

Pupil premium strategy statement 2026-27

This updated statement details our school's use of pupil premium (for the 2026-27 academic year) 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 effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Barkston Ash Catholic Primary School
Number of pupils in school	138 (13 eligible)
Proportion (%) of pupil premium eligible pupils	10%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2024-2025 2025-2026 2026-2027
Date this statement was published	October 2026
Date on which it will be reviewed	July 2027
Statement authorised by	Mrs V Vaughan
Pupil premium lead	Mrs V Vaughan
Governor / Trustee lead	Mr M O'Neill

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£22,600
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	£22,600

Part A: Pupil premium strategy plan

Statement of intent

At Barkston Ash Catholic Primary School we have the vision that each and every child will be given the best possible education and fulfil their potential, academically, spiritually and socially.

Our school culture embodies high aspirations for all children, regardless of their background or barrier to learning. We are committed to providing the best curriculum and provision for all of the children within our school.

We work hard to overcome the identified challenges and ensure that we support children through personalised learning approaches. The Pupil Premium allocation is used to address these areas with the impact of these strategies being reviewed termly through pupil progress meetings and an annual written impact report.

Our curriculum is carefully designed to develop the '**Barkston Ash DNA**' supporting our children to be:

Respectful to all
Socially confident

Spiritually strong
Intellectually inspired

Emotionally intelligent

We want our children to make a positive contribution to the wider community, be well-prepared for their next stage of education, develop the confidence to know that they can make a difference in the world and that endless opportunities await them.

Challenges

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

Challenge number	Detail of challenge
1	<i>The majority of children in receipt of pupil premium also have an identified SEND and require tailored educational support to meet age-related expectations.</i>
2	<i>Our observations and discussions with children and families have identified social and emotional difficulties for many children, notably due to relationships, and a lack of enrichment opportunities. These challenges particularly affect disadvantaged children, including their attainment.</i>

3	<i>Assessments, observations and discussions with children indicate underdeveloped oral language skills and vocabulary gaps among the majority of disadvantaged children. These are evident from Reception through to KS2 and in general, are more prevalent among our disadvantaged children than their peers.</i>
4	<i>End of year assessments have previously indicated that writing attainment among disadvantaged children, particularly in KS2, is below that of non-disadvantaged pupils.</i>
5	<i>Although an improving picture, in the previous academic year, attendance data for disadvantaged pupils was below that of other children in school. This inevitably has an impact on accessing the curriculum and achievement.</i>

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 progress in reading, writing and maths for those disadvantaged children who have an identified SEND.	Children who are eligible for pupil premium and have an identified SEND make expected or better progress in reading, writing and maths.
Achieve and sustain improved wellbeing for all children in school, particularly our disadvantaged children.	Sustained high levels of wellbeing by 2026-27 demonstrated by: • qualitative data from pupil voice, staff and parent voice, and teacher observations • an increase in participation in enrichment activities and responsibilities/roles in school, particularly among disadvantaged children
Improved oral language skills and vocabulary among disadvantaged children.	Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.
Improved writing attainment for disadvantaged children across Key Stage 2.	Writing outcomes in 26-27 across Key Stage 2 show that the % of disadvantaged children meeting the expected standard, and meeting the greater depth standard, is in-line with peers.
Improved attendance for disadvantaged pupils across school, so that it is in line with other children and national data.	Attendance data for the year 26-27 for disadvantaged children is in line with other children and national data. Individualised support leads to improved attendance for all disadvantaged children.

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: £2800

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Continue to engage with the maths hub-significant investment in manipulatives and CPD for teaching staff, particularly around challenge and support through adaptive teaching</i>	The EEF's Early Years Toolkit estimates that effective early numeracy approaches typically increase children's learning by about seven months. Maths hub research shows that by dissemination of best practice, staff subject and pedagogical knowledge increases, resulting in improved outcomes.	1 and 3
<i>Investment in whole-school approaches to handwriting and spelling</i>	By adopting cohesive systems across school, children understand the expectations year on year and progression is clear. The spelling approach builds upon the phonics scheme, enabling children to see links between reading and spelling.	1 and 4

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

Budgeted cost: £5400

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Implement 1:1 structured interventions and tutoring/boosters in the areas of writing, speech and language, maths and reading</i>	Classroom staff deliver and track interventions with children in their class. They know the starting points of each child well and are best-placed to plan and provide tailored support. Tutoring/boosters on a needs basis is led by teachers.	1, 3 and 4
<i>Programmes purchased to support academic achievement</i>	Individual licences purchased for Nessy and TTRS (which have shown high impact over the last 3 years), including the use of technology to engage learners who can access from home.	1

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

Budgeted cost: £13400

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Part-time Learning Mentor employed to support identified children and set up peer support, including mentors and wellbeing champions</i>	Clear evidence of high impact in learning mentor role from previous three years. Healthy Schools focus- gold award achieved. Attendance and behaviour incident reports created half-termly show an improving picture. School Council and Peer Mentor opportunities led effectively.	2, 3 and 5
<i>Provide support to attend all school trips including residential visits</i>	Children's experiences are broadened through accessing all available opportunities. All identified children access clubs. Parent voice has demonstrated the importance of this funding being available.	2 and 3
<i>Subsidise Peripatetic music lessons</i>	Evidence-based research suggests that learning an instrument supports achievement in other curriculum areas. Children's experiences are broadened.	2
<i>Purchase readiness to learn items such as uniform, equipment and individual learning resources</i>	Children are confident in feeling ready to learn with the correct uniform and equipment. They feel part of the school community. They access any personalised learning resources to support their needs.	1, 2 and 5
<i>Allocate all children in receipt of pupil premium a 'Key Person' in school</i>	Strong relationships are the biggest protective factor in safeguarding. The key person is a point of pastoral contact and engages in purposeful conversations with the child.	2, 3 and 5
<i>Introduce reward strategies to incentivise school attendance</i>	Feedback from children has been taken on board. Class strategies will be employed by teachers in addition to a weekly attendance celebration award (bear). Impact will be reviewed half-termly.	5
<i>Provide attendance toolkit training for all staff</i>	School attendance is a shared responsibility and it is important that staff understand the research and know about the strategies which they could use with classes and individual pupils to improve attendance.	5

Total budgeted cost: £21,600 (+£1,000 'responsive to need' budget)

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2025-26 academic year (the second year of the current plan).

Academic Achievement

- 64% (9/14) of pupils achieved expected standard in GLD or across RWM
- 36% (5/14) of pupils achieved the greater depth standard in one or more areas
- Intervention impact reports created by SENCo and shared with Governors, regarding impact of interventions and additional and different work
- Identified children received 1:1 or small group tuition with teachers and made strong progress in their identified areas as a result of this. For example, one Y6 child working at pre-key stage standard in KS1, made exceptional progress to achieve EXS in maths at the end of KS2.
- Data from Nessy and TTRS shows that children are making good progress throughout the different stages and more children are now accessing these programmes.
- Data from the Y4 Times Table check for these pupils is above the national average for all pupils.

Cohorts across school are very small for disadvantaged pupils therefore we discuss each child individually in pupil progress meetings and ensure that they have additional provision in place to support them to overcome any barriers to learning. Any child who is not working at EXS has an individual support plan.

The use of Assistive Technology and staff CPD in this area has supported children to access learning across the curriculum.

Personal Development

- Children in Key stages 1 and 2 accessed numerous clubs throughout the school year (such as sports, singing and computing). This had a positive impact on their social and personal development.
- Biennial events: Children in KS2 attended Young Voices and highly positive feedback was received from the children taking part. Children in Years 5 and 6 attended residential at Robinwood. Children in Years 3 and 4 attended residential at Gulliver's Valley. Funding was targeted to support six pupils to attend.
- Children across school took part in performing opportunities including performing arts, school productions and the music recital. The uptake of Peripatetic lessons increases year on year.
- All identified children who received learning mentor support throughout the year have successfully ended their intervention programmes. Some of these children now take the opportunity to check in with the learning mentor through the weekly drop in sessions. Parents are signposted to support.
- The restorative behaviour approach being embedded has seen a significant reduction in behaviour incidents occurring in school, year on year. Pupil voice shows that children understand how to resolve conflict and the importance of 'putting it right' with the other person.

	2020-21	2021-22 Introduction of restorative	2022-23 Implementation of restorative	2023-24 Embedding of restorative	2024-25 Embedding of restorative	2025-26 Embedding of restorative
Number of recorded behaviour incidents	279	144	110	99	85	92

- The Learning Mentor has worked with identified children to be Wellbeing champions. The school council have worked to achieve Healthy Schools Gold award, with a clear focus on physical and mental health.

Readiness to Learn

- Resources have been purchased, for example sensory resources and assistive technology such as C-Pens and I-Pads, to support children to access learning and support SEMH needs.
- Cumulatively, five children accessed funded dyslexia screening and have subsequently received a diagnosis, ensuring the correct provision is in place for these children.

- *Three children accessed funded blocks of 6 play therapy sessions to support their social and emotional needs.*

Attendance

- **2024/25- 89.4%** *(added to the PP plan the following academic year)*
- **2025/2026- 93%** *(now above national at 92.4%)*
- **2026/2027- to October 13th 99%** *(significantly above national and all groups)*

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
Nessy	The Reading Center
Numbots	Maths Circle
Times Table Rock Stars	Maths Circle
Nelson handwriting	Oxford Owl
RWI spelling	Ruth Miskin Literacy

Areas to further develop next academic year:

- Continue with current plan and outlined actions (third year of plan)
- Staff to develop understanding of targeted and expanded categories under new framework.