

# Pupil premium strategy statement – St. Bartholomew’s C of E Primary School

Before completing this template, read the Education Endowment Foundation’s [guide to the pupil premium](#) and DfE’s [pupil premium guidance for school leaders](#), which includes the ‘menu of approaches’. It is for school leaders to decide what activity to spend their pupil premium on, within the framework set out by the menu.

All schools that receive pupil premium are required to use this template to complete and publish a pupil premium statement on their school website by 31 December every academic year.

If you are starting a new pupil premium strategy plan, use this blank template. If you are continuing a strategy plan from last academic year, you may prefer to edit your existing statement, if that version was published using the template.

Before publishing your completed statement, delete the instructions (text in italics) in this template, and this text box.

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	497
Proportion (%) of pupil premium eligible pupils	~ 8%
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> )	2025-2028
Date this statement was published	December 2025
Date on which it will be reviewed	December 2026
Statement authorised by	Mr A Clark
Pupil premium lead	Mrs S Campbell
Governor / Trustee lead	Mrs C Plasser

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£72,035
Pupil premium funding carried forward from previous years <i>(enter £0 if not applicable)</i>	£6,110
<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>	£78,145

# Part A: Pupil premium strategy plan

## Statement of intent

St. Bartholomew's C of E Primary is a large, supportive, positive and vibrant school with a hard-working, enthusiastic and dedicated staff team. Our Christian vision and values are at the heart of school life and we strive for children to flourish and enjoy their learning with us, as well as being prepared for the next steps in their educational journey. We have a well-established and experienced senior leadership team who promote a strong and caring school ethos and continuous school improvement, including a curriculum that remains ambitious for all pupils.

The key principles guiding this strategy are focused on developing behaviours for learning and language development, with an emphasis on vocabulary acquisition, speaking confidence (including questioning and presenting), reading and writing. We are constantly looking to refine and improve practice in this area whilst also providing targeted interventions to specific group of learners. 41.5% of our disadvantaged pupils have a SEN provision. This is 12.0% higher than the national of 29.5%. As a result, early identification and effective, timely SEN provision is a focus to supporting these children.

We have a strong ethos of inclusion and a compassionate approach towards engaging and supporting our children and parents. We are ambitious in our endeavours to narrow the attainment gap between disadvantaged children and their non-disadvantaged peers, understanding the need for learners to first feel a sense of belonging. Staff are passionate about supporting all children to reach their potential and fully understand the part they play in addressing educational disadvantage.

We recognise the importance of research-based approaches (e.g. EEF) and the subsequent development of a learning community, through planned, purposeful CPD to continually develop and refine the skills of our workforce. A clear, shared understanding of strategic milestones and goals, set out at the start of the strategy, enable constructive conversations between staff members, school leaders and governors. This ensures the key focus is on improving teaching and learning for all children.

Leadership, including Governors, prioritise the quality of pupils' learning experiences and share expertise within other local school partnerships. Our leadership team play a significant role in evaluating progress through ongoing monitoring and quality assurance. We believe our school setting provides a safe and challenging space for all learners and we aim to provide the knowledge, skills and opportunities to improve the life chances for all our disadvantaged pupils.

## Challenges

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

Challenge number	Detail of challenge
1	<p>Support children to develop emotional regulation and social communication skills to enable them to build their self-esteem, confidence and foster high expectations for themselves for learning.</p> <p>Facing challenges with a positive mindset, e.g. helping prepare children for, and support them with, transition points and managing change.</p> <p>Assessments, observations and discussions with pupils, indicate disadvantaged families have identified an increase in social and emotional issues for many pupils. Some children find it difficult to focus on their learning.</p>
2	<p>Build (and maintain) a sense of belonging and welcome, to promote consistent and higher school attendance and punctuality, e.g. positive communication to increase the engagement of our families and disadvantaged pupils.</p> <p>Attendance of pupil premium children is lower than that of non-pupil premium children. Whilst there are some SEND-based considerations linked with this, there is seemingly a disparity between balancing children's well-being from home and understanding the impact of lost learning.</p> <p>Our observations and discussions with pupils and families have highlighted parents/ carers sharing an increase in social and emotional issues which occur beyond the school gate for many pupils. These challenges particularly affect disadvantaged pupils who may experience negative attitudes towards school.</p>
3	<p>Improve early reading skills at word (phonic application) and/ or text (comprehension) level.</p> <p>Assessments, observations and discussions with pupils indicate under-developed oral language skills and vocabulary gaps. The development of early reading skills is crucial for children's overall learning and as such remains a key focus for development.</p>
4	<p>Improve development of writing skills - particularly 'transcription' (including handwriting, spelling) from Foundation Stage. Typically, children display poor stamina and lack the confidence to apply learning.</p> <p>Assessments, observations and discussions with pupils indicate lower attainment in writing compared to their non-disadvantaged peers. The implementation of consistent and effective teaching is crucial for children's learning in this area.</p>

## Intended outcomes – what success looks like

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>Children feel welcome and have sense of belonging as part of our school community.</p> <p>Children happy and ready to learn. Our wider curriculum supports provision of enhanced learning experiences, opportunities and cultural capital.</p>	<p>Children dressed appropriately in school uniform. Participation in after school clubs and school visits supported. Children express positive views about their learning in school.</p> <p>ELSA supports pupil well-being and social and emotional development within nurture groups.</p> <p>Children develop strategies to regulate their emotions and bolster their confidence to be successful learners. Children able to talk about their feelings, emotions and themselves as learners.</p> <p>Trained LSAs using MELSA knowledge to benefit children.</p> <p>'Roots' - soft start provision established - mornings and lunchtimes.</p> <p>Pupils access their funding allocation to engage with enrichment opportunities, e.g. swimming/ dancing / gymnastics / music lessons</p>
<p>Improve attendance (% absence) of FSM/ PP pupils - reduce likelihood of lost learning and widening gaps.</p>	<p>Systems in place to make parents/ carers aware of developing issues and 'real' impact on learning; Attendance surgeries with EWO established.</p> <p>Narrow the attendance gap between school others and disadvantaged pupils.</p> <p>Reduce persistence absence of some of those disadvantaged children.</p>
<p>Improved reading attainment for disadvantaged pupils at the end of EYFS, KS1 and in phonics screening results at the end of Year 1.</p>	<p>Children given intensive and high quality teaching and intervention - through ELS (Essential Letters and Sounds), our SPP - to support their keeping up / catching up. Improved outcomes for disadvantaged children at the end of Year 1 and Year 2.</p> <p>Progress and outcomes of disadvantaged pupils tracked. Targeted support and resources where most effective. KS2 teacher assessment and test outcomes show improved progress and attainment with the aim of narrowing the attainment gap.</p>

	Reading outcomes are in line with those nationally and the LA.
<p><b>Staff CPD</b> - focussed, purposeful and quality INSET planned/ training sought... to enhance teaching and children’s learning experience in writing.</p> <p>Improved attainment for disadvantaged pupils in writing at the end of KS1 and KS2.</p>	<p>Research/ evidence-based opportunities sought to continually improve quality first teaching (QFT); Final group of teachers to receive training on ‘The Write Stuff.’</p> <p>Training scheduled for supporting children with dyslexia.</p> <p>SLT monitoring indicates consistent and effective practices.</p> <p>Writing results in line with those nationally and the LA.</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: £0, funded from main budget

Activity	Evidence that supports this approach	Challenge number(s) addressed
Release subject lead to monitor implementation of synthetic phonics programme and provide coaching to ensure a consistent approach.	<p>Consistent approach is key in enabling children to develop early reading skills.</p> <p><a href="#">Phonics   EEF</a></p> <p><a href="#">EEF blog: Phonics - mastering the basics of reading   EEF</a></p> <p>English Road Hub support - awarded for 2025/ '26, 2026/ '27</p>	3
Specific training: ‘The Write Stuff’ - planned whole school improvement	<p>Developing a structured approach to the teaching of writing. Approach broadens children’s vocabulary – research indicates this exposure to rich vocabulary importance particularly for PP children.</p> <p>Ensuring children have a well-trained and effective teacher has been found to be the most important lever a school can use to improve pupil outcomes.</p> <p><a href="#">Literacy KS1 Guidance Report 2020.pdf</a></p>	4

	- Teach pupils to use strategies for planning and monitoring their writing	
CPD - Social and emotional – Zones of Regulation	<a href="#">Five a day: supporting high-quality teaching for pupils with...   EEF</a>  <a href="#">Self-regulation strategies   EEF</a>	1
CPD – Reading intervention (UKS2 focus)	Top Triangle Reading intervention	3

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

Budgeted cost: £64,218 staffing

Activity	Evidence that supports this approach	Challenge number(s) addressed
In-house 'Precision Teach' training (led by SENDCo)	Evidence shows 1:1 programme impacts positively on children's reading and writing. <a href="#">Teaching Assistant Interventions   EEF (educationendowmentfoundation.org.uk)</a>  -Deploy TAs in ways that enable all pupils to access high-quality teaching -Deploy TAs to scaffold learning and to develop pupils' independence -Deploy TAs to deliver well-chosen, evidence based, structured interventions where appropriate	3,4
Additional support in class from LSAs	Support for children in class to ensure quality first teaching	3,4
Small group daily phonics sessions delivered by LSAs targeted at pupils that require further phonic support	Targeted support to support children in gaining early reading skills. Evidenced to be a high impact approach <a href="#">Phonics   EEF (educationendowmentfoundation.org.uk)</a> -Effectively implement a systematic phonics programme	3
Reading interventions - Switch-on / PIRA for selected children delivered by LSAs	<a href="#">Teaching Assistant Interventions   EEF (educationendowmentfoundation.org.uk)</a>  <a href="#">Literacy KS1 Guidance Report 2020.pdf</a>	3

	<ul style="list-style-type: none"> <li>-Use a balanced and engaging approach to developing reading, teaching both decoding and comprehension skills</li> <li>-Teach pupils to use strategies for developing and monitoring their reading comprehension</li> <li>-Use high quality structured interventions to help pupils who are struggling with their literacy</li> </ul>	
Early skills development – EYFS based, behaviour focus (lunchtimes) and reading interventions KS1	<p>Targeted support to promote effective behaviour for learning and improve basic reading skills</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1</a></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/behaviour">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/behaviour</a></p>	1,3

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

Budgeted cost: £12,847 (trips, uniform, residentials, books etc), £1080 attendance welfare

Activity	Evidence that supports this approach	Challenge number(s) addressed
ELSA supported for targeted individuals, families and groups of children (cost from school staffing budget) 'Roots' soft start provision	<p>Evidence suggests the importance of meeting the social and emotional needs of children prior to academic impact being measurable.</p> <p><a href="#">Working with Parents to Support Children's Learning   EEF</a></p> <p><a href="#">Parental engagement   EEF</a></p> <ul style="list-style-type: none"> <li>-Provide practical strategies to support learning at home</li> <li>-Tailor school communications to encourage positive dialogue about learning</li> </ul>	1,2
Half-termly meetings with EWO and consultations when required to implement personalised approaches to improve	<p>School attendance important to help children acquire basic skills and acquire and have value for learning.</p> <p><a href="#">Supporting attendance   EEF</a></p> <ul style="list-style-type: none"> <li>-Get to know your families</li> </ul>	2

attendance £1260 (1.5% of PP funding)	<ul style="list-style-type: none"> <li>-Build a culture of community and belonging for pupils</li> <li>- Communicate effectively for families</li> <li>-Improve universal provision for all families</li> <li>-Deliver targeted interventions to support universal provision</li> <li>- Monitor impact of approaches</li> </ul>	
Staff – SLT, ELSA on gates at the start and end of the day to welcome families	<p>Promotes attendance and sense of belonging. Staff increasingly accessible by parents.</p> <p><a href="#">Parental engagement   EEF</a></p>	1
<p>School trips, school club (one per term), uniform, learning pack containing books</p> <p>Extra financial support for residential trips £15,912</p> <p>Track children who are participating and target those children who are not.</p> <p>School involvement in Generation Charnwood programme – staff training and opportunity for selected group of Year 6 children.</p>	<p>Increases cultural capital, sense of belonging, promotes self-esteem</p> <p><a href="#">Arts participation   EEF</a></p> <p><a href="#">Physical activity   EEF</a></p>	1
Behaviour – policy reviewed. Additional staff at lunchtime to support positive play	<p>Positive lunchtime experiences enhance the subsequent learning in class. Promotion of CARES code by all staff.</p> <p><a href="#">Improving Behaviour in Schools   EEF</a></p> <p><a href="#">Behaviour interventions   EEF</a></p>	1

**Total budgeted cost: £78,145**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

In terms of progress from their starting points:

Better than expected progress was made by 50% of the children in reading.

Expected progress was made by 83% of the children.

In summary, the majority of children made expected or better than expected progress from their starting points to the end of KS2.

Current attainment 24/25 of disadvantaged children in KS2 compared to the LA is shown below:

Many of the children have received ELSA support within nurture based groups or in response to issues arising. Our ELSA has effectively engaged with parents and children to help them navigate challenges and enabling them to increase engagement with learning. Roots provision has supported children at transitional and busy times of the school day. This has supported engagement with learning and promoted positive behaviour and attitudes within the school. This is recognised as a key element of enabling children to flourish in their learning and as such will be retained as a key focus going forwards.

The Education Welfare Officer works closely with the school to promote effective practices to support school attendance. The EWO has also met with some families to offer additional support. Although our school's overall attendance is high, for our school's disadvantaged cohort the overall absence was 8.7%. This is 4.5% higher than the national non-disadvantaged cohort at 4.2% and represents an increase of 2.4% from the previous year. In terms of persistence absence, 30.8% of our school's disadvantaged cohort are persistently absent. The Disadvantaged cohort's persistent absence has increased by 8.1% from 22.7% in 2023/24, to 30.8% in 2024/25. Improving attendance for our disadvantaged pupil remains a focus.

Write Stuff training has been well received and implementation is extending and continuing – the approach provides structured support in a subject in which many disadvantaged children find difficult. Training is continuing to ensure consistency through KS1 and KS2. The impact will take a few years to measure and remains a key focus.

Many of the disadvantaged children benefit from Precision teaching – implemented by trained LSA – a short, daily targeted intervention with a literacy focus.

66% of disadvantaged children in Year 1 (cohort of 6 children) passed the phonics screening test. This is an improvement from the previous year.

41% of the disadvantaged children also have SEND and these children received additional, small group intervention with a teacher / LSA on areas linked to their next steps in learning.

A small number of disadvantaged children have benefitted from the daily 'Switch on' the reading recovery programme. The lowest 20% of readers termed 'pink' readers – read to adult at least 3 times every week. Many of the disadvantaged children benefit from this additional reading time. The phonics audit undertaken summer 2025 was successful with consistency highlighted as a strength. Guided reading approach (VIPERS) – increased focus on reading for understanding. The use of PIRA (Progress in Reading Assessments) has been extended through the school. This has improved the accuracy of assessment in reading and has enabled children to benefit from bespoke interventions. 83% of children achieved EXS at the end of KS2 which was an improvement on the previous year.

Move to one maths scheme from Autumn 2023 – training given to support teachers and scheduled for support staff.

Enrichment opportunities – school trips, sporting and music opportunities after school. Disadvantaged children have continued to benefit from additional opportunities in areas that interest them.

## 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.*

<b>Programme</b>	<b>Provider</b>
PSHE	Jigsaw
The Write Stuff	Years 1-6
White Rose maths	Year 1-6
ELS (phonics)	EYFS and Year 1

## Service pupil premium funding (optional)

*For schools that receive this funding, you may wish to provide the following information: **How our service pupil premium allocation was spent last academic year***

Children received a learning pack containing books linked to their curriculum topics.

**The impact of that spending on service pupil premium eligible pupils**

Children engaged in their learning.