

Pupil premium strategy statement – St Bartholomew’s Church of England Academy

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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	206
Proportion (%) of pupil premium eligible pupils	61/206 (33%)
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended – you must still publish an updated statement each academic year)	2025-2028 <i>2025-26 Academic Year</i>
Date this statement was published	December 2025
Date on which it will be reviewed	July 2026
Statement authorised by	Hannah Carvell
Pupil premium lead	Thomas Kidd
Governor / Trustee lead	Lindsay Nash

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£109,080
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£109,080

Part A: Pupil premium strategy plan

Statement of intent

At St Bartholomew's Church of England Academy, we believe every child deserves the opportunity to succeed, regardless of their background and recognise that working with the children and their families from disadvantaged backgrounds is a privilege. Through our Christian Vision of Believe, Belong, Become (Romans 12:4-5), we are committed to creating an inclusive, aspirational environment where disadvantaged pupils thrive academically, socially, and emotionally.

Some disadvantaged pupils face barriers that can impact attainment, attendance, and wellbeing. These can include limited access to enrichment opportunities, lower parental engagement, and, for a disproportionate percentage, additional SEND needs. Our strategy is designed to remove these barriers through evidence-based approaches recommended by the Education Endowment Foundation (EEF), ensuring equity and personal excellence for all. Our intent for the next three years:

- Close the attainment gap so the majority of disadvantaged pupils make accelerated progress to achieve age-related expectations or better in reading, writing, and maths.
- Improve attendance and engagement, enabling pupils to access consistent learning and enrichment experiences.
- Broaden horizons by guaranteeing equal access to cultural, extracurricular, and leadership opportunities.
- Develop emotional resilience and wellbeing, equipping pupils with the skills to manage challenges and succeed socially and academically.
- Strengthen parental partnerships, empowering families to support learning at home and engage confidently with school life.
- Ensure tailored provision for SEND pupils, so those who are doubly disadvantaged receive the right support to make strong progress from their individual starting points.

We adopt the EEF's tiered model:

- High-Quality Teaching – The most effective lever for improving outcomes.
- Targeted Academic Support – Additional interventions for those who need it most.
- Wider Strategies – Addressing non-academic barriers such as attendance, wellbeing, and parental engagement.

Challenges

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

Challenge number	Detail of challenge
1	Some children from disadvantaged backgrounds will benefit from additional support to reach the same levels of attainment as their peers.
2	Some children from disadvantaged backgrounds attend school less regularly than their non-disadvantaged peers.
3	Some children from disadvantaged backgrounds do not have access to the same opportunities and experiences as their non-disadvantaged peers.
4	Some children from disadvantaged backgrounds are less emotionally developed and resilient than their non-disadvantaged peers.
5	Some disadvantaged pupils often face barriers to achievement because schools struggle to engage parents who may lack confidence, time, or resources to support learning at home, limiting the consistency of educational reinforcement beyond the classroom.
6	36% of disadvantaged children are also SEND, meaning they are 'double disadvantaged' and parents require support to secure the relevant provision for their child.

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
Disadvantaged pupils make accelerated progress through equitable teaching and targeted interventions, achieve outcomes in line with or exceeding those of their peers.	- Disadvantaged pupils make expected or better progress in reading, writing, and maths (tracked termly). - All disadvantaged pupils pass their phonics screening test before leaving KS1. - KS2 SATs results show the gap between disadvantaged and non-disadvantaged pupils diminishes. - Disadvantaged pupils achieve age-related expectations in core subjects by the end of Year 6.
Disadvantaged pupils attend school regularly and consistently, enabling full access to learning and enrichment opportunities.	- Disadvantaged pupils' attendance improves to match or better the school average. - Persistent absence among disadvantaged pupils reduces. (tracked termly)

	Increased participation in school clubs, trips, and enrichment activities (tracked termly).
All pupils, regardless of background, experience a rich and varied curriculum with equitable access to cultural, extracurricular, and aspirational opportunities.	- Every disadvantaged pupil attends at least one enrichment activity or educational visit per term. - Pupil voice surveys show improved aspiration and engagement. - Monitoring shows equitable access to extracurricular clubs, leadership roles and roles in school activities (e.g., leadership groups, roles in production etc).
Disadvantaged pupils develop strong emotional literacy, resilience, and coping strategies, supporting positive mental health and readiness to learn.	- Boxall Profile scores show improved emotional regulation and social skills. - Reduction in behaviour incidents for disadvantaged pupils, evidenced in SLT minutes through CPOMS analysis. - Positive feedback from pupils in wellbeing and pupil voice surveys.
Parents and carers of disadvantaged pupils are confident, informed, and actively engaged in supporting learning at home, creating a consistent and positive educational environment.	- Attendance at parent workshops increases. - Disadvantaged families regularly engage with school communication. - Homework completion rates for disadvantaged pupils improve.
Disadvantaged pupils with SEND receive timely, tailored provision and family support, ensuring they thrive academically and socially.	- All SEND disadvantaged pupils have up-to-date provision plans reviewed termly. - Progress data shows SEND disadvantaged pupils make progress in core subjects. - Parent feedback indicates confidence in accessing SEND support and provision.

Activity in this academic year

This details how we intend to spend our pupil premium funding **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £58,376

Activity	Evidence that supports this approach	Challenge number(s) addressed
Deliver CPD on Adaptive Teaching and ensure staff use the SEND Continuum to personalise learning for disadvantaged and SEND pupils.	The shift to adaptive teaching: A research-informed guide : My College High achievement for socio-economically disadvantaged students: Example of an equitable education model in schools across five English districts - ScienceDirect <i>In these schools we found that staff receive regular, relevant and high quality professional training. Development of expertise at all staffing levels is encouraged by leaders and includes an expectation that staff will demonstrate leadership in their area of expertise. These schools show a commitment to active in-school research, and staff knowledge of effective practice is developed through relevant training (informed by national and international research programs).</i>	1
Embed Equitable Teaching strategies across all classrooms to raise expectations and close attainment gaps.	CBC - RADY Project Evaluation High achievement for socio-economically disadvantaged students: Example of an equitable education model in schools across five English districts - ScienceDirect <i>School leaders suggested teachers have an excellent pedagogical knowledge with a high degree of specialism that reflects the range of specific student needs, which was reiterated by teachers when interviewed. They also reported careful deployment of adult expertise resulting from a deep understanding of students' needs. Teachers have a strong commitment to review their practice regularly, often resulting from school-led research programs and knowledge gained from wider research.</i>	1
Implement a systematic phonics and reading curriculum to improve fluency, comprehension, and vocabulary for disadvantaged pupils.	High achievement for socio-economically disadvantaged students: Example of an equitable education model in schools across five English districts - ScienceDirect	1
Develop and deliver a bespoke spelling and handwriting programme to strengthen foundational literacy skills.	High achievement for socio-economically disadvantaged students: Example of an equitable education model in schools across five English districts - ScienceDirect <i>We found non-negotiable expectations about the performance of all groups of learners and adults in these schools, with no compromise as exemplified by very high expectations set and maintained for the disadvantaged group, including both academic performance and personal attributes. Significant emphasis is placed on developing strong student learning behaviours and resilience, and there is substantial investment by</i>	1,4

	<i>leaders and teachers in achieving high attendance including successful work with hard-to-reach families. In all schools the physical environment provides an outstanding resource to support student learning and progress (for example in terms of classroom structures, displays, library provision, provision for encouraging play).</i>	
Enhance maths mastery teaching through the use of manipulatives and explicit reasoning language in lessons.	Full article: How might a mastery style of teaching in mathematics lead to deeper understanding and sustained levels of attainment? Mastery learning EEF	1
Introduce consistent formative assessment practices using Shine QLAs to identify gaps and inform targeted support to promote accelerated academic progress.	Research to understand successful approaches to supporting the most academically able disadvantaged pupils Feedback EEF	1
Provide CPD on assessment standards and RADY principles to ensure aspirational target setting and equitable progress monitoring to promote accelerated academic progress.	CBC - RADY Project Evaluation	1

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

Budgeted cost: £26,718

Activity	Evidence that supports this approach	Challenge number(s) addressed
Implement targeted literacy interventions, including Fresh Start for phonics catch-up and Fluency Reading to improve comprehension and reading speed. Additional phonics interventions for children taking the phonics screening check.	Reading comprehension strategies EEF Early literacy approaches EEF	1
Deliver language development	Oral language interventions EEF	1,4

programmes, such as Talk Boost for KS1 pupils and Flash Academy for EAL learners, to accelerate vocabulary and communication skills.		
Provide structured maths support, including daily fluency practice and engagement with Times Tables Rock Stars to strengthen number knowledge and recall.	Early numeracy approaches EEF	1
Provide early transition planning for pupils to ensure smooth progression and continuity of learning.	(PDF) Primary-Secondary School Transition: Impacts and Opportunities for Adjustment <i>For example, social class has been reported to a significant contributor to the transition, children with parents from professional back-grounds experience less difficulties in adjusting than their working-class counterparts(Smyth,2016)). This is due to children experiencing less parental involvement in their education. Lower parental involvement can result in lower engagement in educational extracurricular activities, parental interaction with children's homework and less engagement with children with regards to their school life. Socioeconomic status is also embedded within the structural framework of the education system, research has presented evidence that schools favour the middle-class culture due to possessing more cultural capital which is deemed important to gain educational success.</i>	1,2,4

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

Budgeted cost: £23,986

Activity	Evidence that supports this approach	Challenge number(s) addressed
Implement an attendance improvement strategy, including early intervention for pupils below 96%, regular monitoring, supportive parental meetings, and incentive schemes to promote good attendance.	Evidence brief on improving attendance and support for... EEF Parental engagement EEF	2
Strengthen behaviour monitoring through consistent use of CPOMS to identify patterns and provide timely interventions for disadvantaged pupils.	Behaviour interventions EEF	4

Embed the Zones of Regulation framework across the school to develop pupils' emotional resilience and self-regulation skills.	Metacognition and self-regulation EEF	4
Deliver a personal development programme that includes leadership opportunities such as the Junior Leadership Group and Junior PCSO team to foster belonging and responsibility.	An unequal playing field: extra-curricular activities, soft skills and social mobility - GOV.UK	3,4
Track and ensure equitable access to enrichment and extracurricular activities, prioritising disadvantaged and SEND pupils, allowing free access to clubs and trips. Subsidisation of residential costs.	An unequal playing field: extra-curricular activities, soft skills and social mobility - GOV.UK	3,4
Enhance parental engagement through targeted workshops, reading cafés, and maths sessions to support learning at home.	EEF Toolkit: Parental Engagement: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement	5
Maintain tracking systems for nurture groups and breakfast clubs to guarantee participation and address barriers to learning.	The effectiveness of Nurture Groups in improving outcomes for young children with social, emotional and behavioural difficulties in primary schools: An evaluation of Nurture Group provision in Northern Ireland - ScienceDirect	4
Provide support for families in securing appropriate SEND provision, ensuring timely access to resources and specialist services.	https://www.suttontrust.com/our-research/double-disadvantage/	6

Total budgeted cost: £109,080

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

End of KS2 SATs Data 2025:

	Pupil Premium (17 children)			Not Pupil Premium (14 children)		
	Average Scaled Score	Expected Standard	Greater Depth	Average Scaled Score	Expected Standard	Greater Depth
Reading	101	41%	12%	105	21%	29%
Writing	100	65%	6%	98	29%	14%
Maths	98	41%	6%	104	21%	21%
Combined		41%	0%		36%	7%

The data shows that Pupil Premium (PP) pupils outperform non-Pupil Premium (NPP) pupils at the Expected Standard (EXS) across all subjects. In Reading, 41% of PP pupils met EXS compared to 21% of NPP pupils; in Writing, 65% versus 29%; and in Maths, 41% versus 21%. Combined EXS figures are similar, with PP at 41% and NPP at 36%. Average scaled scores for PP pupils are 101 in Reading, 100 in Writing, and 98 in Maths, compared to NPP scores of 105, 98, and 104 respectively. This indicates that PP pupils generally achieve the expected threshold more frequently, though their scaled scores are slightly lower in Reading and Maths.

Greater Depth (GDS) attainment is notably higher among NPP pupils. In Reading, 29% of NPP pupils achieved GDS compared to 12% of PP pupils; in Writing, 14% versus 6%; and in Maths, 21% versus 6%. Combined GDS figures are 7% for NPP and 0% for PP. This pattern suggests that while PP pupils are more likely to reach the expected standard, NPP pupils are more likely to achieve higher-level outcomes. Additionally, the average scaled score gap is most pronounced in Maths, where NPP pupils score six points higher than PP pupils. Overall, the data reflects a clear strength for PP pupils at the expected level, contrasted with a persistent gap in higher attainment.

KS1 Phonics Data 2024/25

44% of disadvantaged children passed their phonics screening check in Year 1 in Summer 2025 compared to 33% of non-disadvantaged children, thus outperforming them. This still below national average of 67% for disadvantaged pupils. Reading will

be prioritised for those children in receiving additional phonics speed sound interventions so allow them to catch up.

Attendance:

There was an increase in overall attendance from 2023-24 (91.8%) to 2024-25 (92.3%) academic years by 0.5%. There was, however, an increase in Persistent Absentees from 2023-24 academic year as this increased from 22.4% to 28.4%. The appointment of a new Attendance Lead meant there was greater focus on attendance. As this was done part way through the year, there was not sufficient time to reduce the persistent absentees. The Attendance and Disadvantaged Leads met on a termly basis and by the increase of overall attendance by only 0.5%, they have decided to increase their meetings to six times per year to gain early intervention. In order for those disadvantaged families to be intervened early, the attendance trigger for meetings has been raised from 95% to 96% which allows the Attendance Lead to hold those conversations earlier and offer earlier support.

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium to fund in the previous academic year.

Programme	Provider
RADY – Raising the Attainment of Disadvantaged Youngsters	Challenging Education
Junior PSCO Scheme	West Midlands Police
Zones of Regulation	The Zones of Regulation, Inc.