



Pupil Premium Strategy Statement

Barming Primary School

This statement details our school's use of Pupil Premium Funding for the academic year 2025-2026. This funding is used to help improve the attainment of our disadvantaged pupils. It outlines our Pupil Premium Strategy and how we intend to spend the funding in this academic year.

School overview

Detail	Data
School name	Barming Primary School
Number of pupils in school	414
Proportion (%) of Pupil Premium eligible pupils	26.3%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	2024-2025 2025-26 2026-27
Date this statement was published	September 2025
Date on which it will be reviewed	September 2026
Statement authorised by	C Laker Headteacher
Pupil Premium Lead	A Collie Inclusion Manager
Governor / Trustee Lead	M Winder Governor for Inclusion

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 157,560.00
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	£157,560.00

Part A: Pupil premium strategy plan

Statement of intent

At Barming Primary School, our aim is to use Pupil Premium funding to improve and sustain education outcomes for disadvantaged pupils, thus leading to the closing of the attainment gap between them and their non-disadvantaged peers.

During the period of this strategy plan, we will be focusing Pupil Premium funding on the challenges we have identified as negatively impacting on our disadvantaged pupils' attainment: reduced exposure to high-quality reading, writing and enrichment opportunities, lateness and attendance, poor communication and language skills and social, emotional and mental health issues.

Our approach draws on common challenges disadvantaged pupils may face but also considers challenges that have been identified as especially impacting disadvantaged pupils at Barming.

To ensure our strategy is effective, we will:

- Adopt a whole-school approach, which is linked to our School Development Plan, where all staff will take responsibility for promoting high standards of achievement for disadvantaged pupils.
- Ensure early identification of challenges impacting on disadvantaged pupils' ability to engage with school life and implement personalised strategies to help them overcome these.
- Regularly review the effectiveness of our Pupil Premium Strategy and make changes to provision where necessary and appropriate.

Challenges

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

Challenge number	Detail of challenge
1	Reduced exposure to high quality reading materials outside of school, lack of access to a language rich environment in the home settings, low parental confidence in the ability to support their children with learning at home. Despite year on year narrowing of the attainment gap, internal assessment data from 2024-25 shows that there continues to be an attainment gap in Reading of 25.3% (79.1% vs 53.8% for non-disadvantaged vs disadvantaged children respectively achieving ARE+). Similarly, there is also a continued gap in writing attainment of 22.9%, with 65.2% of on-disadvantaged children achieving ARE+ vs 42.3% of disadvantaged children.
2	Increased likelihood of underdeveloped oral language and reduced vocabulary, as well as poorer communication skills in general. <i>EYFS baseline revealed reduced language and communication skills across the year group</i>
3	Increased likelihood of lateness and poor attendance. <i>Lateness is being closely monitored in 2025-26; at present, disadvantaged children remain more likely to be late or be poor attenders than non-disadvantaged pupils.</i>

	In 2024-25, there was a 5.41% attendance gap between disadvantaged and non-disadvantaged pupils.
4	Reduced exposure to enrichment opportunities outside of school. <i>Our observations and discussions with children and families indicate that disadvantaged children have reduced access to cultural opportunities which are impacting on their understanding of the curriculum and contributing to the attainment gap. This has been backed up by national findings which have ultimately led to an increased focus on improving 'cultural capital' within the curriculum.</i>
5	Increased likelihood of social, emotional and mental health issues because of home life challenges. <i>At present, we are offering Counselling, Play Therapy and Draw and talk therapy to focus on social, emotional and mental health needs. Support from a Nurture practitioner and a Forest School nurture group, are also offered. The equates to 21.7% of interventions focusing on social, emotional and mental health needs.</i> <i>We are also looking into training a member of staff on ELSA.</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
To continue to refine and embed our approach to the teaching of reading and writing throughout the school.	There will be a consistent approach to phonics teaching across EYFS/KS1 and KS 2, through the embedding of Read Write Inc. Children will have access to high-quality reading and learning materials which align with their phonics teaching in class and will support their phonic knowledge development. Children from disadvantaged backgrounds will make good progress in reading and writing, supporting them to close the gap between themselves and their peers. High low reading books will be available to support children in KS2 who still have difficulties with reading and writing.
To provide opportunities through whole class teaching, a school-wide focus on Oracy and through targeted intervention for speech and language development.	Language screening will be routinely used throughout the school to support intervention planning, demonstrate progress with language development and assist with referrals to external professionals. Informed by baseline assessments, early teaching in the EYFS will have a focus on improving language and communication skills of disadvantaged children.

	Referrals will be made to our school-based speech and language therapist, who will provide targeted, personalised intervention for children with identified language needs. These plans will be robustly evaluated every term. Referrals will be made via the 'Balanced System' for pupils with speech difficulties as identified by school-based assessments.
To strengthen home-school partnerships to improve children's overall wellbeing, attendance and educational achievement	Parents and children will have a designated point of contact for support. Home-school partnerships will be strong and trusting relationships will be built. Families will be well-supported, with both internal and external support strategies. Vulnerable pupils will have good emotional well-being and will make progress with their targets.
To review and embed the attendance policy, focusing on improving the attendance of persistent absentees and school avoiders by supporting parents and improving children's resilience.	The number of persistent absentees will reduce over the course of the academic year. School avoiders will be supported to reduce their anxiety and improve their attendance. Parents will be supported to improve their children's punctuality and attendance. Children will be in school more consistently, resulting in overall improved well-being and academic achievement.
To further improve support for children with complex social, emotional and mental health needs.	Working alongside mental health provision in the local area, the school will request mental health support which fills existing gaps, thus ensuring good mental health for all. There will be provision of quality nurture intervention, including the nurture hut, Counselling, Draw and Talk therapy and Play Therapy. Use of Forest School nurture groups.
To ensure that all children have access to high-quality teaching and appropriately adapted curricula to support progress and attainment.	Teachers will feel confident adapting the curriculum to meet the needs of most learners within the mainstream classroom. Teachers will feel confident planning bespoke curricula for those pupils with severe and complex needs. All pupils will make good progress towards their individual targets.

Activity in this academic year

This details how we intend to spend our Pupil Premium this academic year to address the challenges listed above.

Teaching

Total: £91,690.42

Activity	Evidence that supports this approach	Challenge number(s) addressed
Small group intervention for EYFS and Key Stage 1 from a qualified teacher. 3 days per week £19,328 Equipment £150	The EEF Toolkit – ‘It is possible that some disadvantaged pupils may not develop phonological awareness at the same rate as other pupils, having been exposed to fewer words spoken and books read in the home. Targeted phonics interventions may therefore improve decoding skills more quickly for pupils who have experienced these barriers to learning.’ The EEF Toolkit - states that ‘The average impact of the adoption of phonics approaches is about an additional five months’ progress over the course of a year.’ (March 2024) Department for Education – The Reading Framework (July 2023) This document outlines the importance of teaching reading using a Systematic Synthetic Phonics programme alongside fluency, comprehension enabling children to access the wider curriculum.	1,2
<i>Use of Teaching Assistants to provide high quality interventions, monitored using class Provision Maps.</i> £6,717.92 Use of morning Teaching Assistants to support individual children with SEN need as well as disadvantaged and to support the class teacher during Maths and English lessons. £35,001	Research shows that TAs can have a good impact on progress during targeted small group or 1:1 intervention. Where an intervention is carefully monitored for impact and information shared with the class teacher. Department for Education – Use of Teaching Assistants in Schools – Research Report (DfE, 2024)	1,2

Use of Speech and language TA to provide intervention and focussed Speech and Language Therapy across the school. £4400 Qualified Speech and Language Therapist to work in school 1 morning bi-weekly. £4250	Research shows that TA's can have a good impact on progress during targeted small group interventions. Where an intervention is carefully monitored for impact and information shared with the class teacher. Department for Education – Use of Teaching Assistants in Schools – Research Report (DfE, 2024) The EEF Toolkit – ‘There is evidence to suggest that children from disadvantaged backgrounds are more likely to be behind their more advantaged peers in developing early language and speech skills. This can affect their school experience and learning later in their school lives.’ (March 2024) The EEF Toolkit - states that oral language interventions have ‘a high impact on pupil outcomes, with an average of +6 months additional progress’ and that ‘approaches that focus on speaking, listening and a combination of the two consistently show positive impacts on attainment’.	1,2
Use of Inclusion Manager to monitor, track and evaluate the progress off PPG children and the effectiveness of interventions. In addition to Managing the Nurture Group. £21,843.50	Department for Education - Research indicates that taking a coordinated and evidence-informed approach to mental health and wellbeing leads to improved emotional health and wellbeing in children and young people, and greater readiness to learn. Schools and colleges which have taken this approach often report improved attendance, attention, behaviour and attainment. (July 2025)	1,2,3,4,5

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

Total: £35,375.80

Activity	Evidence that supports this approach	Challenge number(s) addressed
Renew SNAP Speech Link & Language Link £1000	The EEF Toolkit – ‘There is evidence to suggest that children from disadvantaged backgrounds are more likely to be behind their more advantaged peers in developing early language and speech skills. This can affect their school experience and learning later in their school lives.’ (March 2024) The EEF Toolkit - states that oral language interventions have ‘a high impact on pupil outcomes of +6 months additional progress’ and that ‘approaches that focus on speaking, listening	1,2

	and a combination of the two consistently show positive impacts on attainment’.	
Targeted use of non-NHS Occupational Therapy. £2000	Children with physical and sensory issues need to have targeted support to aid concentration, core strength for fine motor control and co-ordination for effective learning.	1,5
Updating and subscribing to apps on the SEN i-pads £4422	The EEF Toolkit - Studies consistently find that digital technology is associated with moderate learning gains: on average, an additional four months’ progress. There is clear evidence that digital technology approaches are beneficial for writing and mathematics practice. There is extensive evidence of positive effects across age groups and for most areas of the curriculum. (March 2024)	1,2,5
Subscriptions to support software to give visual support to children, assess children with learning difficulties and track and evaluate provision on a class basis. Widgit £2350 for 20 licenses SNAP for SpLD, Maths and behaviour £721.30 Provision Map £835.50	Accurate identification of barriers to learning help teacher build individual plans for children with SEN needs. Many children with oral language difficulties benefit from supportive visuals through Widgit. Provision Map provides a more time effective way for teachers to plan, evaluate and track extra provisions for children in their class. The EEF Toolkit - visual aids to support pupils to monitor their understanding and summarise key ideas, and visual models and worked examples help pupils plan, monitor, and evaluate their learning. These approaches have a high impact (+7 months) and are particularly beneficial for disadvantaged pupils.” (March 2024) Department for Education - Visual supports, such as diagrams, models, and graphic organisers, can help pupils with SEND and those from disadvantaged backgrounds to access learning, reduce cognitive load, and build independence. (May 2025)	1,2,3,5
Targeted therapeutic support Play Therapist £3,800 Counselling £8,740 Forest school nurture £3,070 Nurture practitioner £8,437	The EEF Toolkit - Social and emotional learning interventions seek to improve pupils’ interaction with others and their self-management of emotions. On average, these approaches have a positive impact of three months’ additional progress, and have the additional benefits of improving attainment, attendance, behaviour, and SEMH outcomes, especially for disadvantaged pupils. (March 2024) Department for Education - Taking a coordinated and evidence-informed approach to mental health and wellbeing leads to improved emotional health and wellbeing in children and young people, and greater readiness to learn. Schools and colleges which have taken this approach often report	2,3,4,5

	improved attendance, attention, behaviour and attainment. (July 2025)	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Total: £30,493.78

Activity	Evidence that supports this approach	Challenge number(s) addressed
Family Support Worker and Inclusion Assistant improve parental engagement and attendance. £14,098 Support from the Deputy headteacher to ensure effective delivery of interventions to manage safeguarding and support with attendance. £15,895.78	The EEF Toolkit – ‘Disadvantaged pupils are less likely to benefit from having a space to conduct home learning. Evidence also suggests that disadvantaged pupils make less academic progress, and sometimes attainment levels even regress during the summer holidays, due to the level of formal and informal learning activities they do or do not participate in. By designing and delivering effective approaches to support parental engagement, schools and teachers may be able to mitigate some of these causes of educational disadvantage, supporting parents to assist their children’s learning or their self-regulation, as well as specific skills, such as reading.’ (March 2024) The EEF Toolkit - states that ‘Parental engagement approaches lead to, on average, four months’ additional progress over the course of a year, with higher impacts for pupils with low prior attainment. (May 2025) Department for Education - Research indicates that taking a coordinated and evidence-informed approach to mental health and wellbeing leads to improved emotional health and wellbeing in children and young people, and greater readiness to learn. Schools and colleges which have taken this approach often report improved attendance, attention, behaviour and attainment. (July 2025)	1,2,3,5
Subsidise trips, extra-curricular activities and uniform for PP children in need of support. £500	Sandringham Research School – ‘subtle interactions and relationships are more important than big interventions...Part of this needs to be creating a sense of belonging, by enabling pupil premium students to access clubs and extra-curricular.’ Department for Education – “High-quality teaching, attendance strategies, and access to a rich curriculum are essential for all pupils and that wider experiences, including enrichment and extra-curricular opportunities, improve	1,2,3,4

	engagement, raise attainment and close gaps for disadvantaged pupils.” (March 2025) This includes wider school experiences such as school trips and external visitors.	
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Total budgeted cost: £156,570.00

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.

Academic Data

Progress over the academic year 2024-25 of disadvantaged children in all subjects was comparable to that of non-disadvantaged children.

Attainment continues to be lower for disadvantaged pupils compared to non-disadvantaged pupils. The gap widened compared to 2023-24 in both reading (-22.8% 2023-24 vs -25.3% 2024-25), and writing was (-22.3% 2023-24 vs 22.9% 2024-25). This indicates the need for the continued focus on Reading and Writing for the 2025-26 academic year. The gap has narrowed in Maths (-26.6% 2023-24 vs -23.6% 2024-25).

Attainment (YR-Y6)	2024-25 End of Year Attainment (YR-Y6) ARE+		2024-25 End of Year Progress (YR-Y6) ARE+	
	PP (91 children)	Non-PP (255 Children)	PP	Non-PP
Reading	53.8	79.1	+8.6%	+9.4%
Writing	42.3	65.2	+8.1%	+10%
Maths	52.6	76.2	+3.3%	+6.4%

Attendance Data

Data for 2024-25 shows that the attendance of disadvantaged pupils continues to fall short of the school's target of 95% but the percentages are rising yearly towards the 95%. Promoting good attendance of our disadvantaged pupils remains a focus.

	PPG	Non-PPG
YR	93%	95%
Y1	93%	94%
Y2	93%	95%
Y3	93%	96%
Y4	93%	96%
Y5	93%	94%
Y6	92%	94%

Monitoring Activities:

The Pupil Premium Strategy for 2025-26 will be reviewed at three points in the year – January, April and July. There will be a particular focus on attainment, and on the attainment gaps in Writing & Reading.

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
Read, Write Inc.	Ruth Miskin Training
Times Table Rock Stars	Times Table Rock Stars
Purple Mash	2Simple
Now Press Play	Now Press Play
SNAP	Rsassessment.com
Provision Map	TES
Boxall Profiling	Nurture UK
Drawing and talking	Drawing and talking
PiXL	PiXL
Widgit	Widgit
Grammarsaurus	Grammarsaurus
Numberstacks	Numberstacks
Kapow	Kapow Primary