

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	Sir John Barrow School
Number of pupils in school	233 including 26 nursery
Proportion (%) of pupil premium eligible pupils	19% 40/207
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2023-24, 2024-25, 2025-26
Date this statement was published	November 2025
Date on which it will be reviewed	November 2026
Statement authorised by	Mrs N Fletcher, Acting Headteacher Mr John Barrett, Chair of Governors
Pupil Premium lead	Mrs N Fletcher
Governor / Trustee lead	Ms Charlotte Wraith

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£109,080
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	£109,080

Part A: Pupil premium strategy plan

Statement of intent

Rationale:

For Pupil Premium and all children at SJB to meet their full potential, they need:

- *First class, high quality teaching every day*
- *To be ready to learn, physically and emotionally*
- *Provision which specifically addresses each child's needs from their varying starting points*
- *Resilience, ambition and a love for learning*

Our intention is to:

- *Ensure consistent first class, high quality, good/outstanding teaching in every class for every child*
- *Prevent barriers to learning including mental, emotional and social barriers*
- *Identify and overcome any existing barriers to learning*
- *Use assessment for learning to identify attainment gaps or progress dips and rapidly implement intervention effectively*
- *Provide skills to develop resilience and rich learning opportunities to inspire learning and lifelong ambitions*

~~*Following the Covid19 pandemic, we will continue to:*~~

- ~~• *catch up Pupil Premium and all children at SJB in the basic skills of reading and basic arithmetic*~~
- ~~• *monitor and support Pupil Premium and all children's mental health and well-being and nurture a love for learning*~~
- ~~• *positively support children's school attendance and punctuality*~~

Although all our children require quality first teaching, it is our disadvantaged children who have shown they particularly benefit and thrive given this environment. Overall, it is our disadvantaged children who have been most affected by the impact of the pandemic and it is many of our disadvantaged children who have the most complex barriers to learning to overcome. In addition many of our disadvantaged children have a low starting point and require greater catch up to achieve their full potential.

Our more able disadvantaged pupils also flourish in a classroom environment of high quality teaching including effective adaptive teaching. They benefit from being given rich opportunities to inspire learning and raise their aspirations

For our disadvantaged pupils we will:

- *Monitor closely their needs and progress against the criteria above*
- *Positively discriminate using PP funding to overcome any barriers to learning*
- *Positively discriminate to ensure necessary 'catch up' and 'keep up' support.*

Challenges

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

Challenge number	Detail of challenge
1	Assessments, observations and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps across school and amongst many disadvantaged pupils. These are evident from Reception through to KS2 and in general, are more prevalent among our disadvantaged pupils than their peers. This is hindering children's progress in reading and understanding.
2	Assessments, observations and discussions with pupils show that disadvantaged children are more likely to fall behind in phonics without constant monitoring and rapid intervention. <i>Query? Do we remove this now as it is so well embedded?</i>
3	Assessments, observations and discussions with pupils show that disadvantaged children are not performing as well as other children in school in reading .
4	Assessments, observations and discussions with pupils show that disadvantaged children are not performing as well as other children in school in basic arithmetic .
5	Observations and formal assessment scores indicate that some of our disadvantaged children lack the resilience to persevere when challenged or have limited ambition . Poor attendance can also be a barrier to learning. This is hindering their progress and preventing some pupils from meeting their full potential
6	<i>Evaluation shows that disadvantaged children are less likely to achieve the expected and greater depth standard in writing in Y6. This is noted through school.</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 oral language skills and vocabulary for all children, particularly disadvantaged pupils	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. Evidence of progress in summative assessments in Wellcomm and NELI assessments - 85%+ on track. Intervention is in place for those at risk following assessments.
Improved phonics attainment for all children, particularly disadvantaged pupils	Assessments demonstrate significantly improved phonic skills among disadvantaged pupils. All staff fully trained in the Little Wandle phonics programme. Evidence of improved teaching and learning in phonics across school through observation and independent reading reviews 2024/2025

	97% pupils pass Year 1 phonic screening assessment. 100%+ of non SEND pupils competent in phonics and pass Year 1 phonic screening assessment SEND pupils meet aspirational phonics targets Disadvantaged pupils perform as well as or better than other children
Improved reading attainment at the end of KS2 for all children, particularly disadvantaged pupils	Improved reading outcomes in 2024/25 90% non SEND children across KS2 in reading in 2024/25 including disadvantaged pupils meeting the expected standard in KS2 SATs and PSC. SEND children show progress against ambitious IEP reading targets.
Improved maths attainment at the end of KS2 for all children, particularly disadvantaged pupils	Improved mathematics outcomes in 2024/25 90% non SEND children across KS2 in arithmetic in 2024/25 including disadvantaged pupils meeting the expected standard SEND children show progress against ambitious IEP arithmetic targets.
Increase attendance, resilience and aspiration for all pupils, particularly our disadvantaged pupils	Sustained high levels of attendance for: • all pupils • disadvantaged pupils which are above the national average Evidence of reduced persistent absence year on year. Increased confidence of disadvantaged pupils when faced with challenges, particularly in test situations, leading to higher performance. Evidenced through formative and summative assessments and class observations Evidence of disadvantaged pupils drawing on strategies taught to develop resilience in school. Increased opportunities built into the curriculum for children to see and hear about opportunities for the future and the success of others. Evidence of children's aspirations increasing through pupil voice.
Improved attainment in writing by the end of KS2	Children in EYFS and KS1 experience phonics based writing approaches - Story Dough and Drawing Club. Evidence of explicit teaching of handwriting through all key stages. Evidence of explicit teaching of spelling throughout all key stages. Improved writing outcomes at the end of KS2 Improved summative assessment scores in spelling and handwriting at the end of the academic year.

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 (for example, CPD, recruitment and retention)

Budgeted cost: £ 7590 to July 2025

Activity	Evidence that supports this approach	Challenge number(s) addressed
Sustain WellComm language programme in Nursery Sustain NELI language programme in Reception including training Sustain practice of explicit teaching of vocabulary within lessons throughout the school Sustain speech Therapist support where needed	Oral Language Interventions have a strong evidence base to improve skills Oral Language Interventions EEF Toolkit	1
Sustain role of the Reading Lead to effectively implement the Little Wandle Phonics programme across school. Ensure • effective training for all teaching staff • practical support and training to implement the programme • sufficient, high quality resources • time allocation for implementation • regular and specific monitoring of progress	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils: Phonics Toolkit Strand Education Endowment Foundation EE	2,3

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

Budgeted cost: £55,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
SUSTAIN NELI targeted intervention for Reception children	Oral Language Interventions have a strong evidence base to improve skills Oral Language Interventions EEF Toolkit	1
SUSTAIN Targeted speech and language intervention: small group by trained TAs 1-1 with speech therapist	Small group targeted tuition has a strong evidence base for accelerating progress Small group tuition EEF Toolkit	1

	One to One targeted tuition has a strong evidence base for accelerating progress 1-1 tuition EEF Toolkit	
SUSTAIN Phonics keep up/catch up small group and 1-1 interventions	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils: Phonics Toolkit Strand Education Endowment Foundation EE One to One targeted tuition has a strong evidence base for accelerating progress 1-1 tuition EEF Toolkit	2/3
SUSTAIN Fluency reading intervention groups in KS1 and KS2	Small group targeted tuition has a strong evidence base for accelerating progress Small group tuition EEF Toolkit One to One targeted tuition has a strong evidence base for accelerating progress 1-1 tuition EEF Toolkit	3
IMPLEMENT Arithmetic skills keep up catch up small groups and 1-1 interventions	Small group targeted tuition has a strong evidence base for accelerating progress Small group tuition EEF Toolkit One to One targeted tuition has a strong evidence base for accelerating progress 1-1 tuition EEF Toolkit	4

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

Budgeted cost: £20,385

Activity	Evidence that supports this approach	Challenge number(s) addressed
Close monitoring of attendance - HT Early intervention by family support manager to support attendance and punctuality where required	SJB's own historic evidence over 5 years demonstrates the impact of EWO intervention on school attendance. The HT and family support worker have taken over this role. Attendance has a direct impact on improved learning. Parental engagement EEF toolkit	5, 1,2,3,4
Developing Mindfulness as a strategy to support well being	There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic	5

<i>Visitors to school and visits to widen aspirations Introduce mentors to be positive role models</i>	performance, attitudes, behaviour and relationships with peers): EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk) Mentoring EEF toolkit	
<i>Contingency fund for acute issues</i>		All
<i>Training for all staff on metacognition and self regulation. Agree whole school practice.</i>	Evidence suggests the use of 'metacognitive strategies' – which get pupils to think about their own learning – can be worth the equivalent of an additional +7 months' progress when used well. EEF Report Metacognition	5

Total budgeted cost: £82,975

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 2024-25 academic year.

Attendance and Engagement 2024-25

Attendance 2024-25: Whole school 95.6% PP attendance 94.6%

Attendance increased slightly for all last year for all pupils.

Attendance continues to be monitored closely by the Headteacher. A member of the school office team has specific responsibility for attendance. Good attendance is promoted in school through assembly and through the school ethos and school values. The Headteacher and school office follow up low attendance and where needed pupils will have an attendance action plan

The role of the school counsellor and family support worker allowed any concerns from children or families to be addressed quickly. This supported children's emotional, social and mental well-being and enabled children to access learning. Evidence can be seen through individual case studies and individual children's progress.

Speech and Language Development across the school 2024-25

Wellcomm assessment:.. In nursery 68% passed using the Wellcomm assessment

Communication & Language (GLD): In Reception 73% of children achieved this aspect at the end of the year (one EAL made progress but has not yet passed the assessment)

Teaching observations and teaching resources clearly demonstrate the explicit teaching of vocabulary across the school. Children speak confidently in lessons. Book scrutiny demonstrates children using a range of vocabulary.

Phonics and Reading 2024-25

Results for Year 1 and Reception have sustained the high pass rates from previous years and Year 1 phonics screening results were above national at 90%. 90% are also on track for reception which is higher than in previous years. All non SEND children in Year 1 and 2 have passed the phonic screening. The Year 2 re-test rate is now at 97%

In addition the school has a clear knowledge of children who are still not confident in phonics in KS2. 116/121 96% had passed the phonics screening test. 100/120 (83%) are competent in fluency. 3 children still need to meet the phonics screening standard in KS2 (all EHCP). Intervention has also allowed other children to fill specific phonic learning gaps using Little Wandle assessments and develop greater fluency in reading.

In June 2025 89% of the whole school were on track in phonics.

In July 2025, KS2 reading SATs was 91%; Pupil Premium 92%. (National Standard 74%)

Basic Numeracy 2024-25

Children in EYFS/ lower KS2 made significant progress in basic arithmetic. There is also evidence of catch-up further up the school. In July 2025 81% (78% PP) of pupils achieved expected standard or above in arithmetic in KS2 SATs.

In the whole test 91%; Pupil Premium 92% of children achieved the expected standard (National Standard 73%).

However, there are still gaps in learning and further focused work needs to be done.

Increased resilience and aspirations

We have a whole school focus on emotional well being. All staff had training in Emotional Wellbeing at the start of the school year. This has been followed up by assemblies naming and describing emotions. Children are trained to recognise when they have shown resilience for example in coming to school or completing a task when they did not feel able.