



Samuel
Barlow
Primary Academy

Pupil premium strategy statement

2025-2027

Pupil premium strategy statement

School overview

Detail	Data
School name	Samuel Barlow Primary Academy
Number of pupils in school	253
Proportion (%) of pupil premium eligible pupils	32.81%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2025 - 2027
Date this statement was published	November 2025
Date on which it will be reviewed	November 2026
Statement authorised by	Gareth Letton
Pupil premium lead	Jon Chapman
Governor / Trustee lead	Pete Edwards

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£130,290
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	£130,290

Part A: Pupil premium strategy plan

Statement of intent

At Samuel Barlow Primary Academy, we are committed to ensuring that all pupils eligible for Pupil Premium funding have equitable access to high-quality education and the opportunity to excel across the curriculum. Our strategy is underpinned by the following core objectives:

- **Developing Reading Proficiency** – with a strong emphasis on systematic phonics in EYFS and KS1, and advanced reading comprehension strategies in KS2.
- **Enhancing Oracy and Vocabulary Acquisition** – enabling pupils to communicate with clarity, confidence, and purpose across a range of contexts.
- **Promoting Wellbeing and Attendance** – fostering resilience, confidence, and social skills through targeted support and rigorous monitoring.
- **Embedding Early reading and writing pathways** – ensuring that children receive the strong foundations needed to be successful in the future

These objectives form the foundation of our approach, though they are not exhaustive. We will rigorously monitor progress through frequent assessment and adapt strategies in response to emerging needs. All staff share responsibility for tracking the attainment of Pupil Premium pupils, supported by high-quality CPD to ensure timely and effective intervention.

Our strategy adopts a **tiered approach**, prioritising:

- **Quality First Teaching** as the cornerstone of improved outcomes.
- **Targeted Interventions** informed by robust data analysis to address specific barriers.
- **Enrichment Opportunities** that broaden horizons and raise aspirations.

By focusing on reading and oracy, we aim to equip pupils with the linguistic and cognitive tools essential for success in a knowledge-rich curriculum. Our emphasis on wellbeing ensures that we nurture the whole child, developing confident, aspirational learners prepared for the challenges of later life.

This strategy aligns with wider academy priorities for educational recovery, including the creation of smaller mixed-age classes in KS1 and LKS2 and the deployment of an additional teacher to enhance teaching quality and provide targeted support. This structure also facilitates collaborative practice and professional dialogue among staff. Our approach is **responsive, evidence-informed, and rooted in diagnostic assessment**, avoiding assumptions about disadvantage.

Key Principles:

- Promote an ethos of high expectations and collective responsibility for pupil achievement.
- Deliver consistently high-quality teaching that enables all pupils to keep up, not catch up.
- Adopt an individualised approach to overcoming barriers, underpinned by professional curiosity.
- Use data intelligently to inform practice and evaluate impact rigorously.

Challenges

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

Challenge number	Detail of challenge
1	<p>Communication and language, vocabulary and oracy.</p> <p>Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. These are evident from Reception through to KS2 and in general, are more prevalent among our disadvantaged pupils than their peers.</p> <p>In September 2025, 85% of our Nursery cohort entered our setting with below typical levels in communication and language. On entry to Reception class in the last 3 years, at least 65% of our disadvantaged pupils arrive with levels below age typical expectations in communication and language.</p> <p>Research indicates that there is a correlation between pupils' spoken language skills and their academic outcomes, social development and emotional development, making communication and language, vocabulary acquisition and oracy one of our main priorities.</p>
2	<p>Phonics and early reading pathways</p> <p>Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with phonics than their peers, which negatively impacts their development as readers.</p> <p>The majority of our disadvantaged children in Year 2 are currently not meeting the standard in phonics. 60% of our disadvantage children in Year 1 are currently not on track to achieving the phonics threshold. This continues past Year 2 as once pupils are able to decode accurately and with automaticity, there needs to be a greater focus upon fluency.</p>
3	<p>Writing and early writing pathways</p> <p>KS2 progress and attainment outcomes show that the greatest attainment gap for PP pupils is in writing (FSM6 / Non FSM6 61% gap) Pupils' accuracy and automaticity in transcription are not secured by lower key stage 2, so that older pupils are less able to pay attention to the higher-level processes of composing, planning, writing and revision.</p>
4	<p>Maths</p> <p>Assessments indicate that current maths attainment in Key Stage 2 among our disadvantaged pupils is below that of our non-disadvantaged children (FSM6 / Non FSM6 50% gap). This is also evident through internal assessments throughout key stage 2. Reasoning, problem solving, and mathematical thinking are particular challenges and conversations with disadvantaged pupils across school show there are gaps in understanding of foundational number concepts.</p>
5	<p>Social, emotional and mental health</p>

	<p>Our assessments, observations and discussions with pupils, staff and families indicate that social and emotional issues are a challenge for many of our pupils, in particular, for many of our disadvantaged pupils. The lack of social and enrichment opportunities during school closures is still affecting our pupils significantly.</p> <p>There has also been a persistently high number of safeguarding referrals and involvement from outside agencies where trauma has been evident which impacts the mental health of all age groups. 40 pupils, 60% of whom are disadvantaged, currently access targeted support (pre-emptive & responsive) from either within school or from external agencies.</p> <p>This means that more children struggle to regulate their emotions, thoughts and behaviour, which is a barrier to their learning.</p>
6	<p>Attendance</p> <p>Our attendance data over the last 2 years indicates that attendance among disadvantaged pupils has been between 5 - 10% lower than for non-disadvantaged pupils. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress for certain pupils, particularly in reading, writing and maths.</p>

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 among 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.
Improved reading attainment among disadvantaged pupils.	<p>Year 1 Phonics Screening Check outcomes increase each year and in 2025 / 26 show that more than 75% of disadvantaged pupils met the expected standard.</p> <p>KS1 reading outcomes increase each year and in 2025/26 show that more than 75% of disadvantaged pupils met the expected standard.</p> <p>KS2 reading outcomes increase each year and in 2025/26 show that more than 75% of disadvantaged pupils met the expected standard.</p>
Improved writing attainment for disadvantaged pupils at the end of KS2.	KS2 writing outcomes in 2025/26 show that more than 75% of disadvantaged pupils met the expected standard.

<p>Improved maths attainment for disadvantaged pupils at the end of KS2.</p>	<p>KS2 maths outcomes in 2025/26 show that more than 75% of disadvantaged pupils met the expected standard.</p>
<p>To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.</p>	<p>Sustained high levels of wellbeing by 2025/26 demonstrated by: qualitative data from student voice, student and parent surveys and teacher observations a significant increase in participation in enrichment activities, particularly among disadvantaged pupils</p>
<p>To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.</p>	<p>Sustained high attendance by 2025/26 demonstrated by: Reaching the whole academy target for attendance of 97% The attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced by at least 5%.</p>

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: £33,800

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Voice 21 and Raising Standards Lead</p> <p>Annual Voice 21 membership</p> <p>Trust-wide assessment calendar</p> <p>CPD time for staff gathering, interpreting and utilising data effectively</p> <p>Leadership time for Leaders to coach teachers on effective use of assessment data</p>	<p>https://educationendowmentfoundation.org.uk/public/files/Publications/Implementation/EEF-Gathering-and-Interpreting-Data-Summary.pdf</p> <p>Gathering and interpreting data to identify priorities</p> <p>https://educationendowmentfoundation.org.uk/public/files/Diagnostic_Assessment_Tool.pdf</p> <p>Resource to support teachers and leaders to utilise diagnostic assessment to support teaching.</p>	<p>1, 2, 3, 4, 5</p>
<p>Voice 21 Oracy package</p> <p>Voice 21 membership and attendance at conference</p> <p>CPD time for staff on Character Development Programme: Communication</p> <p>Time to assess children on Oracy progress mats half termly</p> <p>Time to plan Oracy opportunities throughout curriculum</p> <p>Voice 21 focuses on developing oracy through purposeful talk, dialogic teaching, and a structured</p>	<p>The EEF's guidance reports Preparing for Literacy Improving Literacy in KS1 and Improving Literacy in KS2 each begin by emphasising the importance of developing pupils' speaking, listening and communication skills.</p> <p>Voice 21 Oracy package will provide support to:</p> <ul style="list-style-type: none"> Ensure oracy is planned and purposeful Is threaded throughout our curriculum Know which oracy skills our pupils are being taught Prioritise the communication within interactions Monitor the standards of children's verbal answers <p>Voice 21 focuses on developing oracy through purposeful talk, dialogic teaching, and a structured oracy framework to improve communication, confidence, and critical thinking.</p>	<p>1, 5</p>

<p>oracy framework to improve communication, confidence, and critical thinking.</p>		
<p>Read Write Inc</p> <p>INSET CPD for the teaching of phonics</p> <p>All teachers of phonics will have access to the Ruth Miskin Portal training pathways to ensure quality first teaching of early reading in all groups</p> <p>Regular leadership time for early reading lead to implement practice and coaching plan</p> <p>RWI development days and data meeting with consultant</p> <p>Leadership time for Raising Standards Lead to hold regular data discussions with early reading lead to ensure good progress and provide challenge</p>	<p>Phonics Toolkit Strand Education Endowment Foundation EEF</p> <p>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.</p> <p>Improving Literacy in KS1</p> <p>Effectively implement a systematic phonics programme, considering:</p> <ul style="list-style-type: none"> • Training • Responsiveness • Engagement • Adaptations • Focus 	<p>2</p>

<p>Establish and embed a clear pathway for the teaching of writing including transcription skills from Reception</p> <p>Re-focus upon securing transcription skills in key stage 1 and lower key stage 2</p> <p>Maximise the use of explicit handwriting schema to teach handwriting patterns</p> <p>Time for focused support for teachers to plan and deliver excellent writing lessons</p> <p>Leadership time to quality assure and support to maximise impact</p>	<p>https://www.gov.uk/government/publications/curriculum-research-review-series-english/curriculum-research-review-series-english</p> <p>Writing involves transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing them down). Pupils need sufficient capacity in their working memory to plan, compose and review effectively. This requires transcription skills to be secure.</p> <p>Improving Literacy in KS1</p> <p>Promote fluent written transcription skills by encouraging extensive and purposeful practice and explicitly teaching spelling</p> <p>Improving Literacy in KS2</p> <p>Develop pupils' transcription and sentence construction skills through extensive practice</p>	3
<p>Sustain teaching for mastery in Maths</p> <p>Continue working with East Midlands East Maths Hub Sustaining Workgroup to develop good practice</p> <p>Ensure that new staff have the same understanding of the most effective pedagogical strategies</p> <p>Key staff to attend Subject Knowledge Training for Maths (ECTs, TAs, EY Teachers)</p>	<p>https://www.ncetm.org.uk/teaching-for-mastery/mastery-explained/five-big-ideas-in-teaching-for-mastery/</p> <p>All teaching for mastery is based upon these 5 Big Ideas which is evidence based research informed practice – teachers need effective understanding of this</p> <p>Improving Mathematics Teaching</p> <p>https://www.ncetm.org.uk/teaching-for-mastery/mastery-explained/supporting-research-evidence-and-argument/</p> <p>A belief that ALL children can learn mathematics is key to ensuring that lessons are planned effectively.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development</p> <p>Staff knowledge imperative in securing positive outcomes for children</p>	4

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

Budgeted cost: £40,222

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Launchpad for Literacy</p> <p>Launchpad team – English lead, early reading lead, EY lead attend CPD</p> <p>Identify specific pupils to identify and close specific gaps</p> <p>Cover for early reading lead and EY lead to visit school to see Launchpad in action</p> <p>Leadership time for Launchpad team to focus on team improvement plan</p>	<p>https://www.gov.uk/government/publications/curriculum-research-review-series-english/curriculum-research-review-series-english</p> <p>Developing spoken language - including vocabulary - is essential for the academic progress of all children, and especially for those from disadvantaged backgrounds.</p> <p>Launchpad for Literacy is a systematic, skill-based approach, enabling schools to:</p> <ul style="list-style-type: none"> • improve outcomes in the Early Years and beyond by creating firm foundations and a broad base of readiness, addressing whole school attainment issues from the ‘bottom-up.’ • identify and close specific skill gaps with individuals and vulnerable groups, assessing, tracking and quantifying the process of closing the gap. • identify speech, language and other developmental needs as soon as possible and to embed specific skill-based intervention into practice and ‘Quality First Teaching.’ • have a greater level of diagnostic capability, establishing reasons and solutions to underpin informed interventions when literacy acquisition is problematic. 	<p>1, 2</p>
<p>Read Write Inc. one-to-one tutoring</p> <p>Early reading lead to train teaching assistants in Phonics Fast Track Tutoring</p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions</p> <p>Research which focuses on 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. Often interventions are based on a clearly specified approach which teaching assistants have been trained to deliver.</p> <p>The Fast Track Tutoring handbook provided a highly structured approach for staff to follow. It is for children who are making slower progress in their reading and need extra daily practice in reading sounds and words.</p>	<p>2</p>

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

Budgeted cost: £56,265

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Develop the role of the family support advisor</p> <p>Develop relationships with parents and the community to establish proactive support that meets the needs and is preventative as well as reactive</p> <p>Support the promotion of attendance through analysis and relationships with families and agencies to ensure that all children create habits for life in attending so that days lots learning are limited.</p> <p>Promote positive SEMH strategies based on the needs within our community – Solihull training and Attachment aware and Trauma Informed Training</p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/supporting-parents</p> <p>Family support worker able to provide / signpost more sustained and intensive support where needed</p> <p>https://www.gov.uk/government/publications/working-together-to-improve-school-attendance</p> <p>The roles and responsibilities of parents, schools, trusts, governing bodies and local authorities. The support that should be provided to families, including for pupils who are persistently or severely absent or at risk of becoming so.</p> <p>https://educationendowmentfoundation.org.uk/public/files/Publications/Behaviour/EEF_Improving_behaviour_in_schools_Report.pdf</p> <p>Pupil behaviour has multiple influences, some of which teachers can manage directly • Understanding a pupil's context will inform effective responses to misbehaviour • Every pupil should have a supportive relationship with a member of school staff</p>	<p>5, 6</p>
<p>Effectively work with parents to support children's learning</p> <p>Critically review how we work with parents and establish a plan to improve</p> <p>Provide practical strategies to support at home</p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/supporting-parents</p> <p>There is an established link between the home learning environment at all ages and children's performance at school.</p> <p>For young children, promoting shared book reading should be a central component of any parental engagement approach. Home learning activities such as practising letters and numbers, are also linked to improved outcomes. Tips, support, and resources can make home activities more effective.</p>	<p>1, 2, 3, 4, 5, 6</p>

<p>Enrichment opportunities- after school/trips</p> <p>Develop a comprehensive curriculum enrichment calendar to ensure that all pupils have the full range of experiences they deserve</p> <p>Ensure all enrichment activities are accessible to all pupils, particularly disadvantaged pupils</p> <p>Carefully monitor the impact on attainment of any approaches</p>	<p>EEF The impact of non-cognitive skills on outcomes</p> <p>The evidence is compelling that there are strong associations between non-cognitive factors and positive outcomes for young people.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/outdoor-adventure-learning</p> <p>Outdoor Adventure Learning might provide opportunities for disadvantaged pupils to participate in activities that they otherwise might not be able to access. Through participation in these challenging physical and emotional activities, outdoor adventure learning interventions can support pupils to develop non-cognitive skills such as resilience, self-confidence and motivation.</p>	5
<p>Breakfast Club</p> <p>Ensure every child has access to breakfast at the start of the academy day through bagel provision.</p> <p>Ensure all children who are Pupil Premium and need access to childcare before school can access breakfast club – this improves attendance</p>	<p>https://www.gov.uk/government/publications/breakfast-clubs-in-high-deprivation-schools</p> <p>Importance of children not being hungry so they are ready to learn.</p>	5, 6
<p>Thrive Approach</p> <p>Supporting pupils with SEHM needs with the whole academy Thrive approach</p>	<p>Impact Report The Thrive Approach</p>	5, 6

Total budgeted cost: £130,290

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 to 2025 academic year

During the 2024–2025 academic year, our Pupil Premium strategy remained firmly focused on closing attainment gaps and addressing the social, emotional, and mental health needs of our disadvantaged pupils. A key priority was to ensure that these pupils were supported holistically, enabling them to thrive both academically and personally. Significant progress was made in identifying individual needs through robust diagnostic assessment, ensuring that interventions were timely, targeted, and impactful.

Wellbeing and Personal Development

Improving wellbeing continued to be a central pillar of our approach, ensuring that pupils were ready to learn with resilience and confidence. Ofsted’s recognition in January 2022 that pupils’ personal development is a strength of the academy has continued to shape our practice. This year, we expanded opportunities for character development through a range of enrichment activities, including residential experiences for Key Stage 2 pupils and adventurous outdoor visits for Key Stage 1, such as trips to the seaside. These experiences have been instrumental in fostering teamwork, resilience, and respect—qualities that underpin positive citizenship. Pupils consistently demonstrate kindness and empathy, with one pupil remarking, *“It’s important to be kind to everyone.”* Our strong community links, including partnerships with local care homes and Clipstone Parish Council, have provided meaningful opportunities for pupils to contribute to their community and develop a sense of social responsibility.

Community Engagement and Enrichment

Community engagement has been a notable success this year, with events such as the **Colour Run** attracting exceptional participation from pupils, families, and staff. These events not only raised funds for enrichment opportunities but also strengthened the sense of belonging and pride within our school community. Feedback from families has been overwhelmingly positive, highlighting the importance of these shared experiences in building strong home-school partnerships.

Early Years and Phonics Outcomes

Academic outcomes in the Early Years Foundation Stage (EYFS) and phonics have shown an upward trend, reflecting the impact of early intervention and high-quality teaching. Our systematic delivery of **Read Write Inc.** continues to be a cornerstone of early reading provision, ensuring that children make rapid progress in phonics. Swift, targeted intervention is implemented for any child at risk of falling behind, ensuring that gaps are addressed promptly. The curriculum in EYFS remains rich and engaging, offering diverse opportunities for children to develop their understanding of the world through educational visits and visitors, which broaden real-life experiences and cultural capital. While progress has been strong, we remain focused on further improving outcomes in reading, writing, and mathematics to ensure that more children achieve a **Good Level of Development (GLD)**.

Communication and Language Development

Communication and language remain high priorities across the academy. The implementation of **Launchpad for Literacy and Voice 21 Oracy** has strengthened our ability to identify and address gaps in early language development, laying the foundations for future success in reading and writing. This work will continue to evolve as we embed structured oracy approaches across the curriculum, ensuring that pupils develop the confidence and skills to articulate their ideas effectively.

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
Power maths	Pearson
Times Tables Rockstars	TTRS
STAR Reader and Accelerated Reader	Renaissance Learning
Launchpad for Literacy	Launchpad for Literacy
Pathways to Literacy	The Literacy Company

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	Children whose parents serve in the armed forces have a named mentor and regular opportunities to meet with them.
What was the impact of that spending on service pupil premium eligible pupils?	Children feel well supported and have used this to access other services through signposting from key members of staff where other areas of need have been identified.

Further information (optional)

N/A