



## Pupil Premium Statement 2025-26

This statement outlines how Barrow URC Primary School uses pupil premium funding to improve outcomes for our disadvantaged pupils. It sets out our pupil premium strategy, how we plan to allocate funding this academic year, and the impact of last year's spending. Our school vision and values are central to every decision we make; this statement reflects our commitment to using the funding thoughtfully and effectively to ensure all children are supported to thrive.

### School overview

Detail	Data
Number of pupils in school	205
Proportion (%) of pupil premium eligible pupils	5.9%
Academic year/years that our current pupil premium strategy plan covers	2025-26
Date this statement was published	December 2025
Date on which it will be reviewed	December 2026
Statement authorised by	Nicola McArdle
Pupil premium lead	Nicola McArdle
Governor / Trustee lead	Paul Adnitt

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£26,595
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>	£26,595

## Part A: Pupil premium strategy plan

### Statement of intent

*You may want to include information on:*

**What are our ultimate objectives for our disadvantaged pupils?**

- We want **every child**, regardless of background or circumstance, to realise their full potential academically, socially and emotionally.
- We aim to **narrow and ultimately close the attainment gap** between disadvantaged pupils and their peers, ensuring that all pupils reach or exceed expected standards.
- We aspire to support disadvantaged pupils so they enjoy school — feel confident, valued, and able to participate fully in all aspects of school life, including enrichment and extracurricular opportunities.
- We are committed to ensuring disadvantaged pupils have equitable access to learning, experiences, and personal growth, enabling them to flourish in a safe, caring and inclusive environment consistent with our school values of Love, Kindness, Respect, and Peace.

**How does our current pupil premium strategy work towards achieving those objectives?**

- Our strategy centres on **high-quality teaching and learning for all**, so that disadvantaged pupils benefit from strong classroom practice, as this is widely recognised as the most effective route to close the disadvantage gap.
- We provide **targeted academic support** — additional help, small-group or one-to-one interventions where needed, especially in core areas such as reading, writing and maths — to ensure children get the extra boost required to meet age-related expectations.
- We offer **pastoral and emotional support** to help overcome non-academic barriers to learning. This ensures pupils are emotionally ready to learn, feel safe, supported, and confident in school.
- We work to ensure **access to enrichment and wider opportunities** — enabling disadvantaged pupils to take part in extracurricular, cultural or social activities so that they benefit from a broad and rich school experience, helping build confidence, social skills, and a sense of belonging.
- Our strategy includes ongoing **assessment, monitoring and early identification** of need, so that any emerging challenges are addressed proactively rather than reactively, and support is responsive to individual pupils' needs.

### What are the key principles of our strategy plan?

- **Equity and Inclusion** — ensuring all pupils, irrespective of background, have the same opportunities to succeed and participate fully.
- **High-Quality Teaching First** — prioritising strong, inclusive classroom teaching as the foundation for success.
- **Targeted and Responsive Support** — using data, assessment and understanding of each child's context to tailor support (academic, social or emotional) where it's needed most.
- **Holistic Development** — focusing not only on academic outcomes, but also on personal development, well-being, confidence, social skills and character, echoing the school's values of Love, Kindness, Respect, Honesty, Forgiveness and Peace.
- **Broad Access to Opportunities** — ensuring disadvantaged pupils can enjoy enrichment activities, extracurricular programs, and all aspects of school life without financial or social barriers.
- **Continuous Evaluation and Improvement** — regularly reviewing the impact of our strategies, adjusting support as needed, and ensuring that the funding is used effectively to deliver long-term benefits.

## Challenges

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

Challenge number	Detail of challenge
1	Many disadvantaged pupils underperform compared to their peers
2	Attendance issues, including persistent absenteeism
3	Social, emotional, or mental health barriers affecting learning
4	Reduced participation in enrichment or extracurricular activities
5	Financial constraints affecting access to trips, experiences, or equipment

## 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 to close the attainment gap with their peers. They achieve age-related expectations in reading, writing, and maths.	<p>Pupil progress data shows narrowing gaps between disadvantaged pupils and peers.</p> <p>End-of-year assessments indicate the majority of disadvantaged pupils meet or exceed age-related expectations.</p> <p>Targeted interventions demonstrate measurable improvements in key subject areas.</p>
Disadvantaged pupils attend school regularly, reducing persistent absenteeism and improving engagement.	<p>Attendance data shows disadvantaged pupils' attendance is in line with or above the national average.</p> <p>Reduction in the number of persistent absentees among disadvantaged pupils.</p> <p>Improved punctuality and participation in daily school routines.</p>
Pupils develop resilience, confidence, and emotional wellbeing, enabling them to fully engage with learning.	<p>Observations and teacher assessments indicate improved behaviour and engagement in class.</p> <p>Reduced incidents of emotional or behavioural concerns recorded.</p> <p>Positive feedback from pupils and parents via surveys or wellbeing check-ins.</p>
Disadvantaged pupils take part in a wide range of enrichment activities, broadening experiences and aspirations.	<p>Attendance records show increased participation of disadvantaged pupils in clubs, trips, and activities.</p> <p>Evidence of skill development or achievement in activities (e.g., sports, arts, competitions).</p>
All disadvantaged pupils have equitable access to learning opportunities, trips, and resources.	<p>All disadvantaged pupils attend school trips and activities regardless of cost.</p> <p>Feedback from pupils and parents indicates financial barriers are no longer limiting participation.</p>

## 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: £11,797

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional staff on the school gate each morning to support smooth transitions and engage parents	EEF: Parental engagement can have a positive impact on pupils' learning and wellbeing, especially when staff support communication between home and school.	2,3
Learning mentor role for wellbeing check-ins and pastoral support, including support for new pupils to build friendships and settle into school	EEF: Social and emotional learning (SEL) interventions improve engagement and progress (+4 months on average); targeted nurture supports pupils' relationships and sense of belonging.	3

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

Budgeted cost: £11,798

Activity	Evidence that supports this approach	Challenge number(s) addressed
Teaching assistant to lead small group interventions 3 times a week in maths and English	EEF: Small group and one-to-one interventions can accelerate progress by +4 months; targeted support is most effective when focused on specific gaps.	1

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

Budgeted cost: £3000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Supporting pupils to attend trips and clubs through partial funding	EEF: Enrichment activities can support engagement, attendance, and social development; extra-curricular opportunities help raise aspirations and motivation.	4,5
Attendance team meetings each half term to review data and provide additional support for parents	EEF: Targeted attendance strategies and parental engagement improve attendance and outcomes; regular review meetings help identify and address barriers early.	2

Total budgeted cost: £26,595

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

- **Academic attainment:** End-of-summer data compared to starting points in the autumn term shows that the majority of disadvantaged pupils were on track or exceeding expectations. Many pupils made measurable progress in reading, writing, and mathematics, particularly where targeted interventions and small-group support were in place. While outcomes for some pupils remain below local and national averages, these improvements demonstrate the positive impact of our strategy.
- **Formative and summative assessments:** Teacher assessments and termly tests highlighted areas where pupils required additional support. Interventions, including small-group sessions and one-to-one support, contributed to accelerated progress for many pupils.
- **Wider factors impacting performance:** Attendance and wellbeing continue to influence outcomes. Some disadvantaged pupils experience lower attendance or social-emotional challenges, but targeted nurture support and wellbeing check-ins have helped improve engagement, confidence, and readiness to learn.
- **Progress against strategy outcomes:** Overall, our strategy is having a positive impact. Pupils benefiting from additional academic and wellbeing support are making progress, although further work is needed to raise attendance and increase participation in enrichment opportunities.
- **Evaluation of previous strategy:** Last year's strategy successfully supported many pupils to make academic and personal progress. Continuing challenges have informed the focus of our current plan, which prioritises targeted academic interventions, pastoral support, and broader opportunities to engage pupils and raise aspirations. The pupils that are in receipt for 2025-26 for a majority are new to school with a lot of our year 6's moving on to high school. The change in needs are reflected in the statement and plan above.