

Barton Seagrave Primary School Pupil Premium Strategy Statement

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 effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Barton Seagrave Primary School
Number of pupils in school	627
Proportion (%) of pupil premium eligible pupils	11% (69)
Academic year/years that our current pupil premium strategy plan covers	2024-2025 2025- 2026 2026- 2027
Date this statement was published	
Date on which it will be reviewed	31.9.2027
Statement authorised by	M. Krzanicki
Pupil premium lead	P. Wright
Governor / Trustee lead	S. Spooner

Funding overview

Detail	Amount
Pupil premium funding allocation for financial year 2026-27	£120,260
Pupil premium funding carried forward from previous financial year	£57,386
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	£177,646

Part A: Pupil Premium Strategy Plan

Statement of intent

Children eligible for the pupil premium at Barton Seagrave Primary School will have access to a rich learning environment, where they will thrive and make good progress in all areas of the curriculum, achieving at least as well as their non-disadvantaged peers. This will be achieved through a focus on

:

- *High-quality teaching*
- *Targeted academic support*
- *Social, emotional and practical support for children and their families*
- *Access for children to a full range of life-enriching experiences, in line with their peers.*

Challenges

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

Challenge number	Detail of challenge
1	Poor oral language and communication skills are evident in some pupils eligible for pupil premium. This puts these children at a disadvantage when learning to read, as well as expressing themselves both orally and in writing and impacts on their ability to understand and discuss texts across the wider curriculum.
2	Development of understanding of core mathematical concepts is slower in some pupils eligible for pupil premium than for other pupils. This adversely affects progression in mathematical problem solving.
3	Whilst average writing progress for disadvantaged pupils is better than for other pupils, writing attainment for some disadvantaged pupils is below that of other pupils. This adversely affects their confidence and consequently their attainment in both English and other subject areas where writing is needed.
4	The proportion of parents of pupils eligible for pupil premium who need support to manage their child presenting social, emotional and behavioural issues (including poor attendance) is greater than for other pupils
5	The proportion of pupils eligible for pupil premium who need support to manage their personal social and emotional challenges is higher than for their non-disadvantaged peers.
6	Pupils eligible for the pupil premium frequently have less access to enriching experiences than their non-disadvantaged peers.

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
1. Improved oral language skills and vocabulary among disadvantaged pupils.	<i>Disadvantaged children will make more rapid progress in reading than their peers.</i> <i>The gap between the % of children achieving the expected standard in reading will be less than the national gap.</i> <i>The percentage of disadvantaged children passing the Year 1 phonics check will be at least equivalent to other children</i> • Regular assessment of speech, phonic recognition (RWI), decoding, fluency and comprehension to track progress of pupils. • QFT to address identified weaknesses in pupils' learning. • Targeted intervention, including 1:1 and small group, to address any gaps in learning, e.g. cued articulation, phonic intervention, reading intervention (decoding, fluency, inference as appropriate).
2. Improved mathematical skills among disadvantaged pupils.	<i>Disadvantaged children will make more rapid progress in maths than their peers.</i> <i>The gap between the % of children achieving the expected standard in maths will be less than the national gap.</i> <i>The average score in the Year 4 Multiplication Tables Check for disadvantaged children will be at least equivalent to the average score of other children</i> • Ongoing formative and summative assessment of core maths skills (including regular arithmetic assessments, number facts and PiXL) to inform next steps in teaching. • Continued engagement with NCETM mastery programme for the school.

	● Targeted intervention, including 1:1 and small group, to address any gaps. ● Use of White Rose Intervention Programme to target acquisition of core skills. ● Targeted tutoring support to accelerate progress
3. Improved writing skills among disadvantaged pupils.	<i>Disadvantaged children will make more rapid progress in writing than their peers.</i> <i>The gap between the % of children achieving the expected standard in writing will be less than the national gap.</i> ● Modelled writing process to support progress of key skills. ● Ongoing teacher assessment to identify next steps in teaching. ● Use of National comparative judgement (No More Marking), moderation across the cluster and LA (YR, 2, 6 if required) to confirm outcome judgments. ● Use of Grammarsaurus Place Value of Punctuation & Grammar to target acquisition of core skills.
4. Parents of pupils eligible for pupil premium who need support to manage presenting social, emotional and behavioural issues (that are affecting their child's learning) and to improve attendance will have timely access to the support they need. This will support pupils in being ready to learn.	<i>The attendance of children eligible for the pupil premium will increase to that of the national average for children eligible for pupil premium.</i> <i>The proportion of children eligible for the pupil premium reporting satisfaction with the support provided in parent surveys will be at least equivalent to other parents.</i> ● Monitor attendance daily ● Refer pupils to FSW where attendance falls below 95% ● Teachers to monitor social and emotional wellbeing of pupils in their class and refer any concerns to FSW, SENCo or pastoral. ● Thrive profiling for individuals. ● Parents of pupils eligible for the pupil premium will be well supported by the family worker and pastoral team and will be signposted to relevant external support where this is needed.

	● Prioritise disadvantaged/FSM pupils through attendance meetings, family support and early intervention. ● Hold regular attendance reviews involving the Headteacher, Attendance Officer, SENDCo/pastoral staff as appropriate to assess whether interventions are working.
5. Pupils eligible for pupil premium will have access to pastoral support within school, as well as from external sources, where this is needed.	● Timely assessment of pupils with any presenting mental health issues. ● Engagement with MHST, as appropriate. ● Pastoral support provided at the point of need. ● Timely referral to external services, as appropriate. ● Ongoing liaison with parents.
6. Pupils eligible for pupil premium will have access to a full range of enriching experiences in line with their peers.	● Identify enriching experiences for pupils. ● Offer a range of experiences to pupils. ● Provide financial or other support to encourage pupils to engage with a full range of experiences, in line with their peers.

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

Budgeted cost: £ 10,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Whole school approach to enlarge pupils' knowledge of vocabulary, including subject specific terminology to include: • Explicit focus within teaching to increase the breadth and depth of vocabulary knowledge. • Adults sharing challenging books with the whole class; • Opportunities for children to practise using new vocabulary; • A language rich environment; • Modelled comprehension with ambitious texts. • Use of RWI phonics programme to teach reading. Establishment of an oracy baseline in YR and implement a focussed and sustained approach to developing oracy in early years - agreeing an oracy progression framework and planning talk across the day to: • Identify core vocabulary and	EEF report: Improving Literacy in Key Stage 1 (2020) recommends: □ <i>Develop pupils' speaking and listening skills and wider understanding of language</i> □ <i>Use a balanced and engaging approach to developing reading, which integrates both decoding and comprehension skills</i> □ <i>Effectively implement a systematic phonics programme</i> □ <i>Teach pupils to use strategies for developing and monitoring their reading comprehension</i> □ <i>Teach pupils to use strategies for planning and monitoring their writing</i> □ <i>Promote fluent written transcription skills by encouraging extensive and effective practice and explicitly teaching spelling</i> □ <i>Use high-quality information about pupils' current capabilities to select the best next steps for teaching.</i> The Education Endowment Foundation (EEF) Guidance Report: Preparing for Literacy (2018) recommends providing children with a rich language environment as well as directly extending children's vocabulary; carefully selecting high-frequency words for explicit teaching; developing the number of words children know (breadth) and their understanding of relationships between words and the contexts in which words can be used (depth); and providing multiple opportunities to hear and use new vocabulary. The Ofsted Framework 2019 states that vocabulary size is related to academic success, and that schooling is crucial for developing the breadth of children's vocabulary. We will establish an oracy baseline in Year R and agree oracy progress.	1. 3.

planned talk opportunities in adult-led learning, stories, routines, outdoor learning and continuous provision. ● Introduce simple prompts for adults that support talk without turning provision into a sequence of adult questions.	We will plan talk across the day in Year R: Identify core vocabulary and planned talk opportunities in adult-led learning, stories, routines, outdoor learning and continuous provision. Introduce simple prompts for adults that support talk without turning provision into a sequence of adult questions.	
Ongoing teacher development through continued work with local maths hub. Quality first teaching using White Rose materials (including the White Rose Intervention Programme) and NCETM mastery materials, as well as concrete resources. Effective use of formative assessment to move learning forwards.	EEF guide to pupil premium states that ‘good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils’. Longitudinal studies by NECTM advocate the development of pupils’ mathematical reasoning through a mastery approach. <i>Education Endowment Foundation: Improving Mathematics in Key Stages Two and Three on improving maths in KS2</i> (2017) identifies the use of manipulables as supporting disadvantaged learners and also advocates teaching pupils appropriate strategies to solve problems (White Rose and NECTM materials develop this approach). It also highlights the importance of the use of assessments to build on pupils’ existing knowledge and understanding. The Teacher Development Trust conducted an international review into effective professional development for teachers. According to the review, to be effective in producing profound, lasting change, professional development interventions should be prolonged. BSPS has adopted this approach in improving maths teaching in the school by working with a maths hub over a prolonged period.	2.
Use of consistent approach to teach writing across the school, to support the development of further writing skills.	EEF recommend that teachers should ‘introduce strategies to plan and monitor their writing using modelling and structured support...until the child is capable of completing the activity independently.’ Education Endowment Foundation (2017) <i>Improving Literacy in Key Stage Two</i>, London: Education Endowment Foundation. This is in line with the approaches used by BSPS. The report further states that if [transcription] skills are slow or effortful then this will hinder progress in writing composition.	3.

Provide training to staff to ensure teachers match activities to pupils needs precisely, have consistently high expectations across all subjects, give clear instructions on how to improve work. Provide training to staff to ensure teachers are able to provide adaptations to ensure that all children are able to succeed in their learning. Develop teachers' abilities to plan interventions to fill any gaps identified in knowledge using PiXL resources in Sept transition packages to best effect Provide support to teachers to ensure learning environments reflect our school's ambition for pupils and is supportive in moving learning forward Use of WalkThru materials to develop quality of teacher feedback.	EEF report: Teacher feedback to improve pupil learning (June 2021) identifies key points for teachers to support learning: 1.Lay the foundations for effective feedback 2.Deliver appropriately timed feedback that focuses on moving learning forward 3. Plan for how pupils will receive and use feedback 4. Carefully consider how to use purposeful, and time-efficient, written feedback 5.Carefully consider how to use purposeful verbal feedback	1. 2. 3. 6.
Access to high quality CPD through National College, White Rose, East Midlands Maths Hub, PiXL,WalkThru and other internal and external providers, as appropriate.	The EEF guide to the Pupil Premium recognises the importance of ongoing CPD to ensure teachers have the skills needed to deliver the approaches advocated. It states: <i>Good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils. Using the Pupil Premium to improve teaching quality benefits all students and has a particularly positive effect on children eligible for the Pupil Premium. While the Pupil Premium is provided as a different grant from core funding, this financial split shouldn't create an artificial separation from whole class teaching.</i>	1. 2. 3. 6.

Targeted academic support

Budgeted cost: £ 55,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Appropriate assessment of speech, phonic recognition, decoding, fluency and comprehension will identify pupils who need interventions and will track progress of pupils. Intervention delivered will be dependent on identified need including: ☐ RWI intervention ☐ 1:1 Precision teaching ☐ 1:1 Cued Articulation ☐ Daily reading with TA ☐ Additional phonics teaching ☐ Catch Up Reading ☐ Fluency intervention ☐ Comprehension intervention. ☐ Tutoring to provide targetted support.	The EEF report Improving Literacy in KS1 (2020) states that schools should focus on core teaching strategies, which improve literacy for the whole class. However, they also state that a small number of children will also require more focused literacy instruction to make expected progress and that, where this is the case, the first step should be to use accurate diagnosis to match pupils to appropriate interventions. <i>Education Endowment Foundation (2015) Making Best Use of Teaching Assistants Guidance Report by J. Sharples, R.Webster & P. Blatchford</i> supports use of TAs to deliver interventions in this way. <i>Education Endowment Foundation version 2 (2020) Improving Literacy in Key Stage One, London: Education Endowment Foundation</i> recommend that schools develop pupils' speaking skills, as a necessary precursor to writing. The EEF report Improving literacy in KS2 (2017) includes explicit advice to use purposeful speaking and listening activities to support the development of pupils' language capability and provides a foundation for their thinking and communication. Recommended approaches include <i>activities that extend pupils' expressive and receptive vocabulary</i>.	1. 3.
● Prioritising responsive closing the gap intervention to preclude further gaps arising	EEF report: Improving Mathematics in the Early Years and Key Stage 1(2020) recommends: ☐ Develop practitioners' understanding of how children learn mathematics	2.

● Individualised maths intervention using the White Rose Intervention Programme and/or Pixl or other approved and evaluated programme to target core gaps in mathematical knowledge ● 1:1, paired and small group tuition for targetted pupils in KS2.	□ Use manipulatives and representations to develop understanding □ Ensure that teaching builds on what children already know □ Use high quality targeted support to help all children learn mathematics EEF guide to pupil premium highlights the positive benefits of 1:1 tuition alongside quality whole class teaching.	
Improve pupil transcription skills so that this element of writing is not preventing the child from reaching their potential. This will be done by teacher assessment and 1:1/small group sessions to work on specific elements identified. This may include developing: □ Fine motor skills □ Spelling □ Handwriting.	The EEF report Improving Literacy in KS1 (2020) states that schools should ‘<i>use high-quality structured interventions to help pupils who are struggling with their literacy</i>’. Education Endowment Foundation (2017) Improving Literacy in Key Stage Two, London: Education Endowment Foundation. advocates the promotion of fluent written transcription skills by encouraging extensive and effective practice and explicitly teaching spelling.	3.
Where pupils present with more complex needs, an appropriate assessment will be sought. Where intervention is required from an external provider this will be sourced. Within school support will be provided where this is appropriate.	The EEF guide to the pupil premium states that evidence consistently shows the positive impact that targeted academic support can have. In order for academic support to be appropriately targeted it is necessary for pupils to have an accurate assessment to establish appropriate approaches and starting points. EEF report: Special educational needs in the mainstream school (2020) recommends: □ Create a positive and supportive environment for all pupils without exception	1. 2. 3. 4. 5.

	□ Build an ongoing, holistic understanding of your pupils and their needs □ Ensure all pupils have access to high quality teaching □ Complement high quality teaching with carefully selected small-group and one-to-one interventions □ Work effectively with teaching assistants	
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Wider strategies

Budgeted cost: £ £110,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Family support worker to provide support and guidance (including Family Help Conversations if appropriate) to families and children (and those engaged with them) by removing barriers to learning (including poor attendance) in order to promote effective participation, enhance individual learning, raise aspirations and enable pupils to achieve their full potential.	A Family Help Conversation is a voluntary, strengths-based discussion tool used by professionals to identify a family's needs early and build a coordinated support plan. This framework, promoted by Northampton Children's Trust helps families get timely, child-centered support before minor issues become major concerns. The discussion looks at what is going well, what matters most, and what specific help would make a difference. The Family Help Conversation is a simple way to help identify needs of children and families and make a plan to meet those needs. It is a shared tool which is used by all agencies in Northamptonshire who are delivering early help. Its purpose is to provide a coordinated response so no-one misses out on the support they may need. <u>Maslow's hierarchy of need</u> identifies the need to tackle underlying emotional and social issues to enable a child to be ready to learn.	4.

Attendance officer to support Family Support Worker,, providing daily attendance checks to enable early intervention and to assist in developing targeted support for children with lower attendance rates and those persistently late to school	Research from the Department for Education (DfE) and the Education Endowment Foundation (EEF) demonstrates that regular attendance in primary school is fundamental to closing the attainment gap and supporting long-term outcomes for disadvantaged pupils. Early primary education establishes core literacy and numeracy foundations, and DfE data consistently shows a direct correlation between absenteeism and lower performance at Key Stage 1 and Key Stage 2 SATs, with learning loss disproportionately impacting disadvantaged children who often lack alternative academic support at home. Beyond academics, primary school serves as a critical protective factor; 83% of schools report attendance as a primary barrier to equity, and attendance habits formed in early primary school persist into secondary education, where persistent absence significantly increases the likelihood of a young person becoming NEET (Not in Education, Employment, or Training). Furthermore, targeted interventions like Pupil Premium funding and small-group tutoring rely entirely on physical presence, making regular attendance the prerequisite for improving social mobility and safeguarding vulnerable children.	
Subsidised trips, uniform, milk and music lessons.	It essential for social inclusion and social cohesion that all pupils are able to access all opportunities alongside their peers. Evidence from the Education Endowment Foundation (EEF) highlights that financial strain on families directly impacts pupil engagement and attendance; providing free uniforms and daily nutritional support like milk alleviates family hardship, ensures basic needs are met, and fosters a sense of belonging that reduces absenteeism. Furthermore, subsidising broad enrichment prevents the narrowing of disadvantaged children's life experiences, building essential cultural capital and social-emotional skills that correlate with higher academic attainment. By fully funding these foundational costs, schools ensure that targeted educational equity measures apply to every aspect of a child's development, preventing stigma and directly promoting social mobility from the earliest years.	
Pastoral team to support pupil wellbeing through programmes of individual and group support as appropriate, supporting emotional	The government clearly identifies in ' <i>Transforming Children and Young People's Mental Health Provision: a Green Paper (2017)</i> ' the importance of tackling underlying emotional issues in order to improve the life chances of pupils.	5.

literacy, emotion regulation and providing a safe space.	EEF guidance report: Improving Social and Emotional Learning in Primary Schools (2019) recommends that SEL skills are taught explicitly. The established pastoral work in the school has a positive impact on pupils' readiness to engage with their learning and their ability to manage their emotions and behaviour. EEF guidance report: Improving Literacy in KS1(2020) states that, <i>'Collaborative activities that provide opportunities to learn/hear language often also provide opportunities for wider learning through talk. Skills such as social awareness, relationship skills and problem solving are developed, as well as knowledge.'</i>	
Pupils to be offered a full range of enrichment opportunities in line with their peers.	It essential for social inclusion and social cohesion that all pupils are able to access all opportunities alongside their peers. The Social Mobility Commission published a report in 2016 where they looked at the importance of extra-curricular activities. The report states: <i>Ultimately our report shows that a young person may miss out on some of the most valuable experiences in life – a chance to bond with others, aspire to learn more, and gain the soft skills so important to employers – simply because of their social background and where they grew up. It is time to level the playing field.</i> Access to extracurricular music lessons: The Ofsted research review into music (July 2021) says: <i>Music's place in school life is sometimes justified by reference to literature that supports its wider benefits. (see footnote 14) Among these are benefits to concentration, phonemic awareness, literacy, memory and academic achievement.</i>	6.

Total budgeted cost: £ 175,000

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 2025-2026 academic year.

100% of pupils eligible for the pupil premium had access to the technology to engage with learning online, e.g. homework on Google Classroom, interactive sites

70% children eligible for pupil premium accessed pastoral support

FSW involvement with families of 77% of children eligible for pupil premium

89% of pupils eligible for the pupil premium passed the Year 1 phonics screening

Whole school outcomes 2025-2026	Number of pupil premium in cohort	Reading ARE + (PP) %	Reading ARE + (non-PP) %	Writing ARE+ (PP) %	Writing ARE+ (non-PP) %	Maths ARE+ (PP) %	Maths ARE+ (non-PP) %
Year 1	9	89%	89%	67%	84%	67%	88%
Year 2	11	55%	68%	18%	57%	36%	81%
Year 3	13	31%	75%	23%	72%	31%	82%
Year 4	12	50%	63%	42%	58%	42%	59%
Year 5	17	53%	73%	29%	68%	29%	49%
Year 6	14	64%	80%	50%	82%	57%	82%
Whole School	76	55%	75%	37%	70%	42%	74%

Externally provided programmes

This details the names of any non-DfE programmes that we purchased in the previous academic year.

Programme	Provider
RWI Phonics	Ruth Miskin
Primary Wise	PiXL
Accelerated Reader	Renaissance Learning
Assessing Primary Writing	No More Marking
White Rose Intervention Programme	White Rose

Further information

In 2011-2012 the Government launched its Pupil Premium funding. This money is allocated to schools based on the numbers of pupils in the school who are eligible for Free School Meals. Barton Seagrave Primary School is a larger than average primary school with a below average percentage of pupils eligible for the pupil premium grant. The school uses the funding to assist eligible pupils in reaching their full potential, both academically and socially. The school recognises that there may be some socially disadvantaged children who do not qualify, or are not registered, for free school meals and Pupil Premium funding is also used to support these children. We encourage and promote high aspirations and ambitions for all our pupils and recognise that pupils learn best alongside their peers. Through high quality provision, we aim to encourage and extend pupils' passion and thirst for knowledge, resulting in them realising their full potential. To promote inclusion, we use some of the pupil premium grant to invest in initiatives that improve outcomes for all children, including those eligible for the funding. Additionally, we target the individual needs of eligible pupils to ensure barriers to learning are removed. We are committed to ensuring that Pupil Premium Funding is spent to maximum effect.