



Pupil premium strategy statement 2025-26

This statement details our school's use of pupil premium (and recovery premium) funding to help improve the attainment of our disadvantaged children.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Barley Fields Primary
Number of children in school	660
Proportion (%) of pupil premium eligible children	6.7%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2025 -2028
Date this statement was originally published	October 2025
Date on which it will be reviewed	July 2026
Statement authorised by	Caroline Taylor Headteacher
Pupil premium lead	Clare Shildrick Assistant Head Teacher
Governor / Trustee lead for Pupil Premium	Glynis Pattison Chair of Governors

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£86,930
Service Children funding allocation this academic year	£4,200
Recovery premium funding allocation this academic year	N/A
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	£86,930

Part A: Pupil premium strategy plan

Statement of intent

At Barley Fields our intention is that all children, regardless of background or the challenges they face, make strong progress and achieve high standards across all subject areas. The focus of our Pupil Premium strategy is to ensure that disadvantaged children are supported to achieve these goals, including those who are already high attainers.

We recognise the additional barriers faced by vulnerable children such as those with a social worker, children in care, and young carers. The actions outlined in this strategy are designed to support their needs too, regardless of whether they meet the formal criteria for Pupil Premium funding.

At the heart of our approach is **high-quality, adaptive teaching**, particularly in areas where disadvantaged children need the most support. Research consistently shows that improving teaching quality has the greatest impact on closing attainment gaps while also benefiting all children. Our aim is to sustain and enhance attainment for non-disadvantaged children alongside accelerated progress for their disadvantaged peers.

Pupil progress meetings form a key part of our quality assurance and are used to identify need, track impact, and plan targeted interventions at both group and individual level. Our approach is responsive to emerging needs and informed by both formative and summative assessment.

We acknowledge that not all socially disadvantaged children are registered for or eligible for free school meals. Using our detailed knowledge of our children and families, we identify and support any child who may be at risk of underachievement. This includes those identified through the new **Ever 3** category within Stockton's Focus Dashboard (formerly the Vulnerable Children's Database or VCD).

Key Principles:

- Prioritise **quality first teaching** to ensure consistently high standards and equity of access for all children.
- Embed a **whole-school culture of collective responsibility**, where every member of staff contributes to improving outcomes for disadvantaged children.
- Ensure **early identification and timely support** through precise assessment and regular pupil progress reviews.

Challenges

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

Challenge number	Detail of challenge
1	Attendance Our two-year data trend for attendance evidence that the average attendance of the Pupil Premium group was 95.14% in the academic year 2023-2024 and 95.12% in the academic year 2024-2025- compared to an average attendance of 95.83% in 2023-2024 for non-disadvantaged children and 96.59% for non-disadvantaged in 2024-2025. In 2023-2024, attendance for the pupil premium group closely matches the whole school figure with the attendance gap between disadvantaged and non-disadvantaged children being less than 1% and the attendance gap for the same groups in 2024-2025 being only 1.4%. Over time, the attendance gap for Pupil Premium and non-Pupil Premium groups has remained consistently small (typically under 1%), indicating that the school's interventions are effective in promoting equality of access. Persistent absence figures among Pupil Premium children was also well below the national average of 16.2% showing that targeted support and monitoring are having a positive impact. Given the fact that we have relatively small Pupil Premium numbers (typically around 7%) when compared to the whole school population and given the fact there are no significant gaps in attendance between disadvantaged and non-disadvantaged, the attendance challenge for the Pupil Premium cohort must be addressed on an individual and case-by-case basis. In 2024-2025, there were six persistent absentees who were part of the Pupil Premium group. Of this group, one was not of statutory school-age but was open to children's services and one had a serious medical issue which impacted on attendance. Of the four remaining children, all were open to support from Education Welfare through the Education Welfare Officer. Two children have now transitioned to secondary education and attendance concerns were documented and discussed through the transition guarantee process. Two of the group currently have 100% attendance and none of the remaining children are currently in the persistent absentee category. Close monitoring ensures that school is proactive in identifying potential attendance concerns before vulnerable children fall into the Persistent Absentee category.
2	Attainment Internal tracking data shows that whilst attainment across school remains high and exceeds local and national data (Sonar 6000 schools) children assessed at exp or exp+ is lower than in previous years. Attainment for disadvantaged children is as follows: • Reception only 1 child pp – not in line to meet age related expectations. • Y1 no children are in line to meet age related expectations – all pupil premium children are SEN children with 1 EHCP child. (4 pupil premium children) • Y2 50% are in line to meet age related expectations or above in reading, writing and maths with another 25% in at least 1 area (4 pupil premium children) • Y3 50 % are in line to meet age related expectations or above in reading, writing and maths with another 38% in at least 1 area (8 children)

	- Y4 17% are in line to meet age related expectations or above in reading, writing and maths with another 33% in line to meet age related expectations in at least 1 area. (6 children) - Y5 38% are in line to meet age related expectations or above in reading, writing and maths with 46 % in line to meet age related expectations in at least 1 of the core areas. (13 children) - Y6 57 % are in line to meet age related expectations or above in reading writing and maths with another 29% in line to meet age related expectations in at least 1 area. (7 children) Further data analysis also evidence that many children in the group that are not attaining in line with expectations also have multiple vulnerabilities including SEND. The school can show that these children are making progress from their starting points.
5	Social, emotional and wellbeing concerns for disadvantaged children - Anxiety, lack of resilience, ability to manage emotions - Behaviour issues and emotional outbursts - Children who have attendance issues / anxiety - Ever 3 children from Focus Dashboard concerns about wellbeing.
6	Equality of opportunity for pupil premium children. Impact of the financial crisis on households means that there has been an increased deficit in cultural experiences between disadvantaged and non-disadvantaged children.
7	Inequality of access to learning at home due to economic factors or sharing devices with siblings and parents. School offers loan of equipment and afterschool homework sessions for all children.

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
Improved attendance of all children across school including in the disadvantaged groups with particular emphasis on children on individuals in the PP category.	Attendance remains above national average for all children and including children in the PP category. Proactive and timely support means that attendance improves for individual cases improving equality of opportunity.
Disadvantaged children maintain at least the standard of attainment they achieved at the end of the previous year (Reading, Writing and those who 'fallen behind' make accelerated progress and 'catch up' or exceed prior attainment standards. To ensure children who have fallen behind receive targeted high quality intervention monitored by Assistant Headteacher.	- End of summer 2025 and 2026 data will show that 95 – 100% of disadvantaged children have made at least expected progress from the previous Key Stage. - Analysis of interventions will show that interventions have had a positive impact on the disadvantaged children's learning and has helped in accelerating their progress. - Children's books will demonstrate an improvement in learning and should showcase work being at the expected levels and above.

Increased well-being and emotional support for all children, including those eligible for PP.	• Support groups continued for PP children with trained TAs when required. • Focus on mindfulness across school and raised awareness of everyone's mental health. • Additional and fast track access to one to one counselling service offered to PP children as required. • Group session to support Y6 PP children with anxiety linked to SATs assessments. • Pupil and parent questionnaires will show that parents and children of disadvantaged families feel supported and additional barriers alleviated where possible.
The needs of disadvantaged children learning from home are met.	• Financial support for residential trips and enrichment activities is offered to ensure that financial circumstances are not adversely affecting PP children accessing the wider curriculum. • All children to access online home learning and barriers to this are addressed – loan of devices and internet access and to provide any other equipment that may be needed.

Activity in this academic year

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

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 32,470

Activity	Evidence that supports this approach	Challenge number(s) addressed
Continued access to high-quality, recommended teaching and learning training packages including: National College, Clennell Solutions; White Rose Maths Training; as well as continued comprehensive in-school CPD and mentoring.	EEF research guidance report 'Effective Professional Development' states that: <i>'supporting high quality teaching is pivotal in improving children's outcomes. Indeed, research tells us that high quality teaching can narrow the disadvantage gap.'</i> https://educationendowmentfoundation.org.uk/educationevidence/teaching-learningtoolkit/feedback	2 3
All teaching staff to identify and effectively track the progress and attainment of PP children using Sonar programme. Those children who have fallen behind to be targeted for small group / 1:1 intervention and support.	https://educationendowmentfoundation.org.uk/guidance-for-teachers/assessment-feedback EEF rates feedback	2

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

Budgeted cost: £37,410

Activity	Evidence that supports this approach	Challenge number(s) addressed
Improve outcomes for all including disadvantaged children and narrow the performance gap through small group tuition and adaptive teaching in classrooms using familiar adults.	EEF - small group tuition has an average impact of four months' additional progress over the course of a year. EEF – on average, one to one tuition is very effective at improving pupil outcomes.	2

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

Budgeted cost: £ 17,410

Activity	Evidence that supports this approach	Challenge number(s) addressed
Education Welfare Officer to work with parents and carers of disadvantaged children, with particular emphasis on PP children, to further raise pupil attendance and narrow the attendance gap between PP and non-PP children further.	Embedding principles of good practice set out in the DfE's Improving School Attendance advice. The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.	1
Financial support for residential trips and enrichment activities	EEF Higher Achievement Research Transforming Tees Effective Practice Case Study : Local Stockton School	6, 7
Support with school uniform for vulnerable families.	EEF Higher Achievement Research Transforming Tees Effective Practice Case Study :Local Stockton School	6, 7
To ensure that Pupil Premium children have access to necessary home learning materials. Subscription to: • SeeSaw, • other online learning programmes for use at home as a resource for home learning	EEF recommendation 'Using Digital Technology to Improve Learning'.	6, 7
Purchase of additional iPads and availability for loan for pupil premium groups or home learning.		

Additionally, brokered Educational Psychology Assessments to support pupil premium with learning needs and cognitive assessment. Additional and fast track access to Educational Psychology Assessment offered to pupil premium children as required.	EEF Special Educational Needs In mainstream schools.	4
Provision of play therapy and private counselling service through ABC.	National priority around supporting pupil wellbeing based on school need and number of children continuing to demonstrate social and emotional problems as a result of lockdowns. EEF 'Prioritise social and emotional learning to avoid "missed opportunity" to improve children's outcomes.	3 , 4

Service pupil premium funding

Challenge	Detail of challenge	Potential Action / Intervention
1	Emotional wellbeing during parental deployment	Provide weekly ELSA or pastoral sessions focusing on managing feelings and maintaining contact with the deployed parent (potential use deployment journals, seesaw or letters).
2	Maintaining academic progress through mobility	Provide targeted learning catch-up sessions, additional homework club, one to one tuition or online learning resources (e.g. Nessy, My Maths, Spelling Shed) for children who have missed schooling.
3	Family engagement and communication	Support families during active deployment Make links with parent at home during active deployment and support when needed Create deployment communication packs (letters, photos, postcards).
4	Staff understanding of Forces context	Provide staff CPD on challenges faced by Service families as required (mobility, separation, attachment).
5	Celebrating Forces community	Mark Armed Forces Day and Remembrance with assemblies and creative projects Share personal experiences with the wider school community – assemblies, newsletters etc

Measure	Details
How did you spend your service pupil premium allocation last academic year?	Theraplay, ABC counselling, ELSA
What was the impact of that spending on service pupil premium eligible children?	Children received emotional support as required to improve wellbeing.

Total budgeted cost: £87,290

Part B: Review of outcomes in the previous academic year (2024-25)

Pupil premium strategy outcomes

A review of internal data from end of Summer 25 indicates that pupil in the disadvantaged group have made progress since the previous summer (Summer 24). The results show that 96.2 % of the children in this group made expected progress or higher in all areas. This compares favourably with 95.3% of children in the non-disadvantaged group making expected progress or higher in all subjects

In Autumn 2024-25 – Education Welfare Ltd monitored attendance and the paid education welfare officer worked with the DHT and AHT to identify those with vulnerabilities and the AHT worked with parents and carers of pupil premium children to offer support through the school help and support offer. Summative data for attendance for the academic year 2024-2025 showed a typically very small gap in attendance between advantaged and disadvantaged groups (typically over time this is less than 1% and last year the gap was 1.4%).

From 2022 to 2025 school has worked with the EEF and National College to implement adaptive teaching technique. This involved ongoing training for all staff on how to close attainment gaps for pupil premium and other vulnerable groups.

Pupil progress meetings for pupil premium children were held half termly to monitor progress and attainment. Pupil progress meetings were co-ordinated by AHT and staff were held to account. School ensured that teaching assistants were given the remit of supporting vulnerable groups including pupil premium children and in monitoring progress towards their academic targets.

School invested in training for staff in supporting SEMH needs. Staff have been trained in Theraplay work including Sunshine Therapy Group and ELSA. Pupil premium children have access to the support in these groups. School also have a LSA with ABC counselling services Ltd. Vulnerable groups including pupil premium children have been prioritised for access to this service where and when needed.

Service pupil premium funding

Intention	Potential Action / Intervention
Help ensure current and future 'service' pupils feel safe and are confident in themselves and to ensure strengthened partnership with parents/carers. Support children emotionally during parental deployment	'Service' pupils attainment is at least in line with other children and their progress is good. School Leaders have established positive relationships with all service children's parents especially those who are deployed. There have been no service children move between schools during the academic year.

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
Spelling	Spelling Shed
Maths	Maths Shed
Reading	Reading plus
Dyslexia Support	Nessy