



PUPIL PREMIUM STRATEGY STATEMENT

2025-26

Barham Church of England Primary School

This statement details our school's use of pupil premium funding to help improve the educational outcomes of disadvantaged pupils. It outlines the strategy used during the 2025-26 academic year and reviews the evidence available for disadvantaged pupils in the previous academic year.

FINANCIAL COMPLETION REQUIRED: The budgeted costs and spending breakdowns in Part A are intentionally blank for completion and verification by Bridget King, School Business Manager, before publication.

School overview

Detail	Data
Number of pupils in school	210
Proportion of pupil premium eligible pupils	15.7%
Academic year covered by this strategy statement	2025-26
Date this statement was published	August 2026
Date on which it will be reviewed	September 2026
Statement authorised by	Jo Duhig, Headteacher
Pupil premium lead	Michelle Anderson, Deputy Headteacher and SENCO
Governor leads	Johnnie Peirson and Martyne May

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£47,492
Pupil premium funding carried forward from previous years	£0
Total budget for this academic year	£47,492

Part A: Pupil premium strategy plan

Statement of intent

At Barham Church of England Primary School, we know, nurture and value everyone in our school. We celebrate each pupil's unique character, gifts and talents. Our pupil premium strategy supports the school's commitment to ensuring that disadvantage does not limit achievement, participation or aspiration, and helps pupils to grow as kind, confident and curious individuals.

The school serves a relatively less deprived locality, but individual disadvantaged pupils may experience a range of barriers. These can include overlapping special educational needs and disabilities (SEND), speech and language or social, emotional and mental health needs, reduced access to learning support or resources at home, attendance concerns, family vulnerability, and financial barriers to enrichment. Because our disadvantaged cohorts are small, there is no single profile of need. Decisions are based on each pupil's circumstances and evidence, rather than assumptions about eligibility.

The strategy follows the Department for Education's three-part model: high-quality teaching, targeted academic support, and wider strategies. It is informed by assessment, attendance, pastoral and participation information, pupil and parent voice, and professional knowledge. Progress is reviewed at least three times each year through pupil progress meetings. The pupil premium lead, senior leaders and governors monitor implementation, impact and value for money.

Our ultimate objectives are to secure strong progress and attainment from individual starting points; improve attendance and reduce persistent absence; strengthen wellbeing, confidence and engagement; remove financial barriers to the full curriculum and wider school life; and ensure that families can access timely, coordinated support.

Challenges

The following challenges have been identified through school assessment, attendance, pastoral information, the July 2026 IDSR and evaluation of the previous strategy.

Challenge number	Detail of challenge
1	Attainment and progress vary across small cohorts. Multi-year subject outcomes are positive, but securing the expected standard across reading, writing and mathematics combined, and reducing the gap with national non-disadvantaged pupils, remain priorities.
2	Some disadvantaged pupils have overlapping SEND, speech and language, autism, sensory or social, emotional and mental health needs. These can affect communication, self-regulation, independence and access to learning.
3	Overall attendance for disadvantaged pupils is improving, but persistent absence has affected a small number of pupils and can interrupt continuity of learning.
4	Some pupils have reduced access to books, digital resources, clubs, trips, residential experiences, music, sport, outdoor learning or suitable clothing without financial support.
5	Complex family circumstances and emotional wellbeing needs can affect readiness to learn. Some families require coordinated school support, early help or access to external agencies.

Intended outcomes

The success criteria below are used alongside individual pupil information. Small cohorts are interpreted cautiously and no single measure is used in isolation.

Intended outcome	Success criteria
Disadvantaged pupils achieve well academically from their individual starting points.	Internal assessment shows disadvantaged pupils making at least expected progress. Gaps are identified promptly and addressed. At statutory points, outcomes compare favourably with national disadvantaged outcomes, with improved consistency in combined reading, writing and mathematics.
Attendance is strong and persistent absence reduces.	Disadvantaged attendance is at least in line with the national disadvantaged rate. The number and proportion of persistently absent disadvantaged pupils reduce from the 2024-25 baseline. Individual attendance plans show measurable improvement.
Pupils with overlapping SEND or SEMH needs engage successfully in learning.	Individual targets, Boxall Profile information and school records show improved engagement, regulation, independence and access to core learning. Reintegration and full-time attendance are secured where appropriate.
Disadvantaged pupils participate fully in the wider life of the school.	Participation in clubs, visits, residentials, music, sport, arts, outdoor learning and leadership opportunities is broadly proportionate to the group. No pupil is excluded from an activity because of cost.

Intended outcome	Success criteria
Families receive timely, effective support.	Parents and carers report that support is accessible and constructive. School records show timely communication, appropriate referrals and coordinated work with external agencies where needed.

Activity in this academic year

The activities below describe the planned use of pupil premium during 2025-26. Budgeted costs are intentionally blank pending financial completion and verification.

Teaching: developing high-quality teaching, assessment and staff expertise

Budgeted cost: £ 18,906

Activity	Evidence that supports this approach	Challenge(s)
High-quality adaptive teaching and responsive assessment in every class, supported by professional development in writing, mathematics, SEND and effective scaffolding.	The EEF identifies high-quality teaching as the most important element of an effective pupil premium strategy. Evidence is also drawn from the EEF guidance on special educational needs in mainstream schools, feedback and metacognition.	1, 2
Essential Letters and Sounds, systematic phonics teaching and timely keep-up intervention, including staff training and monitoring.	EEF Teaching and Learning Toolkit: phonics. Systematic, explicit phonics instruction is particularly important for pupils at risk of falling behind in early reading.	1, 2
Oral language, vocabulary and communication support, including Language Link and Speech Link where assessment identifies need.	EEF Teaching and Learning Toolkit: oral language interventions. Approaches are most effective when linked to classroom teaching and delivered by trained staff.	1, 2, 5
Writing improvement work, including accurate assessment, moderation, spelling and grammar, feedback, modelling and scaffolding.	EEF evidence on literacy, feedback and explicit instruction supports a structured whole-school approach, with targeted follow-up for pupils who need additional support.	1, 2

Targeted academic support

Budgeted cost: £ 23,861

Activity	Evidence that supports this approach	Challenge(s)
Teacher- and teaching assistant-led small-group or one-to-one support in reading, phonics, writing and mathematics, selected through assessment and reviewed for impact.	EEF Teaching and Learning Toolkit: small-group tuition, one-to-one tuition and teaching assistant interventions. Support is linked closely to classroom teaching and delivered through structured programmes.	1, 2
Structured core learning and planned reintegration through The Nest and Woodpeckers for pupils whose SEND or SEMH needs significantly affect access to the classroom.	EEF evidence on special educational needs in mainstream schools and social and emotional learning supports explicit, structured teaching, assessment of need and close links with the mainstream curriculum.	1, 2, 5
Speech and language assessment, targeted communication work and liaison with specialist professionals where required.	EEF oral language evidence and professional assessment support targeted approaches that address identified communication barriers.	1, 2, 5
Access to appropriate home-learning and digital resources, including literacy and mathematics platforms, where these remove an identified barrier.	EEF evidence on homework and digital technology indicates that impact depends on purposeful use, teaching quality, access and feedback. Resources are therefore selected according to individual need.	1, 4

Wider strategies: attendance, wellbeing, family support and enrichment

Budgeted cost: £ 4,725

Activity	Evidence that supports this approach	Challenge(s)
Attendance monitoring and individual support, including access to Kingfisher Breakfast and After School Club where this helps a pupil attend regularly and punctually.	DfE attendance guidance emphasises early identification, work with families and targeted support. EEF evidence on parental engagement and breakfast clubs supports carefully implemented approaches.	3, 5

Activity	Evidence that supports this approach	Challenge(s)
Nurture, ELSA, Drawing and Talking, play-based or other pastoral support, with use of Boxall Profile information and clear review points where appropriate.	EEF Teaching and Learning Toolkit: social and emotional learning. Effective approaches explicitly teach skills, are matched to need and are integrated with classroom practice.	2, 5
Financial assistance for uniform, books, educational visits, residential, clubs, music, sport, arts and other curriculum enrichment.	EEF evidence on arts participation, physical activity and outdoor adventure learning supports access to a broad range of experiences. Funding is used to remove barriers rather than assume need.	4, 5
Practical support to ensure access to OPAL play, Forest School and outdoor learning, including appropriate clothing or equipment where needed.	The school evaluates participation, wellbeing and inclusion through pupil voice, observation and pastoral information. Whole-school approaches are supplemented by targeted practical support.	2, 4, 5
Family liaison, early help, transition support and coordination with external agencies.	EEF evidence on parental engagement supports positive, respectful communication and practical strategies that help families support attendance, learning and wellbeing.	3, 5

TOTAL BUDGETED COST: £ 47,492

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils in 2024-25

Cohort caution: The 2025 Year 6 disadvantaged cohort comprised five pupils, so each pupil represents 20 percentage points. The DfE IDSR therefore labels the annual cohort as small and suppresses some comparisons. Multi-year information is used to provide a more reliable view.

KS2 expected standard	School disadvantaged: latest 3-year average	National disadvantaged: latest 3-year average	IDSR interpretation
Reading	92%	62%	Above, statistically significant
Writing	69%	59%	Above, not statistically significant
Mathematics	69%	60%	Above, not statistically significant
Reading, writing and mathematics combined	54%	46%	Close to average, not statistically significant

Academic evaluation: Reading was a clear strength over the three-year period. Writing and mathematics outcomes were also above the national disadvantaged averages. Combined reading, writing and mathematics was broadly in line with the national disadvantaged comparison, but the 2025 cohort outcome of 40% confirmed that achieving the expected standard across all three subjects remained a priority. The academic outcome was therefore broadly met, but not fully secured for combined attainment.

Attendance evaluation: In 2024-25, FSM6 attendance was 92.6%, compared with 92.3% nationally, and was described as close to average. Persistent absence was 32.0%, compared with 24.9% nationally; this was above national but not statistically significant. The attendance outcome was only partly met. Subsequent 2025-26 daily attendance data across five half-terms showed improvement to 94.1% for FSM pupils, above the national figure of 92.3%, while individual persistent absence continued to require close monitoring.

Enrichment and participation: The previous strategy prioritised financial access to trips, residential, clubs, books, uniform and wraparound care. More systematic participation monitoring was introduced in 2025-26. Pupil premium pupils accounted for 14.7% of after-school club participants in the spring monitoring report, broadly proportionate to the 15.7% of pupils eligible for pupil premium. The school continued to provide a wide range of clubs, visits, sport, music and arts opportunities. The school will continue to track individual participation, not only group percentages, to ensure that no pupil is overlooked.

Wellbeing and inclusion: Evaluation of pupils with complex SEND and SEMH needs led to strengthened nurture provision through The Nest and Woodpeckers during 2025-26. School evidence recorded improved access to full-time attendance for some pupils, calmer classrooms, increased social integration and small but meaningful progress in core learning and engagement. This confirms the importance of maintaining targeted pastoral and academic provision alongside high-quality classroom teaching.

Overall evaluation: The strategy was broadly on track. Strong multi-year subject outcomes, particularly in reading, demonstrate the impact of high expectations, classroom teaching and targeted support. Areas requiring continued action are combined reading, writing and mathematics, persistent absence for a small number of pupils, and more precise tracking of participation, intervention impact and expenditure. These findings informed the 2025-26 activities set out in Part A.

Externally provided programmes used in 2024-25

The following programmes were recorded in the previous strategy statement. Financial verification of pupil premium expenditure against these programmes remains part of the school business review.

Programme	Provider
Phonics	Essential Letters and Sounds
Mathematics	MyMaths
Spelling and reading	EdShed
Times tables and number bonds	Times Tables Rock Stars and NumBots
Speech and language	Speech Link and Language Link
Emotional wellbeing	Zones of Regulation
Mathematics curriculum resources	White Rose Maths
Singing and music	Sing Up
Online learning and communication	Seesaw

Further information, monitoring and evidence

The strategy is monitored by Michelle Anderson, Deputy Headteacher and SENCO, with strategic oversight from the Headteacher. Johnnie Peirson and Martyne May are the named governor leads. The most recent recorded pupil premium governor monitoring visit was 9 March 2026.

The financial spend breakdown, budgeted costs and total budgeted cost must be completed and checked by Bridget King, School Business Manager, before this document is published on the school website. Activity descriptions should also be cross-checked against the final ledger so that the published statement accurately reflects the use of the grant.

Key evidence sources

School data: DfE Inspection Data Summary Report, released 10 July 2026; Insight Statutory Assessments Report 2025-26; school attendance, attainment, participation and pastoral records; Headteacher reports; previous pupil premium strategy statement.

Department for Education: [Using pupil premium: guidance for school leaders](#)

Education Endowment Foundation: [Teaching and Learning Toolkit](#)

Financial section completed by	Bridget King, School Business Manager
Date checked	_____
Final publication approved by	Jo Duhig, Headteacher Date: _____