

Pupil premium strategy statement 2026-2028

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	405
Proportion (%) of pupil premium eligible pupils	57%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended – you must still publish an updated statement each academic year)	2026-2028
Date this statement was published	August 2026
Date on which it will be reviewed	Yearly
Statement authorised by	J. Davies
Pupil premium lead	E. Harrison
Governor / Trustee lead	S. Marshall

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£362,024
Pupil premium funding carried forward from previous years <i>(enter £0 if not applicable)</i>	£0
Total budget for this academic year <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>	£362,024

Statement of intent

Purpose of the Pupil Premium

Our Pupil Premium strategy aims to ensure that all disadvantaged pupils achieve well academically, socially, and emotionally. We aim to develop confident, well-rounded, and aspirational individuals who contribute positively to their community, demonstrate strong personal and social skills, and actively engage in their learning. Through this approach, we equip pupils with the knowledge, skills, and resilience required to succeed at school, in next stage of their learning and in their later life.

Our Beliefs and Vision

Inclusion is at the heart of life at Barford.

We are committed to ensuring that every pupil makes strong progress and achieves in all areas of school life including academic, emotional, social and personal. We believe that all children, regardless of background or circumstance, are entitled to high expectations and access to high-quality education and experiences.

Disadvantage should never prevent a child from reaching their full potential. We are determined to identify and remove all barriers to learning, ensuring that every pupil can thrive.

Demography and School Context

Our school is a two-form entry with an attached nursery, local authority-maintained school just outside Birmingham city centre. The local area experiences high levels of deprivation.

The Index of **Multiple Deprivation (IMD) decile scores** (1 = most deprived, 10 = least deprived) for our community are as follows:

Indicator	Score
Index of Multiple Deprivation	1
Barriers to Housing and Services	1
Health and Disability	1
Crime	1
Employment	2
Income	1
Living Environment	1

This context highlights the need for targeted support to ensure all pupils, regardless of circumstance, can succeed.

Objectives

- Narrow the attainment gap between disadvantaged and non-disadvantaged pupils, both nationally and within our school.
- Ensure disadvantaged pupils make progress above nationally expected rates to reach Age-Related Expectations by the end of Year 6, supporting a smooth transition to secondary school.
- Improve outcomes across the wider curriculum, not only in English and mathematics.
- Sustain consistently improving attendance, behaviour, well-being and personal develop for all disadvantaged pupils.

High-Quality Teaching and Targeted Support

High-quality teaching, consistently delivered, is at the heart of our Pupil Premium strategy. We prioritise strong classroom practice and use a range of assessments to identify where disadvantaged pupils need the most support. Evidence-based, targeted interventions are implemented to address specific gaps in learning and accelerate progress.

Professional development for staff is carefully planned to ensure that teaching meets the needs of disadvantaged pupils as a result progress is rigorously monitored and skills at all levels are being challenged and developed.

A Whole-Child Approach

Barriers to learning are not solely academic. We adopt a whole-child approach, considering pupils' social, emotional, and pastoral needs alongside their academic development. Tailored pastoral support is provided for pupils and parents requiring additional guidance to ensure they are confident, resilient, and able to engage fully with learning. This approach enables pupils to thrive academically and personally, equipping them for future challenges.

Whole-School Responsibility and High Expectations

The school's high ambitions for inclusion for all pupils means that supporting disadvantaged pupils is a collective responsibility. All staff are accountable for the progress, attainment, and well-being of these pupils. High expectations and our school's core values underpin all aspects of our practice. Staff are expected to challenge, motivate, and inspire every child to achieve their best regardless of their needs or their starting points.

Long-Term Strategy and Continuous Improvement

Our Pupil Premium strategy is designed with a long-term focus and is rooted in evidence-informed practice. We regularly review and evaluate the effectiveness of our approach, using assessment data and research evidence to refine strategies, teaching, and interventions.

This continuous improvement cycle ensures that Pupil Premium funding has a sustained impact on outcomes for disadvantaged pupils, supporting our ambition to provide the best possible education for all children.

We will be achieving these objectives through:

- High-quality teaching and learning opportunities delivered by class teachers, specialist staff, and trained support staffs.
- Effective adaptations to support pupils in accessing learning at the appropriate level this could include adapting the environment, provision or adults.
- Use of diagnostic assessments to target gaps in learning and inform interventions.
- Additional targeted teaching and learning opportunities, including small group tuition and one-to-one support.
- Structured programmes to support all areas of the curriculum
- Behaviour, wellbeing and personal development support, including strategies to improve attendance, punctuality and all reduce barriers to learning.
- Support for effective transition across the school and into the next phase of their learning.

Challenges

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

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Challenge number	Detail of challenge
1	Attendance and punctuality
2	Limited language and literacy levels restricting access to the curriculum including those with no English on arrival
3	High mobility - Newly arrived children including those in temporary accommodation and those with little or no English on arrival
4	Children requiring additional support due to other factors.
5	Social and Emotional Challenges; poor housing impacting on well-being and learning
6	Low aspirations/expectations
7	Narrow life experiences
8	Limited home learning resources including ICT

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
Increased percentage of pupils working at or above age related expectations Challenge 2, 3, 4, 6 & 8	Pupil's needs identified at the early stages of development and able to access internal and external support classroom and in addition to classroom support) Disadvantaged pupils make accelerated progress in all through quality-first teaching and learning Daily/regular targeted intervention sessions for individuals and groups to effectively support pupil's achievement and accelerated progress (within the Increased percentage of pupils working at or above age related expectations The gap between disadvantaged and non-disadvantaged children will be narrowed Teaching and learning is effective for all groups which is supported by a planned and rigorous programme of CPD bespoke to the needs of the teaching and learning in the school.
To improve pupil's social skills and emotional well-being by implementing strategies to address the emotional, social and behavioural needs of disadvantaged pupils Challenge 2, 3, 4, 5, 6 & 7	Support pupils (through whole class, group and 1:1 support) with emotional and/or personal needs which will help raise confidence and self esteem Pupils can self-regulate their emotions Engagement through a creative and inspiring curriculum Early Help will be offered as required to ensure the whole family is being supported and areas of concern are addressed Children are aware of strategies to understand and manage their feelings. There are qualified practitioners supporting children's needs across the school with a variety of different interventions as needed.

To ensure attendance for all groups is consistently good and rising Challenge 1, 6, 7 & 8	Overall PP attendance is in line with whole school/other groups' figures Consistently good attendance (above 96%) Pupils have access to an enriched curriculum as a result of good attendance Pupils good attendance will support them in closing the gap with other groups/cohorts – all above 96%
Rigorous tracking and monitoring cycle Challenge 1, 2, 3, 4, 5, 6 & 8	Senior management team alongside all staff to ensure robust tracking and monitoring of disadvantaged pupils Appropriate intervention and support in place – personalised learning Reviewing the impact of all provisions and interventions and support in place Tracking using school assessment tools
Robust induction policies and procedures ensure that pupils language development is identified quickly, and appropriate support is put in place. Challenge 2, 3, 4, 5, 6 & 8	There is a thorough and robust induction policy in which all staff have clear responsibilities. The policy is followed carefully, and children's induction is monitored closely by the Inclusion Lead and the leadership team. Appropriate intervention and support are identified and put in place – personalised adapted learning Reviewing the impact of all provisions and interventions and support in place Tracking process using school assessment tools tracking phonics progress through using the Little Wandle progress trackers and a key marker alongside other assessments including WELLCOMM where necessary.
Provide rich opportunities for all disadvantaged pupils to develop their personal well-being skills Challenge 2, 4, 5, 6 & 7	A planned PSHE curriculum is woven through the school curriculum and a range of rich experiences, visits and trips support this as a result disadvantaged pupils well-being and personal development is high quality and these children demonstrate resilience, confidence and enthusiasm and they demonstrate the Barford values (clubs, visits, residential etc). Provide opportunities for pupils to develop their leadership skills across the school (monitors, prefects, school council, reading buddies, eco warriors etc).

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.

Activity	Evidence that supports this approach	Challenge number(s) addressed
New leadership structure with defined roles linked to inclusion and pupil premium.	There will be a clear leadership structure established v with documented roles and responsibilities linked to Inclusion and Pupil Premium priorities. This will include leaders at all levels including office, kitchen, OPAL, teachers, teaching assistants, pastoral and governors.	1,2,3,4,5,6,7 & 8
Develop a shared understanding of inclusion in the school.	Leaders will work collaboratively to develop and communicate a shared vision for ensuring all pupils, particularly disadvantaged and vulnerable learners, achieve positive outcomes. The leadership team will implement a programme of professional development to strengthen staff understanding of pupils' needs, barriers to learning, and the role of adults in providing effective support and challenge. • Shared vision and strategic plan understood and articulated by leaders and staff. • Staff meeting materials, induction programmes and communication documents evidencing the dissemination of the vision. • Whole-school CPD programme focused on understanding additional needs, disadvantage, barriers to learning, and inclusive practice.	1,2,3,4,5,6,7 & 8
Effective induction policy is developed and implemented so that all children, including those who are disadvantaged, have their needs assessed	A robust pre-admission process is established: • There are effective induction meetings for every new pupil • Baseline assessments are complete within the first two weeks • New children's individual induction profiles area added to the class information sheet • Provide early intervention for identified need with assigned key staff responsibility • Impact will be monitored regularly • Train staff in the induction process	1,2,3,4,5,6 & 8

quickly so that good quality learning can take place as soon as they join the schools		
Pupil premium children are identified with all their barriers for analysis at all levels	A robust system for identifying barriers to learning is established for all Pupil Premium pupils. Individual profiles draw on attainment, attendance, behaviour, pupil voice and parental engagement information to provide a comprehensive understanding of each child's needs. The information will be reviewed regularly through pupil progress meetings and will inform targeted intervention, classroom support and wider pastoral provision. Resources are more effectively aligned to need and leaders can analyse barriers and impact at pupil, class, cohort and whole-school level.	2,3,4,5,6
To develop high quality teaching and learning across the curriculum for all pupils including pupil premium pupils so that all pupils achieve.	Effective CPD will take place to support all staff with the identification and management of strategies to ensure that all pupil premium children's needs are met. CPD to help staff understand the barriers children may face and adults' responsibility within this. High quality teaching and modelling of vocabulary and questioning to be used effectively throughout the school at age-appropriate levels. Provide opportunities for discussion, debates and partner talk which is planned and purposeful. To expose pupils to ambitious vocabulary and deepening thinking in all subjects including PSHE. EEF Guidance: High-Quality Teaching https://educationendowmentfoundation.org.uk/support-for-schools/school-planning-support/1-high-quality-teaching	1,2,3,4,5,6 & 8
Provide adaptable learning spaces and resources for all children including those who are	<u>High needs Learning Spaces</u> • Sensory based learning room • Focus high needs learning room <u>High needs children</u> requiring a curriculum different to their peers including engagement model, sensory curriculum and small steps assessment. Opportunities for integration in	1,2,3,4,6,7

disadvantaged, who need a different curriculum and / or additional high focus learning sessions to close gaps in learning	classrooms will be provided and supported on a one-to-one basis for short periods where appropriate. <i>For children including those who are disadvantaged, who need more than classroom-based provision.</i> 1) Key Stage 1 Stepping Stones Room 2) Key Stage 2 Stepping Stones Room Using pupil progress meetings, QLA and teacher assessment focus children will be identified and withdrawn in small groups for specific parts of the lesson e.g. independent literacy session for focus teaching for a period e.g. 6 weeks. This is to meet learning needs and close gaps in learning. This may also include: • Wellcomm (language development) • Rapid catch-up provision • Targeted English and maths provision Oral language interventions have been shown to provide up to six months' additional progress and are particularly important for pupils with limited vocabulary, poor communication skills and those who are new to English. Improving spoken language is a key strategy in improving reading comprehension and wider curriculum access. EEF Teaching and Learning Toolkit: Oral Language Interventions https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions	
Reorganisation of staff to facilitate high quality effective learning to close the gaps for all pupils including those who are disadvantaged.	High-quality teachers are strategically deployed to lead both the Stepping Stones and High Focus Learning Room interventions, ensuring that pupils receive expert teaching tailored to their individual needs. Using information gathered through Question Level Analysis (QLA) assessments, staff identify precise gaps in learning and plan targeted interventions that address specific misconceptions and barriers to achievement. This approach enables pupils including disadvantaged pupils, to receive timely, focused support that complements high-quality classroom teaching, accelerates progress, and builds confidence. Regular assessment and review ensure that interventions remain responsive to pupils' needs, allowing teachers to	1,2,3,4,6,7

	adapt provision and maximise impact on attainment and outcomes. Small group tuition provides an average of four months' additional progress when targeted at identified pupil needs. Diagnostic assessment and high-quality teaching will be used to ensure interventions are precisely matched to pupils' gaps in learning. EEF Teaching and Learning Toolkit: Small Group Tuition https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition	
To provide additional ICT-based provision for disadvantaged pupils, ensuring equitable access to technology and high-quality digital learning resources that support the development of core reading, writing and mathematics skills, leading to accelerated progress and improved attainment.	Additional ICT provision is used to support disadvantaged pupils in developing core reading, writing and mathematics skills. Through access to technology and targeted digital interventions, pupils receive personalised learning opportunities that address identified gaps and promote independent practice. Progress is monitored carefully through assessment data and programme analytics to ensure interventions have maximum impact. As a result, disadvantaged pupils demonstrate improved engagement, confidence and attainment, helping to narrow the gap with their peers.	2,3,4,5,6 &8

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

Activity	Evidence that supports this approach	Challenge number(s) addressed
Improve attendance and punctuality for all disadvantaged pupils so that they can access learning consistently and make good progress.	Attendance and punctuality of all children including disadvantaged pupils is monitored rigorously through weekly analysis and regular reviews. Individual barriers to attendance are identified and addressed through personalised support plans, parental engagement, pastoral intervention and targeted mentoring. A named member of staff (Attendance officer) maintains regular contact with families where attendance concerns arise, ensuring early intervention and appropriate support. Attendance and punctuality are celebrated through recognition and reward systems, while leaders closely monitor the impact of interventions. As a result, disadvantaged pupils attend school more regularly, access a greater proportion of learning opportunities and are better able to achieve their academic potential. Attendance for disadvantaged pupils will improve year-on-year and move closer to national averages https://educationendowmentfoundation.org.uk/educationevidence/teaching-learningtoolkit/behaviour-interventions	1,4,5
To provide rich opportunities for all disadvantaged children to develop their leadership and well-being skills	The school will provide a wide range of leadership and enrichment opportunities to ensure disadvantaged pupils develop confidence, resilience and wellbeing. At least 50% of leadership positions across school are held by disadvantaged pupils. Through participation in leadership roles, pupil voice groups, mentoring programmes, sporting activities and wider enrichment experiences, disadvantaged pupils are encouraged to take responsibility and contribute positively to school life. Financial barriers are removed where necessary to ensure equitable access to opportunities. Leaders will monitor participation carefully and actively promote involvement among disadvantaged pupils.	2,3,4,5,6, &7

	As a result, pupils develop strong leadership qualities, improved self-esteem and a greater sense of belonging within the school community Leadership roles may include but is not limited to: • Prefects – school strategic development • School council- pupil voice • Well-being team – emotional health • Opal play leaders – social, emotional and play development • Librarians • Club leaders Children developing as Leaders - Science direct	
To enhance the personal development, wellbeing and emotional resilience of disadvantaged pupils through high-quality pastoral support and care, enabling them to engage fully in learning, improve attendance and behaviour, and achieve better academic outcomes.	Disadvantaged pupils often face additional barriers that can impact their wellbeing, confidence, readiness to learn and academic success. By providing targeted pastoral support, the school will ensure that pupils feel safe, valued and supported, enabling them to develop positive attitudes to learning and reach their full potential. High-quality pastoral support and care are provided to disadvantaged pupils to improve their wellbeing, confidence and readiness to learn. Through targeted mentoring, nurture provision, family engagement and access to enrichment opportunities, pupils are supported to overcome social and emotional barriers that may hinder academic success. Regular monitoring of wellbeing, attendance, behaviour and progress ensures support is tailored effectively. As a result, disadvantaged pupils demonstrate improved engagement, resilience and attendance, leading to stronger academic outcomes and improved life chances. EEF: Teaching Assistant Interventions https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions https://www.thriveapproach.com/about https://www.thriveapproach.com/about-thrive/impact-of-thrive/thrive/impact-ofthrive/ https://educationendowmentfoundation.org.uk/educationevidence/teaching-learningtoolkit/behaviour-interventions	4, 5,6, &7

To increase opportunities for disadvantaged pupils to engage in high-quality play through the OPAL (Outdoor Play and Learning) programme, enabling them to become leaders of their own play, while developing communication skills, social skills, resilience and emotional wellbeing, leading to improved engagement, behaviour and readiness to learn.	Through the OPAL programme, disadvantaged pupils are provided with rich and inclusive play opportunities that support communication, social interaction, leadership and emotional wellbeing. Pupils are encouraged to become leaders of their own play by initiating activities, making decisions, taking responsibility for resources and collaborating with others. OPAL also promotes physical activity, wellbeing and engagement, helping pupils develop the resilience, confidence and readiness to learn needed for success in school. These experiences will develop confidence, independence and resilience whilst promoting positive relationships and wellbeing. There will be a • Reduction in behaviour incidents at breaktimes. • Improved pupil voice. • Increased participation. • Improved wellbeing survey outcomes. • Increased readiness to learn after lunch This approach aligns with the Education Endowment Foundation's evidence on Social and Emotional Learning, which demonstrates positive impacts on social skills, emotional regulation and academic outcomes, particularly for disadvantaged pupils As a result, disadvantaged pupils demonstrate improved social skills, stronger communication, greater self-esteem and enhanced readiness to engage successfully in learning.	1,3,4,5 &7
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