children nationally (2025-2026 94.2%). Target- 95%
F. Disadvantaged pupils develop secure transcription skills, including spelling, grammar and handwriting fluency, enabling them to write accurately, confidently and independently. Precise assessment identifies individual barriers to writing and informs responsive teaching and targeted support, ensuring disadvantaged pupils make good or better progress and achieve highly.	Disadvantaged pupils make good or better progress in writing, evidenced through teacher assessment and No More Marking outcomes. Targeted teaching strengthens transcription fluency and narrows attainment gaps. Given the small cohort of four disadvantaged pupils, individual progress is considered alongside overall attainment. Target: All Pupils: 85% Disadvantaged Pupils: 75% (3 out of 4 pupils)
G. Parental engagement is high for all pupils. Pupils engage in learning experiences outside of school including reading and homework. Reading books are read frequently and pupils read widely. Homework is completed regularly.	All families of disadvantaged pupils engage with school through parent meetings, supporting homework, supporting engagement in pupil activities and experiences. Engagement is high for all families.

Activity in this Academic Year

Teaching

Budgeted Cost: £13,900

- Termly Early Years training sessions EB/LC/KH for Talk Blast and Communication and Language Development training - £1,000
- Little Wandle phonics scheme and training - £2,000
- Termly whole staff training- £1,500
- LA Oracy training - £1,000
- NCETM/NumberSense- £400
- No More Marking £1,200
- Staff training cover/time- £6,800

Activity	Evidence that supports this approach	Challenge number(s) addressed
• Daycare and Nursery staff continue to use and enhance Talk Blast approaches, with further training provided where identified as necessary. • Monitor and evaluate the implementation and impact of Talk Blast, adapting provision in response to assessment and observation. • Continue to enhance communication and language provision across EYFS, with a particular focus on developing vocabulary, speaking and listening. • EYFS staff access relevant LA training and CPD to further develop communication and language practice, implementing agreed approaches consistently across the EYFS curriculum.	EEF evidence demonstrates that high-quality professional development can support effective approaches to communication and language, particularly for pupils who need additional support with spoken language. Well-planned communication and language interventions can also improve pupils' vocabulary, speaking and listening skills.	**1**
• Continue to embed the Little Wandle validated phonics programme, with daily systematic synthetic phonics teaching in Reception and Year 1. Purchase and update decodable reading books and resources as required. • Ensure staff delivering phonics receive appropriate Little Wandle training and ongoing CPD to	Phonics approaches have a strong evidence base demonstrating a positive impact on pupils' reading, particularly for disadvantaged pupils. Systematic phonics teaching, supported by targeted intervention where required, will be used to ensure pupils develop secure decoding skills. High-quality teaching of reading will build upon these foundations to	**2**

maintain consistency and fidelity to the programme. • Continue to develop reading fluency through high-quality whole-class teaching, with particular attention to disadvantaged pupils. • Continue to develop staff expertise in the teaching of reading, including structured approaches to fluency and comprehension, supported by relevant CPD and training.	develop fluency and comprehension. Phonics | Toolkit Strand | Education Endowment Foundation | EEF	
• Continue to promote a love of reading through a rich and engaging reading curriculum and access to a wide range of high-quality, diverse texts. • Maintain and further develop inviting, well-resourced classroom reading areas that encourage pupils to read widely and regularly. • Monitor disadvantaged pupils' reading engagement and ensure they have equitable access to high-quality texts both within and beyond the taught curriculum.	The Centre for Literacy in Primary Education (CLPE) and Stronger foundations for writing evidence the importance of using high quality texts to support children in learning to read. They provide suggested high-quality texts and evidence their success in teaching and learning.	**3, 7**
• Continue to develop high-quality teaching of mathematics, with a particular focus on fluency, reasoning and problem-solving. • Continue to embed strategies arising from NCETM mathematics training across EYFS and Key Stage 1, with a focus on developing secure number fluency. • Provide ongoing staff CPD on developing mathematical reasoning and problem-solving, including opportunities for pupils to explain, justify and apply their mathematical thinking. • Continue to embed and monitor the use of TT Rockstars and Numbots to develop pupils' fluency and automaticity in number, with particular attention to the engagement and progress of disadvantaged pupils. • Engage with Local Authority development work focused on mathematical fluency and the Multiplication Tables Check (MTC), implementing and evaluating recommended approaches to strengthen pupils' fluency and	EEF evidence identifies high-quality teaching as the most important lever schools have to improve pupil outcomes, particularly for disadvantaged pupils. Developing effective teaching of mathematical fluency, reasoning and problem-solving will support disadvantaged pupils to develop secure mathematical knowledge and apply this confidently in different contexts.	**4**

multiplication fact recall, particularly for disadvantaged pupils.		
• Continue to utilise No More Marking comparative judgement assessments to accurately evaluate writing attainment, identify individual barriers to transcription fluency and inform responsive teaching. Use assessment outcomes to target improvements in spelling, grammar and handwriting, with particular attention to disadvantaged pupils.	EEF evidence highlights the importance of effective assessment in identifying gaps in learning and informing high-quality teaching. Comparative judgement provides an additional measure of writing attainment, supporting teachers to make informed decisions about targeted teaching and intervention.	**9**

Targeted academic support

Budgeted Cost: **£28,900**

- All staff time for interventions - £15,000
- Targeted Reading Club- £3,000
- Targeted Homework Club- £3,000
- My Maths resources (Homework Club)- £400
- Nessy SEND resources- £500
- Workshops x 3- Staff time and resources - £1,000
- ICT maintenance – £2,000
- Breakfast Club resources and staff time - £4,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
• Nursery children attend three 30-minute sessions per week, delivered to groups of five children, during the Spring and Summer terms (20 weeks). • Reception children attend three 30-minute sessions per week, delivered to groups of five children, during the Spring and Summer terms (20 weeks). • Reception children attend an additional two 15-minute individual sessions per week.	Oral language interventions can have a positive impact on pupils' language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment: Oral language interventions | EEF (educationendowmentfoundation.org.uk)	**1**
• Daily 15 minute 'catch up' sessions per week. EYFS phonic group intervention. • Daily 15 minute 'catch up' sessions per week. Year 1 phonic group intervention.	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one: One to one tuition | EEF (educationendowmentfoundation.org.uk)	**2, 3, 7**

• Daily 15 minute 'catch up' sessions per week. Year 2 phonic group intervention. • Individual, daily 15 minute 'keep Up' phonic intervention for Year 3, 4 and 5. • Daily individual 10 minute reading with TA (Yr1-Yr 6) • 1 extra-curricular reading club session per week for 6 weeks. To run termly. • Year 5 pupils access Reading Plus at home with ICT equipment. • SEND/disadvantaged pupils access 'Nessy' reading programme.	And in small groups: Small group tuition | Toolkit Strand | Education Endowment Foundation | EEF	
• Three 15 minute 'catch up' intervention for fluency in number weekly. (Yr 1-Yr 6). • Purchase and implement 'NumberSense' in EYFS, KS1 and KS2 intervention. • Access to TT Rock Stars at home with ICT equipment. • Access to Numbots at home with ICT equipment.	EEF research on improving mathematics in Early Years, Key stage 1 and Key Stage 2 recommends dedicating time throughout the day for children to learn maths, using high quality targeted support and using a variety of manipulatives to develop understanding.	**4**
• Reading and maths workshops held with parents. • Face to Face workshops phonics, reading, maths. • All families can access ICT equipment for home.	EEF reports children can make on average +4 months additional progress with continued parental engagement and sup-port. School experience over the last 2 years has shown that online approaches have proved effective in engaging parents. https://educationendowmentfoundation.org.uk/education evidence/teaching-learning-toolkit/parental-engagement	**8**

Wider strategies

Budgeted Cost: **£33,728**

- Book bag resources (19x £20 each) - £380
- Author visits/Book Nook Books - £1,500
- Reading books for class library £300 x 7 classes - £2,100
- Parent workshops x6 - staff time after school and resources - £1,700
- Develop reading areas in class - £2,000
- English visits and visitors- £3,000
- TT Rockstars and Numbots - £200

- Assembly attendance incentives- certificates and rewards - £725
- Music tuition - £3,000
- Extra-curricular activities - £9,828
- Residential/uniform - £6,000
- A Star attendance tracker - £1,495
- Attendance SLA – £1,800

Activity	Evidence that supports this approach	Challenge number(s) addressed
• Promote reading for pleasure through curriculum, reading week and author visits. • Deliver parental workshops for EYFS, Y1-Y3 supporting a child's reading development. • Sustain the Book Nook reading club for disadvantaged pupils in Years 3 and 4, established through a NECA grant and now funded by the school. Pupils receive high-quality books to read, discuss and keep, building their own home libraries and developing vocabulary, reading confidence and enjoyment. • Invest in high-quality fiction, non-fiction and subject-specific books to support reading across the wider curriculum. Develop and replenish the school library so disadvantaged pupils have access to a broad range of engaging texts that build subject knowledge, extend vocabulary and encourage reading for pleasure. Provide opportunities for pupils to choose and borrow books to enjoy at home.	The DFE details in their research the importance of reading for pleasure for both educational purposes as well as personal development. As a school we understand making children the best readers possible will ensure they can engage positively with a broad curriculum.	**3, 7**
• SLA with Early Help to provide home visits for attendance support (x6 days) • Monitor disadvantaged pupils' attendance through A Star Attendance tracker to ensure timely response. • Provide free music tuition to families on low income and in receipt of FSM.	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.	**5**

• Provide free extra- curricular activities to families on low income and in receipt of FSM. • Financial support on an individual basis to ensure all disadvantaged pupils have access to all opportunities including residential activities and uniform. • Celebration assemblies with incentives for attendance. Provide parents with attendance information through the parent portal (Arbor).		
• Continue to engage with national breakfast DfE Trial. School to continue with free breakfast daily.	Family Action Impact Report 2021 evidences 99% of children are ready to start the school day if they have had breakfast. There is also correlation with an improved impact on educational attainment and behaviour. This is particularly evident for disadvantaged children. The DfE continues to roll out funded breakfast clubs in all primary schools. https://www.family-action.org.uk/content/uploads/2021/12/NSBP-final-impact-report.pdf	**5, 6**
• Provide extra- curricular activities including curriculum subjects, arts and sports.	The EEF, believe enriching education has intrinsic benefits (sometimes referred to as “arts for arts’ sake”). All children, including those from disadvantaged backgrounds, deserve a well-rounded, culturally rich, education. It can be argued that enrichment approaches can directly improve pupils’ attainment and it is this link that EEF is particularly interested in.	**6**
• All parents signed up to Marvellous Me and Google classrooms to communicate with class teacher. • Parent workshops delivered in reading, phonics maths and SATs. • Develop use of social media and online content to engage parents with home learning and ways to support children with communication development, reading and maths.	EEF reports children can make on average +4 months additional progress with continued parental engagement and support. School experience over the last 3 years have shown the use of online engagement have proved effective in engaging parents. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement	**1, 2, 3, 7, 4, 8**

Part B: Review of outcomes in the previous academic year (2025-2026)

Outcomes for disadvantaged pupils

Attainment- Key Stage 2 May 2026		
	Pupils eligible for PP 2025-26	**Pupils not eligible for PP 2025-26**
% achieving the expected standard in reading, writing and maths	58%	85%
% achieving the expected standard in reading	75%	90%
% achieving the expected standard in writing	58%	90%
% achieving the expected standard in maths	75%	95%
Attendance	94%	96.9%

	Desired outcomes and how they will be measured	***Impact- July 2026***
A.	Disadvantaged pupils in EYFS are able to listen attentively and give attention to what others say. They are able to use recently introduced vocabulary, offer explanations and express their ideas and feelings in full sentences.	100% of disadvantaged pupils attained the expected standard in communication and language development compared to 86% of non-disadvantaged pupils. Disadvantaged pupils can communicate effectively and have developed their vocabulary in line with other pupils ready for Year 1.
B.	Disadvantaged pupils develop fluency in reading in Key Stage 1. They can read most words accurately without overt sounding and blending, and sufficiently fluently to allow them to focus on their understanding rather than on decoding individual words. Disadvantaged pupils can read fluently at the end of Key Stage 1.	7 out of 8 disadvantaged pupils achieved the expected phonic standard at the end of Year 1 and can decode fluently. At the end of Key Stage 1, 6 out of 9 disadvantaged pupils achieved the expected standard in reading. At the end of Key Stage 1 the attainment difference between pupils in receipt of pupil premium and those not was 23%. (PP 67%; Non-PP 90%)
C.	Disadvantaged pupils continue to develop and apply their reading skills in Key Stage 2. They read fluently and widely. They can understand high order vocabulary and apply their reading skills to compare, analyse and comprehend texts.	Disadvantaged pupils can read fluently at the end of Key Stage 2. Most read widely and show an interest in reading. They can understand high order vocabulary and apply their reading skills to compare, analyse and comprehend texts. 75% of disadvantaged pupils attained the expected standard in reading at the end of key Stage 2 compared to 90% of non-disadvantaged pupils.
D.	Disadvantaged pupils make good or better progress in mathematics. They develop in fluency in number	Disadvantaged pupils make good progress in maths and have developed their fluency in number. This has enabled them to apply their knowledge to mathematical problems

	and then apply their mathematical knowledge to problem solving.	and improve their reasoning skills. 57% of disadvantaged Year 2 pupils and 75% of Year 6 disadvantaged pupils attained the expected standard in maths at the end of each key stage.
E	All disadvantaged pupils attend school regularly. They access extra-curricular activities including all learning opportunities and experiences such as residential activities. Participation and interest is high.	Attendance for disadvantaged pupils is 94% compared to 97% for non-disadvantaged pupils. Pupil questionnaires show disadvantaged pupils enjoy coming to school. Disadvantaged pupils have accessed a wide range of extra-curricular activities with 71% of all pupils in receipt of pupil premium funding attending a club. All disadvantaged pupils attended visits and residentials. Disadvantaged pupils have developed independence, confidence and communication skills. Through developing self-esteem, they display improved teamwork skills.
F.	Parental engagement is high for all pupils. Pupils engage in learning experiences outside of school including reading and homework. Reading books are read frequently and pupils read widely. Homework is completed regularly.	Parental engagement with school is high and positive. Parent questionnaires and meetings show this. Most parents of disadvantaged pupils have engaged with home learning. All disadvantaged pupils have access to good-quality IT equipment at home and/or school. Engagement with homework is high through the use of Google Classrooms.

Externally provided programmes

Programme	Provider
None	

Change Log:

Tweaked wording of some challenges to reflect progress made.

Tweaked targets upward from previous year due to successes in 25-26.