St Barnabas
Church of England Primary Academy

Pupil Premium Strategy Statement

This statement details our school's use of pupil premium (2026 to 2027 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	St Barnabas C of E Primary Academy
Number of pupils in school	213
Proportion (%) of pupil premium eligible pupils	71.3%
Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)**	2024-25 2025-26 2026-27
Date this statement was published	September 2026
Date on which it will be reviewed	September 2026
Statement authorised by	Emily Kirk
Pupil premium lead	Cheryl Nelson
Governor / Trustee lead	Ellie Kuitunen

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£203 010 *tbc
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.	£203 010 *tbc

Part A: Pupil premium strategy plan

Statement of intent

At St Barnabas our intention is that all children shine irrespective of their background or the challenges they face. The purpose of our pupil premium strategy is to fulfil this intent by supporting disadvantaged children to achieve their academic and non-academic potential.

In constructing our strategy, we will consider the barriers faced by disadvantaged children and support them to overcome these barriers.

At the heart of our pupil premium strategy is a focus on high standards of quality first teaching and intervention at the point of need.

Our approach will be sensitive to individual needs and responsive to common challenges. It will be firmly rooted in diagnostic assessment and not an assumption of the impact of disadvantage. Our approach will be a whole school approach to ensuring that disadvantaged children receive sufficient challenge and intervention at the point of need. All staff are responsible for ensuring that disadvantaged children shine.

Preparing our children to shine brightly.

'Shine like stars in the universe.' Philippians 2:14-15

Challenges

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

Challenge number	Detail of challenge
1	*Attendance and persistent absence.* Our current attendance data shows that attendance for disadvantaged children (94%) is approximately 3% lower than non-disadvantaged children (97%). This data also shows that PA is 10% higher for disadvantaged children (17%) than those who are not disadvantaged (7%). Pupil progress meetings suggest that absenteeism is negatively impacting disadvantaged children's progress and attainment.

2	*Attainment gap in reading, writing and mathematics.* Our most current data demonstrates a mixture of attainment gap between disadvantaged and not-disadvantaged children across school. KS1 Disadvantaged children attained higher than not disadvantage in RWM & Combined. KS2 mixture of attainment Disadvantaged children and Not disadvantage. Reading: disadvantaged attainment is 13% lower over KS1 & 2 Writing: disadvantaged attainment is 12% lower over KS1 & 2 Maths: disadvantaged attainment is 1% lower over KS1 & 2
3	*Attainment at the higher standard in reading, writing and mathematics.* Our most current data shows that disadvantaged children are not reaching the higher standards in the same way that non-disadvantaged children are reaching higher standards.
4	*Enrichment opportunities* Observations suggest that our disadvantaged children have fewer opportunities outside of school to take part in enrichment activities that will develop their cultural capital and character.
5	*Vocabulary and communication skills* Through pupil progress meetings, teachers are identifying a significant decline in children's vocabulary and communication skills. This is more evident in disadvantaged children and especially in EYFS and Key Stage 2.
6	*Social and emotional needs.* Our observations and referrals from staff indicate that the well-being of disadvantaged children has been particularly impacted by the pandemic and school and bubble closures. This is presenting in challenging behaviours, upset, homelessness, hunger, mental health deterioration.

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
To improve attendance for all groups of children but particularly disadvantaged children, and to reduce rates of PA.	Attendance for disadvantaged children improves to 97+% PA for disadvantaged children reduces in line with PA for non-disadvantaged children.
To improve reading attainment for disadvantaged children.	End of KS2 reading outcomes show that disadvantaged children attain at the same high rate as non-disadvantaged

	children at both expected and higher standards.
To improve writing attainment for disadvantaged children.	End of KS2 writing outcomes show that disadvantaged children attain at the same high rate as non-disadvantaged children at both expected and higher standards.

To improve maths attainment for disadvantaged children.	End of KS2 maths outcomes show that disadvantaged children attain at the same high rate as non-disadvantaged children at both expected and higher standards.
To improve enrichment opportunities for disadvantaged children.	Disadvantaged children have access to a wealth of enrichment opportunities so that they develop character and cultural capital enabling them to shine in their future life.
To improve the vocabulary and oral language skills of disadvantaged children.	Assessments and observations will show significantly improved vocabulary and oral communication which transfers into improved written outcomes in book looks.
To achieve improved well-being for all children at St Barnabas, particularly for our disadvantaged children.	High levels of well-being demonstrated by reduced behaviour incidents, reduced referrals from staff and pupil and parent voice.

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: £ 95*,000*

Activity	Evidence that supports this approach	Challenge number(s) addressed
Implement and embed adaptive teaching strategies and resources to enable disadvantaged children to keep up.	The EEF states that 'The impact of collaborative approaches on learning is consistently positive, with pupils making an additional 5 months' progress, on average, over the course of an academic year.'	2, 3
CPD aimed at consistently good or better teaching	The EEF states that 'Supporting high quality teaching is pivotal in improving children's outcomes. Indeed, research tells us that high quality teaching can narrow the disadvantage gap.'	2,3
Intervention at the point of need in maths lessons	EEF states 'In order for mastery approaches to be effective for pupils with gaps in understanding, it is crucial that additional support is provided. Approaches that simply build upon foundational knowledge without targeting support for pupils that fall behind are unlikely to narrow disadvantage gaps.'	2, 3
Small group QFT of phonics to enable disadvantaged children to keep up.	EEF states 'Phonics has a positive impact overall (+5 months) with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds.'	2,3
Intervention at the point of need in reading and writing lessons	'Approaches that simply build upon foundational knowledge without targeting support for pupils that fall behind are unlikely to narrow disadvantage gaps.'	2,3

Feedback and mentoring	EEF states 'Providing feedback is a well-evidenced and has a high impact on learning outcomes.'	2,3

Targeted academic support

Budgeted cost: £ *55,000*

Activity	Evidence that supports this approach	Challenge number(s) addressed
Small group tuition for maths and writing	EEF states that 'Small group tuition has an average impact of four months' additional progress over the course of a year.'	2,3
Gaps analysis and interventions for reading and maths	EEF states that 'teaching assistants who provide one to one or small group targeted interventions shows a stronger positive benefit of between four and six additional months on average.'	2,3
Vocabulary and communication interventions	Education Endowment Foundation | EEF	5
Phonics interventions	EEF states 'Phonics has a positive impact overall (+5 months) with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds.'	2,3
Additional 1:1 reading; precision teaching	EEF in the TES 'Reading key to closing the learning gap'	2,3

Wider strategies

Budgeted cost: £ *45,000*

Activity	Evidence that supports this approach	Challenge number(s) addressed
Lego therapy for individuals and groups	EEF evidence demonstrates positive impact Social and emotional learning | EEF (educationendowmentfoundation.org.uk)	1, 6

Subsidised breakfast club	EEF evidence shows that hunger has a negative impact on learning. 'Most importantly, breakfast provision helps ensure that no child has to learn when they're hungry.' EEF December 2019	1,2,3,6
Subsidised visits and visitors.	'At the EEF, we think enriching education has intrinsic benefits (sometimes referred to as "arts for arts' sake"). We think all children, including those from disadvantaged backgrounds, deserve a well-rounded, culturally rich, education.' Taken from Life skills and enrichment | EEF (educationendowmentfoundation.org.uk)	4,5
After school activities	'At the EEF, we think enriching education has intrinsic benefits (sometimes referred to as "arts for arts' sake"). We think all children, including those from disadvantaged backgrounds, deserve a well-rounded, culturally rich, education.' Taken from Life skills and enrichment | EEF (educationendowmentfoundation.org.uk)	1,4,5,6
Learning Mentor – targeted attendance	'evidence suggests that small improvements in attendance can lead to meaningful impacts for outcomes.' Taken from Attendance-REA-protocol-21092021.pdf (d2tic4wvo1iusb.cloudfront.net)	1,2,3
Nurture groups	EEF evidence demonstrates positive impact Social and emotional learning | EEF (educationendowmentfoundation.org.uk)	1,6

Total budgeted cost: £ *195,000 with £8,010 remaining to respond to needs that arise during the year.*

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 to 2026 academic year.

We have analysed the performance of our school's disadvantaged pupils during the previous academic year (25-26), drawing on national assessment data and our own internal summative and formative assessments. To help us gauge the performance of our disadvantaged pupils we also compare their results to those for disadvantaged and non-disadvantaged pupils at national and local level.

End of Key Stage 2 attainment data for disadvantaged pupils in Reading, Writing and Maths combined is 81% achieving the expected standard which is well above national average (63%). This is an increase from 2025. Reading expected standard data (85%) is above the national average (75%), writing expected standard data (81%) is above national average (73%) and maths expected standard data (92%) above the national average (75%). Analysis indicates that the gap between disadvantaged and non-disadvantaged is narrowing in all subjects.

In the Year 1 phonic screening check 79% of disadvantaged pupils passed this was slightly higher than national 82%. At the end of EYFS 64% of our disadvantaged pupils achieved GLD and this was slightly below the national figures (68%).

The attendance data for disadvantaged pupils in 2025/2026 was 94%. This is a slight increase from the previous year and shows a rising pattern. However, it sits slightly below whole school attendance which was 94.2% and Not Disadvantaged 97%. Attendance recording and reporting is managed well by the Learning Mentor and the Attendance Officer. Clear systems and procedures are followed consistently resulting in all stakeholders being aware of attendance expectations. There has been a renewed commitment to developing relationships with parents to reduce barriers and increase engagement.

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
White Rose Maths	White Rose
Science, Art, Design Technology, Computing and Spanish schemes of work	Kapow Learning

Service pupil premium funding

None received.

Further information (optional)

Our pupil premium will be supported by additional activities not being funded by pupil premium.

- *We have established a small foodbank at school for parents in need to access.*
- *We also have an established relationship with Manchester Central Foodbank so that we can refer families in need.*
- *We provide a wide range of enrichment activities including opportunities to apply to be a representative on one of our councils / committees and after school clubs.*
- *We have 2 trained mental health first aiders – all of whom specialise in paediatric mental health.*
- *We have 2 trained Early Help assessors.*
- *We take advantage of our relationship with City in the Community to secure healthy eating workshops and a mindfulness programme.*
- *We are participating in the 'Making Manchester Fairer' project to improve speech language and communication and wellbeing of pupils, as well as offering further links with other community agencies.*
- *Bright Leaders programme – develop confidence and resilient learners*

We believe that by supporting our families and children in this way they are better placed to learn and therefore better placed to shine.