

Pupil premium strategy statement – Barnes Infant 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	246 (October Census excluding Nursery)
Proportion (%) of pupil premium eligible pupils	17%
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)	2025-2026
Date this statement was published	30.11.25
Date on which it will be reviewed	July 2026
Statement authorised by	Sandra Bell
Pupil premium lead	Janine Rushworth
Governor / Trustee lead	TBC

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 61,512.07
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>	£ 61,512.07

Part A: Pupil premium strategy plan

Statement of intent

At Barnes Infant Academy, we believe every child is unique, full of potential, and capable of making a positive contribution to our school community. Our pupils bring diverse strengths and experiences, and we nurture these so every child feels valued, confident, and able to thrive. Our Barnes Values—Behaviour, Attitude, Respect, Never give up, Enthusiasm, and Staying safe—shape our culture and guide our approach, ensuring all children, including those who are disadvantaged, receive the support and opportunities they need to succeed.

Our Pupil Premium strategy is built on the belief that disadvantage should never limit a child's ambition or achievement. We prioritise strong foundations in the Early Years Foundation Stage, focusing on early communication, language, literacy, and self-regulation. Through early identification and high-quality classroom practice, we aim to close gaps from the outset and ensure disadvantaged pupils can access the full curriculum confidently.

High-quality teaching remains central to our approach. We invest in effective professional development and inclusive, evidence-informed practice to ensure every child receives excellent teaching. Alongside this, we provide targeted interventions—such as early language support, phonics and reading sessions, maths and writing catch-up, and pastoral or emotional support—so that individual needs are met promptly and effectively.

We also ensure that disadvantage does not restrict access to wider opportunities and enrichment. Educational visits, workshops, clubs, and experiences in sport, music, the arts, and the wider curriculum help broaden horizons and build children's confidence. Developing children's cultural capital is a key part of this, ensuring they encounter a rich range of people, places, ideas, and vocabulary.

Through this strategy, we aim for all disadvantaged pupils at Barnes Infant Academy to flourish academically, socially, and emotionally. By living out our Barnes Values every day, our children become confident, resilient, enthusiastic learners who never give up and are well prepared for the next stage of their education.

Challenges

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

Challenge number	Detail of challenge
1	SEMH needs affecting engagement and readiness to learn: 38% or a of PP pupils present with low confidence, limited resilience or emotional vulnerability. These needs impact their ability to engage consistently in learning, form positive relationships and make sustained progress.
2	Attendance – Currently 60% of our PP pupils have attendance below 95%. These pupils are missing key learning experiences, and this can increase the attainment gap between these pupils and their peers.
3	Speech, language and communication delays limiting early literacy: 24% of PP pupils have delays in vocabulary, expressive language, sound production or comprehension. These gaps reduce access to early reading, writing and classroom talk, and slow progress across the curriculum.
4	Early reading and phonics gaps inhibiting progress: 2025 data shows a significant decline in PP phonics outcomes, with many pupils not yet secure in decoding or fluency. These early reading weaknesses limit access to the wider curriculum and contribute to lower attainment in KS1.
5	Lower attainment in Writing and Maths, especially at Greater Depth: PP attainment in Writing and Maths is below that of peers, with few PP pupils working at Greater Depth. Gaps in basic skills, vocabulary, sentence structure and mathematical fluency limit progress and challenge at a higher level.
6	Limited cultural capital restricting broader development: Some PP pupils have fewer life experiences and reduced access to enrichment activities. This affects background knowledge, vocabulary development, social confidence and the ability to make meaningful curriculum connections.
7	Some pupils who are eligible for Pupil Premium face additional factors that can create additional challenges for the pupil, this includes Special Educational Needs and Disabilities (SEND) or English as an Additional Language (EAL). These intersecting factors can impact upon pupils learning, progress, engagement and overall attainment. It is essential to implement timely, targeted, specific interventions to address individual needs and gain advice and support from external agencies where appropriate.

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
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<p>PP pupils demonstrate improved emotional regulation, confidence and readiness to learn, enabling them to participate fully in lessons and form positive relationships.</p>	<p>Improved engagement and behaviour-for-learning evident in observations and learning walks.</p> <p>PP pupils' wellbeing scores (internal tools) show measurable improvement.</p> <p>Reduction in SEMH-related barriers identified through internal monitoring system and teacher reports.</p>
<p>PP pupils attend school regularly engaging in teaching and learning so gaps in learning are reduced.</p>	<p>Improvement in attendance and punctuality of PP pupils</p>
<p>PP pupils make accelerated progress in communication and language, developing stronger vocabulary, oral expression and comprehension to support early reading and writing.</p>	<p>Interventions and specific strategies implemented to narrow gaps and develop children's communication and language</p> <p>Improved participation and confidence in speaking and listening activities.</p> <p>Reduction in the number of PP pupils working below age-related expectations in language-based tasks.</p>
<p>PP pupils secure strong phonics knowledge, decoding and early reading fluency, closing the gap with non-PP pupils in Year 1 and Year 2.</p>	<p>Increased PP phonics pass rate compared to 2025 (46%).</p> <p>PP pupils in Year 2 who did not pass in Y1 make accelerated progress toward ARE.</p> <p>Reading fluency assessments show improvement over the year.</p> <p>Fewer PP pupils requiring intensive reading intervention by summer term</p>
<p>PP pupils make accelerated progress in Writing and Maths, with increased numbers achieving ARE and working at Greater Depth.</p>	<p>Reduction in the PP vs non-PP gap at ARE and GD by the end of KS1.</p> <p>Writing evidence books show improvements in vocabulary, sentence structure and stamina.</p> <p>Maths assessments demonstrate improved fluency, reasoning and confidence.</p> <p>Increased proportion of PP pupils achieving GD compared to 2025 baselines.</p>

<p>PP pupils access a wider range of enriching experiences that broaden knowledge, vocabulary and aspirations, leading to improved engagement and confidence across subjects.</p>	<p>All PP pupils participate in curriculum enrichment and trip.</p> <p>Subsidised extra-curricular clubs to encourage participation and provide opportunities.</p> <p>Improved vocabulary use and background knowledge seen in class discussions and writing.</p> <p>Pupil voice shows increased confidence, aspiration and enjoyment of learning.</p> <p>Teachers report greater engagement and improved contextual understanding in lessons.</p>
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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.

Intended Outcome	Success Criteria
<p>PP pupils demonstrate improved emotional regulation, confidence and readiness to learn, enabling them to participate fully in lessons and form positive relationships.</p>	<p>Improved engagement and behaviour-for-learning evident in observations and learning walks.</p> <p>PP pupils' wellbeing scores (internal tools) show measurable improvement.</p> <p>Reduction in SEMH-related barriers identified through internal monitoring system and teacher reports.</p>
<p>PP pupils attend school regularly and on time, engaging in teaching and learning so gaps in learning are reduced.</p>	<p>Improvement in attendance and punctuality of PP pupils</p> <p>Regular internal monitoring of PP pupils attendance with timely interventions to address any issues.</p>
<p>PP pupils make accelerated progress in communication and language, developing stronger vocabulary, oral expression and comprehension to support early reading and writing.</p>	<p>Interventions and specific strategies implemented to narrow gaps and develop children's communication and language</p>

	<p>Observations and assessments demonstrate improved oral language skills.</p> <p>Reduction in the number of PP pupils working below age-related expectations in language-based tasks.</p>
<p>PP pupils secure strong phonics knowledge, decoding and early reading fluency, closing the gap with non-PP pupils in Year 1 and Year 2.</p>	<p>Increased PP phonics pass rate compared to 2025 (46%).</p> <p>PP pupils in Year 2 who did not pass in Y1 make accelerated progress toward ARE – evident in internal tracking and monitoring.</p> <p>Reading fluency assessments show improvement over the year.</p> <p>Fewer PP pupils requiring intensive reading intervention by summer term</p>
<p>PP pupils make accelerated progress in Writing and Maths, with increased numbers achieving ARE and working at Greater Depth.</p>	<p>Reduction in the PP vs non-PP gap at ARE and GD by the end of KS1.</p> <p>Writing evidence books show improvements in vocabulary, sentence structure and stamina.</p> <p>Maths assessments demonstrate improved fluency, reasoning and confidence.</p> <p>Increased proportion of PP pupils achieving GD compared to 2025 baselines.</p>
<p>PP pupils access a wider range of enriching experiences that broaden knowledge, vocabulary and aspirations, leading to improved engagement and confidence across subjects.</p>	<p>All PP pupils participate in curriculum enrichment, trips.</p> <p>Increase in participation of PP pupils in extra-curricular clubs.</p> <p>Improved vocabulary and background knowledge evident in class discussions and writing.</p> <p>Pupil voice shows increased confidence, aspiration and enjoyment of learning.</p> <p>Teachers report greater engagement and improved contextual understanding in lessons.</p>

<p>Specific strategies and interventions in place and impacting on development of pupils with additional barriers – SEND, EAL</p>	<p>Increased staff confidence and knowledge when identifying and supporting pupils individual needs.</p> <p>Specific interventions in place to target and support individual needs linked to academic and SEMH needs.</p> <p>Impact evident in progress, lesson observations and discussions with teachers, pupils and families.</p>
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Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £23,089.66

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Appointment of phonics lead within school to ensure gaps are identified and addressed. Phonics lead to monitor and support staff with the delivery of interventions and monitoring the progress of pupils involved. Time for phonics lead to work with English hub to lead high quality teaching of phonics and use of assessment tools across school. Release time for phonics lead to complete learning walks and support staff to deliver high quality phonics intervention.</p> <p>£900 for TLR Release – 2 half days each half term = £2,760</p>	<p>EEF teaching and learning toolkit finds small group tuition has a moderate impact of +4 months based upon moderate evidence.</p> <p>EEF improving Literacy in Key Stage One – use of high quality structured interventions to support pupils</p> <p>EEF guide to pupil premium recommends a tiered approach to pupil premium spending. As part of this it identifies improving quality of teaching as the priority.</p>	<p>4</p>
<p>Deliver high quality CPD for staff to enhance outcomes for all pupils. All relevant staff will receive CPD and regular updates linked to Maths and English curriculum and resources to ensure that teaching is consistently well planned and effectively delivered across the school.</p>	<p>High quality teaching is the most important factor in improving pupil outcomes, and effective professional development plays a vital role in this. Research from the EEF highlights how carefully planned professional development can have a significant impact on teacher effectiveness. When professional development is sustained, collaborative and</p>	<p>4, 5, 7</p>

	<p>closely aligned with school priorities, it improves classroom practice and raises pupil achievement. On going CPD ensures teachers remain up to date with curriculum developments, evidence informed strategies and innovative approaches, enabling them to meet the needs of all learners.</p>	
<p>CPD Focus on Writing Development Implementation of Drawing Club in Reception and Curious Quest in Year One.</p> <p>This programme helps to develop vocabulary, comprehension skills and early writing skills to inspire a love of writing and mark making whilst also developing children's language and love of stories.</p> <p>-Staff training – Drawing Club and Curious Quest Cost of training = £300 for 8 staff</p> <p>-Staff release to visit Toner Avenue to meet with staff and observe sessions of Drawing Club/Curious Quest Half day release for all 8 staff = £920</p> <p>English Lead and Reception teacher are taking part in Early Writing programme. Release time to attend training sessions and develop practice across school to support and develop Early Writing. Focus of this programme will be Oracy, helping children with the composition of writing. Half day release each half term for both members of staff = £2,400</p>	<p>Best Start in Life and Strong Foundation in the Early Years outlines how Communication and Language is fundamental for children's development in all areas of learning.</p> <p>Both Drawing Club and Curious Quest support the development of Communication and Language through the sharing of stories, vocabulary, discussion and oral rehearsal.</p> <p>This is also supported by the EEF – Improving Communication, Language and Literacy in the Early Years where recommendation 1 is to prioritise the development of communication and language. Recommendation 3 – develop children's capability motivation to write. Through the delivery of Drawing Club and Curious Quest the children are engaged and motivated to draw and write.</p>	3, 5
<p>English lead to attend local authority updates to support when leading subject Release for monitoring, learning walks and to support with action</p>	<p>EEF guide to pupil premium recommends a tiered approach to pupil premium spending. As part of this it identifies improving quality of teaching as the priority.</p>	4, 5

<p>planning and ensuring high quality teaching.</p> <p>Half day every 2 weeks = £2185</p>		
<p>EYFS Lead CPD – training with Karen Wilding in partnership with Together for Children to support and develop maths subject knowledge, pedagogical knowledge and impact on pupils attainment, progress, depth, motivation, engagement and enjoyment of maths across EYFS.</p> <p>£345 – release 3 morning sessions</p> <p>Maths lead to continue to share CPD and monitor and deliver sessions informed by monitoring to maintain high quality teaching.</p> <p>Regular release time = £2185</p>	<p>Continued CPD to ensure staff are up to date with current research and best practice and are able to disseminate this with staff, helping to support quality teaching.</p>	5
<p>EYFS Lead and TA from Nursery completing programme with Wingate Nursery to introduce Plan, Do Review approach to practice, developing children’s and Communication and Language skills and SEMH.</p> <p>Release for teacher and TA 3 mornings = £536.07</p>	<p>EEF toolkit identifies positive impact – + 7 month</p> <p>Studies of communication and language approaches consistently show positive benefits for young children’s learning, including their spoken language skills, expressive vocabulary and early reading.</p>	3, 1
<p>Gemma Goldenberg Training to support and develop staff knowledge and understanding of supporting children with SEMH needs</p> <p>£350</p>	<p>CPD to further support and empower staff.</p>	1, 7
<p>SENDCo has dedicated time each week to manage children on the SEN register liaise with external agencies, and monitor provision for SEN and vulnerable pupils. In addition the SENDCo supports teaching and classroom organisation. Through learning walks and audits of provision the SENDCo supports staff when delivering interventions and implementing strategies that are evidence based and targeted to pupils needs.</p> <p>£7,909.59</p>	<p>EEF – Special Needs in Mainstream identifies the importance of staff feeling empowered when supporting pupils with SEN. The SENDCo has a vital role in supporting staff with this and highlighting any CPD and training that would support his. This is also reflected in research from DfE – SEN Support: Findings from a qualitative study which identifies more regular training and feedback to staff as an improvement suggestion to schools. This research also highlighted best practice as a highly active SENDCo who</p>	7, 1

	communicated with colleagues across the school in relation to roles and responsibilities of staff members in the delivery of SEN support, interventions and the principles of teaching pupils with SEN to meet their needs.	
<p>Release time for PSHE coordinator to further develop PSHE curriculum linked to development of SEMH</p> <p>4 half days = £460</p> <p>Purchase of The Good Morning Club Subscription £489</p> <p>Subscription to Jigsaw - £350</p>	<p>Best Start to Life and Strong Foundations reinforce the importance of supporting children's well being and executive function.</p> <p>.. "as children get better at controlling and directing their thoughts, emotions and behaviour, they can get more from teaching and learning activities".</p> <p>"Children also benefit from careful and sensitive teaching about emotions and relationship building".</p> <p>"Effective PSED gives children the best chance of becoming healthy well-rounded, confident individuals who are able to form and sustain relationships."</p>	1
<p>Commando Joes training session and subscription to Commando Joes website</p> <p>Helping children to develop essential life skills including confidence, resilience, self-awareness, empathy and teamwork. Helping to improve outcomes and attitudes.</p> <p>£1000 subscription</p>	<p>Research shows significant improvement in student behaviour, attendance, teamwork and academic achievement, particularly for vulnerable pupils. Studies by the EEF and government bodies highlight the positive impacts on discipline, leadership and long term outcomes.</p>	1

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

Budgeted cost: £20,014.27

Activity	Evidence that supports this approach	Challenge number(s) addressed
Structured interventions (small group and 1:1) linked to identified needs of pupils across EYFS – phonics, SEMH, fine motor, gross motor	EEF identifies positive impact on literacy development of young children with phonics interventions +5 months	4

<p>£2,026.92</p> <p>Employment of two TAs on an afternoon in KS1 to deliver phonics interventions</p> <p>£8,107.68</p>	<p>EEF guidance report 'Making best use of Teaching Assistants' records that the research evidence shows a consistent impact of +3-+4 months progress when teaching assistants are used to deliver structured interventions with high quality support and training.</p>	
<p>FLO to complete training to develop own CPD and deliver sessions to support SEMH needs of individual and groups of children.</p> <p>Drawing and Talking training - £358.80</p> <p>£6,818.41 – FLO working with families/children</p>	<p>EEF teaching and learning toolkit indicates a moderate impact of +4 months for improving pupils' decision-making skills, interaction with others and their self-management of emotions.</p>	1
<p>Oral language interventions within EYFS</p> <p>£2,702.56</p>	<p>EEF teaching and learning toolkit indicates a high impact of +6 months for oral language interventions.</p> <p>EEF toolkit also identifies how oral language interventions can be effective approach for disadvantaged pupils.</p>	1, 3

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

Budgeted cost: £18.403.14

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Family Liaison Officer supporting targeted families</p> <p>Family Liaison Officer (FLO) is used to support families within school who are experiencing emotional difficulties or other forms of challenge or who it is believed would benefit from support. Aim is to increase parental involvement with their child's education and limit the impact of challenging family experiences on children.</p>	<p>EEF teaching and learning toolkit indicates a moderate impact of +4 months for parental engagement.</p> <p>EEF shows that social and emotional learning has a moderate impact of +4 months gained for children who require further social and emotional</p>	1

<p>Attendance: Through careful tracking, FLO to identify and work with targeted families</p> <p>£6,818.41</p>	<p>development, including improving their self-management of emotions and cognitive elements of learning.</p>	<p>2</p>
<p>Extra Curricular clubs to support and develop SEMH and also opportunities for pupils to engage in the wider curriculum.</p> <p>Such clubs may involve singing club, dance club, games club, outdoor club</p> <p>£10 per child for clubs = £430 Costing of TA staff delivering clubs: 2 staff per club 2 clubs each half term = £2133.60</p>	<p>EEF toolkit –</p> <p>Arts participation is defined as involvement in artistic and creative activities, such as dance, drama, music, painting, or sculpture. Overall, the average impact of arts participation on other areas of academic learning appears to be positive but moderate, about an additional three months progress. Wider benefits such as more positive attitudes to learning and increased well-being have also consistently been reported.</p>	<p>1, 6</p>
<p>Trips and other first-hand learning experiences and visitor into school.</p> <p>£10 per child = £430 £3000 – Year One and Year 2 visitors into school</p>	<p>Trips subsidised in order to ensure disadvantaged children have access to a broad and balanced curriculum.</p> <p>Visitors/Workshops in school funded/subsidised.</p> <p>We aim to raise the aspirations of disadvantaged children through a varied range of experiences.</p>	<p>1, 6</p>
<p>Behaviour Support Service SLA BSS provides support and guidance for pupils, families and schools. The support is targeted at pupils with significant issues managing and regulating their emotions. The aim is to provide pupil, family and school with a range of strategies to manage emotions to enable greater engagement with their learning.</p> <p>£2970</p>	<p>EEF teaching and learning toolkit indicates a moderate impact of +4 months for improving pupils' decision-making skills, interaction with others and their self-management of emotions.</p>	<p>1</p>
<p>Development of the Outdoor environment</p> <p>To continue to develop the outdoor environment through the OPAL programme and school action plan</p> <p>£2626.13</p>	<p>Home - Outdoor Play And Learning</p> <p>This research outlines the benefits, the changes in attitudes, the opportunities and development across all areas of development for all children through the OPAL programme.</p>	<p>1</p>

<p>Working in partnership with Healthy Heads to address specific needs within year groups and small groups and individual children to support SEMH needs.</p> <p>Half termly release for AHT to complete consultations, review action plan and next steps.</p>	<p>EEF – SEL interventions including universal programmes for whole class and more specialised programmes using elements of SEL and targeting specific pupils have positive impact +3 months.</p>	<p>1</p>
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Total budgeted cost: £ 61,512.07

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

School Pupil Premium Data:

Reception:

EYFS	PP Pupils	Non PP Pupils	Difference
BIA % of pupils achieving GLD	54%	70%	16%
National	51%	73%	20%

Early Years Outcomes (GLD)

- PP GLD increased from 44% (2024) to 54% (2025), showing significant improvement and above National.
- Indicates strong impact of early language support, continuous provision and targeted intervention.
- Gap remains in Literacy—priority to continue strengthening early writing and phonological skills.

Year One: Phonics Data:

Year One	PP Pupils	Other Pupils	Difference
% of pupils at expected standard - BIA	46%	77%	31%
% pf pupil at expected standard – National	67%	84%	17%

Phonics and Early Reading

- PP phonics outcomes fell from 70% (2024) to 46% (2025).
- Gap between PP and non-PP widened significantly.
- Intervention capacity due to staffing impacted upon this

Year Two: Proportion of PP pupils achieving expected standard

We assessed our children using teacher assessments in 2024-25.

Year Two	Reading		Writing		Maths	
	PP BIA	Non PP BIA	PP BIA	Non PP BIA	PP BIA	Non PP BIA
ARE	65%	75%	41%	64%	47%	75%
Greater Depth	12%	20%	6%	13%	6%	13%

Attainment in Core Subjects (End of KS1)

- Reading: PP 65% ARE—close to whole-school and above some local averages.
- Writing: PP 41% ARE—significant gap from non-PP; writing fundamentals remain a barrier.
- Maths: PP 47% ARE—well below non-PP; fluency and reasoning gaps persist.
- Increase in proportion of PP pupils achieving GD across subjects.

Speech, Language & Communication

- Continued increase of children with identified SLCN needs.
- SaLT and classroom provision improving outcomes but gaps still impact reading and writing.

- Vocabulary, oral language and comprehension remain areas for continued focus.

SEMH, Confidence & Readiness to Learn

- Pastoral and nurture support improved engagement for many PP pupils.
- SEMH remains a key barrier for a small group, affecting stamina and concentration.
- Further consistency and earlier intervention required.

Cultural Capital & Enrichment

- All PP pupils accessed trips, visitors and enrichment opportunities.
- Positive impact on engagement and background knowledge reported.

Overall Evaluation

- Strengths: Improved EYFS PP outcomes; stable Reading; stronger SEMH/SLCN support; improved enrichment access.
- Weaknesses: Phonics decline; gaps in Writing and Maths; low GD outcomes; ongoing language and SEMH barriers.

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
Letter join	
Widgit	