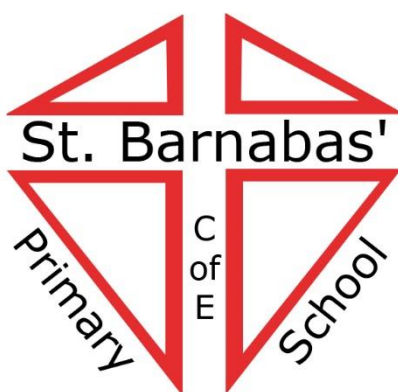


Heaton St. Barnabas' CE (V.A.)

Primary School



PUPIL PREMIUM

STRATEGY

2025-2026

Pupil premium strategy statement

Heaton St Barnabas CE Primary School

School overview

Metric	Data
School name	Heaton St Barnabas CE Primary School
Pupils in school	382
Proportion of disadvantaged pupils	17% (64 pupils) 64 PP and 1 PP+
Pupil premium allocation this academic year	£113,880
Academic year or years covered by statement	2025-26
Publish date	01 July 2025
Review date	01 June 2026
Statement authorised by	Ian Grant, Chair of Governors
Pupil premium lead	Ms Paula Fernandez
Governor lead	Jasmin Arif

Disadvantaged pupil progress scores for last academic year 2024

Measure	Score
Reading	68% (10/15)
Writing	80% (12/15)
Maths	68% (10/15)

Disadvantaged pupil performance overview for last academic year 2024

Measure	Score
Meeting expected standard at KS2 RWM	54%
Achieving high standard at KS2	0%

Strategy aims for disadvantaged pupils

Measure	Activity
Priority 1	Ensure all relevant staff (including new staff) have received training to deliver the phonics scheme effectively. SLT support for Reading planning with KS2 class teachers to set targets from early baseline from September with reading leader. Focus on Handwriting, Phonics and Basic sentence structure for coherent writing.

Priority 2	Work with the Maths Leader to review time tables in lower KS2 to ensure planned into lessons across school daily and deliver daily flashback math arithmetic and times tables agility to improve speed and recall. Autumn term monitoring of Maths lessons, planning and books.
Barriers to learning these priorities address	Ensuring staff use evidence-based end of year data to plan intervention boosters and whole-class teaching interventions to accelerate progress. Pupil progress meetings termly to identify actions and targeted pupil support for reading, writing and Maths. Identified pupils who are lowest 20% and PP
Projected spending	£19,500

Teaching priorities for current academic year

Aim	Target	Target date
Progress in Reading	Achieve at or above national average progress KS2 in Reading narrowing gaps to peers	July 2026
Progress in Writing	Achieve national average progress KS2 in Writing narrowing gaps to peers	July 2026
Progress in Mathematics	Achieve average progress KS2 in Mathematics narrowing gaps to peers	July 2026
Phonics	Achieve at or above the national average expected standard in PSC (81%)	June 2026
Other	Improve attendance of disadvantaged pupils to LA target (96%) and improve % of persistently absent PP pupils.	July 2026

Focus support on disadvantaged pupils reaching the expected standard in phonics check at end of Y1 & Maths Expected levels

Measure	Activity
Priority 1	Ensure all relevant staff (including new staff) have received training to deliver the phonics scheme effectively. Weekly training sessions with the Phonics leader to plan with and resource activities week on week until fully confident and deliver drop in sessions every Monday 3.00pm onwards.

	All pupils accessing phonics teaching to complete termly assessments to monitor and track progress. All book bag reading books to match phonics ability and reading levels. Volunteer readers for targeted pupils in KS1 Use of funded resources to provide wider reading content.
Priority 2	Work with the maths leader to embed Teaching for age related maths activities across all year groups Purchase subscriptions for white rose Maths hub for interactive class lessons and online learning. My maths and TT Rockstars subscription for class and online home learning to practise maths arithmetic and recall. Implement the CPD and roll out of mastering number in reception to Y12 and Maths Mastery across classes to improve opportunities for all learners.
Barriers to learning these priorities address	Ensuring staff use evidence-based following lessons to deliver timely whole-class teaching interventions and small group boosters, catch –up and 1-1 for targeted pupils.
Projected spending	£25,000

Targeted academic support for current academic year

Measure	Activity
Priority 1	Ensure confidence of delivery and use of read write phonics portal across KS1 to embed reading skills. Review of whole school reading strategy and ensure this is being followed for all year groups with External Read Write consultant and English Leader. Timetable library to increase reading for pleasure and weekly class book delivered for engagement and enjoyment. Investment into class libraries to ensure range of texts available to pupils Reading Spine reviewed and books purchased to ensure wide reading available across school. New writing leader to develop Writing strategy for whole school which has a clear focus on basic sentence structure and developed progress in GPS and handwriting to improve technical accuracy.
Priority 2	Establish small group maths interventions for disadvantaged pupils falling behind age-related expectations across all year groups. White rose maths lessons online used to recap in booster sessions. 10 minutes daily on mental recall and daily maths lessons in KS1

Barriers to learning these priorities address	Encouraging wider reading and providing catch-up in mathematics – typically an area of weakness with disadvantaged pupils not getting support at home. 1-1 reading daily with support in class for targeted pupils. SLT support to deliver timely intervention across school to accelerate progress for vulnerable pupils. Reading Ambassadors to read with younger pupils weekly.
Projected spending	£27,500

Wider strategies for current academic year

Measure	Activity
Priority 1	Provide Breakfast club and pastoral support for vulnerable pupils to enable positive start to the day and assess well-being needs before engaging in learning. Subsidise trips for pupil premium families to ensure they are not disadvantaged and heavily subsidise Residential visits requesting only deposit is paid. Target pupils for emotional well being therapeutic writing sessions to ensure they have the ability to manage feeling and emotions in class.
Priority 2	Attendance officer and pastoral manager working in tandem to support families with attendance and acute need. Making calls, follow up on absence and home visits where appropriate with the support of the external consultancy team BCL reporting upon visits and running termly attendance reports for safeguarding team and governors. Attendance days to promote whole school attendance, attendance displayed on the newsletter weekly rag rated communicating to parents clearly. Attendance awards and certificates weekly. Monitoring letters and panel meetings held with those below 90%. Fines issued for persistently absent pupils to encourage improvement in attendance
Barriers to learning these priorities address	Improving attendance and persistent absence and readiness to learn for the most disadvantaged Catch up for days missed and gaps in learning
Projected spending	£24,380

Monitoring and Implementation

Area	Challenge	Mitigating action
Teaching	Ensuring enough time is given over to allow for staff professional development	Use of INSET twilight sessions and additional cover being provided by senior leaders, coaching within school and external face to face and online sessions. SKILS team support CPD for precision teaching to ensure all support staff are able to deliver timely interventions.
Targeted support	Ensuring enough time for school maths-lead to support small groups	English, Phonics and Maths leaders to have release time to monitor interventions, team teach with classes where support is needed following coaching. Monitor and check data of disadvantaged groups and report back to SLT.
Wider strategies	Engaging the families facing most challenges	Working closely with LA support such as west hub Early Help teams in support of vulnerable families. Provide information to families to enable them to access the support needed. In school support via parental engagement officer and pastoral leader. Consultant support for SEND pupils Mental health programmes - Great Minds and Young Minds, Emotional well-being NHS Team led by Mental health lead and SEND leader. Uniform subsidised and provided free to PP families. Food parcels and support directed by DSL to Early Help teams
Projected Spending		£17,500

Review: last year's aims and outcomes

Aim	Outcome 2025	
	Pupil premium Outcome	Cohort Outcome
Progress in Reading	68% (10/15)	80%
Progress in writing	80% (12/15)	76%
Progress in Mathematics	68% (10/15)	77%
Combined RWM	54% (8/10)	63%
Progress in GPS	80% (12/15)	86%
Phonics	90%	89%
Other	Pupil premium outcomes have increased significantly since 2024 and the gaps are narrowing towards their peers and in some areas exceeding their peers. Maths and Reading at the end of KS2 still remain below their peers but progress from starting points is good and better with interventions and plans in place having a positive impact.	