

Pupil Premium strategy statement: BARNES PRIMARY SCHOOL

This statement details our school's use of Pupil Premium funding 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 effect that last year's spending of Pupil Premium had within our school.

School overview

Detail	Data for 2023/24 – for comparison only	Data for 2024/25	Data for 2025/26	Data for 2026/27
School name	Barnes Primary	Barnes Primary		
Number of pupils in school	467	(463 incl. YN) 406 statutory		
Proportion (%) of Pupil Premium eligible pupils	4.28	(5.17% FY) 2.95% (AY)		
Academic year/years that our current Pupil Premium strategy plan covers (3 year plans are recommended)	2021/22 to 2023/24	2024/25 - 2026/27		
Date original statement was published	20/12/2021	11 th December 2025		
Date on which it will be first reviewed	Summer 2024 (new 3 year PPG statement by December 31 2024)	September 2025		
Statement authorised by	Sue Jepson (Headteacher)	Sue Jepson (Headteacher)		
Pupil Premium lead	Clare Richards	Clare Richards		
Governor lead	Antonia Lord	Antonia Lord		

Funding overview

Detail	Amount 23/24 – for comparison only	Amount 24/25	Amount 25/26	Amount 26/27
Pupil Premium funding allocation this academic year	£34,475.00	£37,620		
Recovery premium funding allocation this academic year	£2,682.50	£0		
Pupil Premium funding carried forward from previous years (enter £0 if not applicable)	£0	£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	£37,157.50	£37,620		

Part A: Pupil premium strategy plan

Statement of intent: Strategy 2 (2024/25-2026/27)

Background

Additional government funding, the Pupil Premium Grant (PPG), is received by schools to address underlying inequalities and to help overcome barriers to learning and so improve the progress and outcomes of disadvantaged pupils. Barnes Primary School uses the Department for Education (DfE) and Education Endowment Foundation (EEF) 3-tiered 'menu of approaches' for raising the attainment of disadvantaged pupils when establishing and reviewing our Pupil Premium strategy. Schools are advised to allocate spending across three key areas:

1. developing high-quality teaching (for example: Continued Professional Development (CPD); coaching and mentoring; supporting National Professional Qualifications (NPQs); developing a broad, balanced and knowledge-based curriculum)
2. providing targeted academic support (for example: peer tuition, tutoring, targeted interventions, extended school time and use of teaching assistants)
3. tackling non-academic barriers to academic success (for example: supporting pupils' social, emotional and behavioural needs; supporting attendance; extra-curricula activities and breakfast clubs).

We ensure that our strategy embeds the principles of coherence with the curriculum, collective responsibility for delivering the strategy and appropriate targeting and monitoring.

All staff and governors at Barnes Primary School are committed to ensuring that learning, love and laughter and 'quality first teaching' (the DfE and EEF's top priority to raise attainment) meets the needs of every pupil so that all can reach their full potential. Barnes Primary aims to ensure high attainment for all pupils and adopts an individualised approach to addressing barriers to learning and emotional support founded upon high quality and thorough diagnostic assessment. We aim to ensure that barriers are removed so that all our pupils can know more and remember more (and indeed do more) in order to maximise their life skills and therefore their life chances. Ensuring Quality First Teaching (QTF) is our first and most important priority at Barnes and we are constantly looking for ways to develop all staff's pedagogical understanding, subject knowledge and best practice. We achieve this in a number of ways. – High-quality weekly CPD is delivered both to teachers and to all support staff. Delivery of lessons is videoed to share and cascade best practice. Observations are backed up with detailed feedback. Mentoring programmes support those newer to the profession. Opportunities for embedding time, professional dialogue, co-planning and peer observations are built into staff profiles. The school ensures that accurate assessment is in place in order that data can be interrogated and understood and areas of concern acted upon immediately. The impact of this is evident. Barnes Primary achieved Ofsted 'Outstanding' in November 2022 and continues to develop. Standards of attainment remain exceptionally high - 92% of pupils met the expected standard in RWM in KS2 standardised assessment 2023/24 (compared to 61% nationally), with 42% of all pupils meeting the higher standard (compared to 8% nationally). There were 7 PPG pupils in the Y6 cohort in 23/24. Other than one child with an EHCP, Y6 pupils eligible for PPG achieved or exceeded national expectations in writing, reading, GPS and maths. Notably, 100% of pupils in Y6 (who took the test) achieved the national standard in reading – one of the key target areas of the previous three-year PPG statement. Almost all

pupils made expected or above expected progress. In the Y4 maths Multiplication Tables Check (MTC) the average point score was 24.7 (out of 25) and in the Y1 phonics screener, Barnes achieved a 100% pass rate for second year running. These results put Barnes Primary School in the top 1% of schools nationally for Y1 phonics and Y6 Standardised Assessment Test (SATs) results and in the top 200 schools for MTC. Whilst always aiming to narrow the attainment gap between disadvantaged and non-disadvantaged pupils, we must accept that this is unrealistic given the social demographics of our catchment area. Our steadfast goal is therefore to enable every child in our school, including those eligible for PPG, to reach, or surpass, the national performance expectation for their age. We want all disadvantaged pupils to be confident, independent and resilient learners, allowing them to move on to the next phase of their education without carrying the burden of inequality with them. Where the quality of teaching is so high, we want to look at the specific areas of challenge that our pupils eligible for PPG face and how we can overcome this.

No Pupil Premium Strategy will be successful if children are not present in school to benefit from the measures we have adopted to support them. We therefore aim for every child to meet the school’s attendance target of 97.5%.

Challenges

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

Challenge number	Details of challenge
1	<p>Reading (Tier 1 and 2):</p> <p>Reading remains as priority in the core role played by reading in ‘unlocking’ the rest of the curriculum and the accelerated progress that PPG-eligible pupils would need to make in reading to catch up with their peers. In 2023/24, despite attaining highly (76% of all PPG eligible pupils across the school reached or exceeded the expected standard in reading at the end of their year), there still existed an attainment gap between PPG pupils and their peers in reading. PPG eligible pupils underperformed their non-PPG eligible peers in reading in each year group with a gap of between 0.91 and 5.38 points. In 5 out of the 6 year groups, PPG eligible pupils exceeded standard progress, but only outperformed the reading progress of their peers in 2 out of the 6 year groups. PPG eligible pupils are making good or exceeding progress, but due to the high level of progress made by their peers, there remains an attainment gap. How this ‘gap’ is measured needs to be considered in our new statement (see below).</p>
2	<p>Writing, grammar and spelling (Tier 1 and 2):</p> <p>In 2023/24, 76% of all PPG eligible pupils across the school reached or exceeded the expected standard in reading at the end of the year, 67% made or exceeded the expected standard in maths, 51% made or exceeded the expected standard in writing and Grammar,</p>

	<p>Punctuation and Spelling (GPS). Dialogue with teachers in EYFS, KS2, LKS2 and UKS2, particularly in Pupil Progress Meetings (PPM), reveal that almost all of our PPG-eligible pupils face challenges with grammar and spelling which impacts their writing attainment and impedes their progress and attainment.</p>
3	<p>Attendance (Tier 3):</p> <p>Whilst attendance has improved since the end of the Pandemic, our attendance percentage has not yet reached pre-COVID levels and thus remains a significant priority. A new government policy came into effect in August: https://www.gov.uk/government/publications/working-together-to-improve-school-attendance. As a result, the attendance and punctuality policy has been rewritten. In 23/24, 43% of children eligible for PPG had attendance below 95% (compared to 58% the previous year). 62% fell short of the school's self-set target of 97% compared to 74% the year before. Of the seven PPG-eligible children in Y6 in 2023/24, four had attendance below 95% - including 2 children with attendance in the 80% banding. Employing a new 'PPG Champion' who can work with pupils and families to address engagement and attendance will support our aim of significantly improving attendance for PPG-eligible children, as will continued focus on embedding and building on new attendance systems (outlined in our policy).</p>
4	<p>Additional support for PPG eligible pupils' social, emotional and behavioural needs and attendance (Tier 3):</p> <p>Barnes Primary School provides outstanding high-quality teaching and intervention. At a whole school level, the number of pupils with social and emotional needs continues to grow significantly. 48 students are classed as vulnerable and 59 pupils are on the Special Educational Needs (SEND) register (11.9%), including 13 with Educational Health Care Plans (EHCPs) and 25 with social and emotional need. Over half of our PPG-eligible pupils have social, emotional or behavioural needs and/or poor attendance or punctuality. Four pupils are Previously Looked After Children (PLAC) and four pupils have some additional SEND (either with an EHCP or on SEND monitoring). We need to continue to prioritise inclusion for these pupils and their families.</p>
5	<p>How to use data effectively to measure the impact of objectives:</p> <p>We need to carefully consider how we can measure the impact of measures put in place where the number of pupils and the specific pupils (and their individual needs) eligible for PPG grant can change year on year. For example, any trend which might focus on 'closing the gap' between PPG-eligible and non-PPG eligible pupils over a three-year statement period is reliable where the make-up of the pupil cohort differs from data point to data point due to mobility within the group. Where Barnes Primary currently has only 12 pupils eligible for PPG on roll and pupils can have a number of concurring needs, data needs to be carefully interrogated and use of percentages carefully considered.</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 (RAG rated on latest review)
Improved core subject attainment among disadvantaged pupils	<p>100% of children who are assessed as in need of NELI, receive this provision;</p> <p>100% of PPG pupils meet (or surpass) the expected standard in Reading, Writing, GPS (grammar, punctuation and spelling) and maths in Y6 statutory assessment, with reasonable flexibility for those children with concurring characteristics: SEND support, EHCP, Multilingual (ML or having English as an Additional Language EAL), those outside their year group, or those who have joined the school within the last two years;</p> <p>100% of PPG pupils pass the Y1 Phonics Screener;</p> <p>100% of children to achieve 24/25 in the Y4 MTC (Multiplication Times Tables Check)</p> <p>100% of PPG pupils meet (or surpass) the expected standard in Reading, Writing, GPS (grammar, punctuation and spelling) and maths in end of each year group’s assessments (internal summative assessment), with reasonable flexibility for those children with concurring characteristics: SEND support, EHCP, Multilingual (ML or having English as an Additional Language EAL), those outside their year group, or those who have joined the school within the last two years;</p>
Improved attendance	All pupils, including PPG pupils, meet the school attendance target of 97.5%.
Improved behaviour, resilience, self-regulation, emotional literacy and self-esteem	<p>New role created in school to better meet the social, emotional and behavioural needs of PPG pupils;</p> <p>‘PPG Champion’ employed to support vulnerable pupils’ academic progress in core subjects and improve behaviour, resilience, self-regulation, emotional literacy and self-esteem;</p> <p>Pupils demonstrate improvements in social, emotional and behavioural areas – measured through children’s self-reflection (informally and via pupil questionnaires) and observation by teachers, support staff, Special Educational Needs and Disabilities Co-ordinator (SEND Lead), wellbeing mentor, wider staff, Senior Leadership Team (SLT) and families;</p> <p>PPG pupils receive Emotional Literacy Support Assistant (ELSA) interventions, when needed;</p> <p>PPG pupils receive support from outside agencies, if needed;</p> <p>School continues to be ‘Attachment Aware’ and all staff are trained on attachment to a gold level;</p>

	<p>Families receive support from outside agencies, if required;</p> <p>Families and children feel supported by the school – measured through annual pupil and parent questionnaires and dialogue.</p>
<p>Increased opportunities for cultural capital for disadvantaged pupils to achieve greater equality</p>	<p>All parents are reading with their child(ren) at home, evidenced by comments in reading journals for Key Stage 1 and by reading entries and parent consultation in Key Stage 2.</p> <p>All children eligible for PPG are encouraged to grow their own ‘home library’, with the age-appropriate books (including the Spark! nominated books) donated by the school each year.</p> <p>All KS2 children eligible for PPG are offered (and encouraged to take up) extra-curricular music tuition.</p> <p>100% of children eligible for PPG attend at least one suitable, quality before, during or after school club.</p> <p>100% of children eligible for PPG attend residential school trips.</p> <p>100% of children eligible for PPG attend school trips.</p> <p>100% of children eligible for PPG attend swimming.</p> <p>100% of children eligible for PPG participate in at least one competitive supporting event each year throughout their time at Barnes Primary School.</p> <p>100% of children eligible for PPG take on a position of responsibility such as class or playground monitor, pupil council, food focus group, sports lead, eco lead or Pupil Parliament representative.</p>
<p>Widely supported and successful PPG strategy</p>	<p>PPG Lead engages whole staff body through training, coaching, sharing good practice and using resources strategically.</p> <p>PPG children are additionally tracked as part of PPM, phase and SEND reviews.</p> <p>Minutes of Governing Body and sub committee meetings demonstrate robust overview of PPG data, findings and analysis.</p> <p>The school will achieve the stated success criteria in this strategy statement.</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.

High-quality teaching (for example, CPD, recruitment and retention)

Budgeted cost: £6,799

Activity	Evidence that supports this approach	Challenge(s) addressed	Data for 2024/25		Data for 2025/26		Data for 2026/27	
			Financial	Impact	Financial	Impact	Financial	Impact
<p>The highest quality teaching throughout the school developed through well-conceived and successful continual professional development (CPD), focused on</p> <ul style="list-style-type: none"> - mentoring for those newer to the profession (ECTs) - staff inset, implementation time and co-planning release focused on effective subject knowledge and pedagogical understanding, particularly in reading, writing, grammar and spelling - attachment - SEND and inclusion <p><i>Total budget: £5,140</i></p> <p><u>Spelling:</u> <i>DHT inset training spelling (KS2 phase leaders x 1h)</i> <i>Release for spelling planning/ curriculum review half a day per year group per term</i> <i>DHT review</i></p> <p><u>Reading:</u> <i>English Lead CPD x 1.25h</i> <i>Release for reading co-planning LKS2 with DHT x four half terms</i></p> <p><u>Writing:</u></p>	<p>EEF: “Evidence indicates that high quality teaching is the most important lever schools have to improve pupil attainment, including for disadvantaged pupils. Schools should focus on building teacher knowledge and pedagogical expertise, curriculum development, and the purposeful use of assessment. In some cases, this may include the selection of high-quality curriculum materials, or investment in the use of standardised assessments.” https://educationendowmentfoundation.org.uk/support-for-schools/school-planning-support/1-high-quality-teaching</p> <p>DFE: “Approaches which support and promote high-quality teaching in schools should be a top priority for pupil premium spending.” (‘Using Pupil Premium: Guidance for School Leaders’, p. 4) https://assets.publishing.service.gov.uk/media/65cf69384239310011b7b91f/Using_Pupil_Premium_-_Guidance_for_School_Leaders.pdf</p>	1, 2						

<p>English Lead CPD x 1.25h</p> <p>Release for writing co-planning DHT x 1 Y2 teacher x half a day</p> <p>Writing embedding time (all staff) x 1.25h</p> <p><u>ECT mentoring:</u></p> <p>ECT1: DHT 1h weekly x 2 teachers</p> <p>ECT2: DHT 1h weekly x 2 teachers</p>								
<p>Termly, data-driven pupil progress meetings between Headteacher, Deputy Head Teacher (DHT)/ PPG Lead, SEND lead, phase leaders and class teachers to identify the specific needs of each child so staffing, intervention and timetabling can be amended quickly to meet these:</p> <ul style="list-style-type: none"> - PPG Lead to moderate all PPG pupils' writing and attend phase writing moderation where possible - PPG tracking sheet to better track progress, attainment and interventions for these pupils <p><i>Budget: £1,659</i></p> <p><i>3 x PPM per year x 1 hour (SENDCO, DHT/ PPG Lead, HT, Phase Leader, Teacher x 2)</i></p> <p><i>Termly additional PPG writing moderation (2h per term, DHT/ PPG Lead)</i></p>	<p>DfE: "Diagnostic assessment, using data from internal and external assessments, is important for identifying the specific areas where intervention and support will improve each pupil's academic progress. When identifying challenges, you should draw on a range of data sources, including internal assessments and performance data, discussions with teachers and support staff and engagement with pupils and families." ('Using Pupil Premium: Guidance for School Leaders', p. 6)</p> <p>https://assets.publishing.service.gov.uk/media/65cf69384239310011b7b91f/Using_Pupil_Premium_-_Guidance_for_School_Leaders.pdf</p> <p>('Putting Evidence to Work: A School's Guide to Implementation, Guidance Report, p. 14-19)) https://d2tic4wvo1iusb.cloudfront.net/production/eeef-guidance-reports/implementation/EEF_Implementation_Guidance_Report_2019.pdf?v=1704287009</p> <p>'Leverage Leadership', Paul Bambrick-Santoyo: "Effective leaders, do not pop in and out of classrooms here and there. Rather, top leaders, as mentioned earlier, use their time most efficiently by conducting data-analysis meetings – discussing the results of a teacher's latest interim assessment results with the teacher. However, in order for analysis of assessment results to be effective, the analysis needs to be deep." (Chapter 1, 'Data Driven Instruction')</p>	1, 2						

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

Budgeted cost: £4,401

Activity	Evidence that supports this approach	Challenge(s) addressed	Data for 2024/25		Data for 2025/26		Data for 2026/27	
			Financial	Impact	Financial	Impact	Financial	Impact
<p>Regular targeted reading and phonics intervention: EYFS NELI interventions (no PPG pupils attend for 2024-2025) Y1 Reading and Phonics intervention for lowest 20% of readers or those at risk of not passing Year 1 Phonics Screener 1:1 or small group reading interventions to meet the individual needs of the child/ group and giving them the opportunity to read with and to an adult on a regular basis 1:1 reading conferences YR-Y6 led by teachers/ TAs (2h per term per class) Budget: £4,401 Y1 Phonics Interventions: additional staffing - specially trained TA (2h per week x2 half terms) 1:1 reading interventions led by TAs/ LSAs 1:1 reading conferences YR-Y6 led by teachers/ TAs (2h per term per class)</p>	<p>EEF: “One to one or small group instruction from qualified teachers and reading specialists are among the most effective, but also the most expensive, interventions for struggling readers. The cost may be justified if it makes a substantial difference to pupils at a critical point in their reading development and therefore reduces any later need for further intensive support... Structured interventions delivered by teaching assistants can also have a large positive impact on learner outcomes, equating to four additional months’ progress, on average. Crucially, it’s possible for teaching assistants to have a large positive impact when provided with high quality support and training to deliver structured, targeted support for individuals and small groups.”</p> <p>(‘Improving Literacy in KS2: Summary of Recommendations’, EEF) https://d2tic4wvo1iusb.cloudfront.net/production/eeef-guidance-reports/literacy-ks2/EEF-KS2-lit-2nd-Recommendations-poster.pdf?v=1731917379</p> <p>(‘Improving Literacy in KS2: Guidance Report, EEF’, p. 47) https://d2tic4wvo1iusb.cloudfront.net/production/eeef-guidance-reports/literacy-ks2/EEF-improving-literacy-in-key-stage-2-report-Second-edition.pdf?v=1731917379</p>	1						

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

Budgeted cost: £33, 568

Activity	Evidence that supports this approach	Challenge(s) addressed	Data for 2024/25		Data for 2025/26		Data for 2026/27	
			Financial	Impact	Financial	Impact	Financial	Impact
<p>'PPG Champion' appointed</p> <p>New role created in school to further meet the social, emotional and behavioural needs of PPG pupils and support academic progress;</p> <p>'PPG Champion' employed to support pupils' academic progress in core subjects (through increased engagement and participation, and some one-to-one or small group in class support) and improve behaviour, resilience, self-regulation, emotional literacy and self-esteem.</p> <p><u>Budget</u></p> <p>PPG Champion salary academic year 24/25</p>	<p>EEF: "On average, mentoring appears to have a small positive impact on academic outcomes. The impacts of individual programmes vary. Some studies have found more positive impacts for pupils from disadvantaged backgrounds, and for non-academic outcomes such as attitudes to school, attendance and behaviour. While mentoring is not generally as effective in raising attainment outcomes as small group or one to one tuition*, it is possible to target the approach to pupils from disadvantaged backgrounds and those with particular needs... Some evidence suggests that some pupils from disadvantaged backgrounds show low engagement with or have low expectations of schooling. Mentoring interventions may be more beneficial for these pupils, as the development of trusting relationships with an adult or older peer can provide a different source of support."</p> <p>Mentoring EEF</p> <p>*Where Barnes provides outstanding quality first teaching (QFT), a range of successful 1:1 and small group interventions, the PPG Champion role addresses the particular challenges of behaviour, resilience, self-regulation, emotional literacy, self-esteem and attendance.</p> <p>Ofsted, Education Inspection Framework, Overview of Research: "Caring and supportive teachers, a safe and orderly school environment, with embedded routines and systems, high expectations, opportunities for pupils to become involved in the wider life of the school, and good</p>	1, 2, 3, 4						

	<p>relationships between school and parents appear to be part of a 'community'-oriented climate that can foster academic resilience, in particular among disadvantaged pupils... School climates that are supportive and nurturing, while also promoting discipline and boundaries, and that actively nurture belonging to school and pupil involvement, show widespread benefits... Schochet and others meanwhile found a significant relationship between adolescents' feelings of belonging in school and their mental health."</p> <p>Research for education inspection framework, (p. 39-43)</p>							
<p>A range of attendance strategies are developed:</p> <ul style="list-style-type: none"> - Attendance raised at all parent consultations - Attendance letters sent to parents half-termly for all PPG pupils dropping below 95% - Half termly (except for Autumn 1) EWO meetings with attendance officer (Radka), DHT (and HT) - DfE attendance site and MIS allows us to track attendance, identify trends and intervene quickly to raise attainment - PPG Champion works with families to analyse and overcome challenges behind poor attendance <p>Early morning clubs to get children in before school</p> <p>Wrap around provision and breakfast</p> <p><i>Budget: £223</i></p> <p><i>EWO meetings</i></p>	<p>The government continues to use 2018-19 data to highlight the link between attendance and attainment: "The pupils with the highest attainment at the end of key stage 2 and key stage 4 have higher rates of attendance over the key stage compared to those with the lowest attainment." House of Commons, 'School attendance in England', May 2024; DfE 'Working Together to Improve Attendance', updated August 2024 (p. 8) https://www.gov.uk/government/publications/working-together-to-improve-school-attendance</p> <p>EEF: Evidence Strand 1-6: Supporting School Attendance includes a focus on building a holistic understanding of pupils and families, and diagnosing specific needs; building a culture of community and belonging for pupils; communicating effectively with families and monitoring the impact of approaches. "Knowing and understanding your pupils, their families, their influences, and their specific challenges can help you diagnose some of the underlying causes of absence and more clearly define the problem. It can also help to understand individual barriers to attendance and learning and help choose effective targeted approaches." (EEF, 'Supporting School Attendance', Strand 1) https://educationendowmentfoundation.org.uk/education-evidence/leadership-and-planning/supporting-attendance?search_term=atten</p>	3						

<p><i>Attendance letters</i> <i>(see clubs and wraparound provision budget below)</i></p>								
<p>Free access to extended provision at school, including holiday camps, before and after school clubs, including Teams and Extensions, and heavily subsidised instrumental lessons, trips and visits <i>Budget: £8,669</i> <i>Clubs (including JAG wraparound provision, JAG holiday provision and internal and external run before and after school clubs)</i> <i>Teams and Extensions</i> <i>Music tuition</i> <i>Trips and visits (including residential)</i></p>	<p>Ofsted, Education Inspection Framework, Overview of Research, 2019: “Where knowledge and skills may not be acquired at home, they were developed in the school. Pupils from disadvantaged backgrounds were not provided with an impoverished curriculum, but instead given the tools, not least reading, to access a broad and rich curriculum... International evidence indicates that a focus on only a few measurable outcomes has had some negative consequences for curriculum design. As a result, pupils from disadvantaged backgrounds may be discouraged from taking academic subjects. A report for the Sutton Trust, for example, finds that pupil premium (PP) pupils are less likely to take English Baccalaureate (EBacc) subjects compared with non-PP pupils with similar prior attainment.” [i.e. ensuring a broad and balanced curriculum with access to extra-curricula activities, helps motivation and attainment in core subjects.] Research for education inspection framework, (p. 5-7)</p> <p>Bennett et al. ‘Culture, Class and Distinction’: “Those parents equipped with cultural capital are able to drill their children in the cultural forms that predispose them to perform well in the educational system.” (‘Culture, Class and Distinction’, Bennett et al., 2009, p.13)</p> <p>School Inspection Handbook, Ofsted: “It is the essential knowledge that pupils need to be educated citizens, introducing them to the best that has been thought and said and helping to engender an appreciation of human creativity and achievement.” (https://www.gov.uk/government/publications/school-inspection-handbook-eif/school-inspection-handbook-for-september-2023 p. 255)</p>	<p>1, 2, 3, 4</p>						

	<p>Sutton Trust: “A large proportion of parents involve children in regular extra-curricular activities. However, there is still substantial social inequality. 76% of parents across all social groups involved their children in some form of regular extra-curricular social activity over the last year. Parents with professional or administrative occupations are 15% more likely than those with manual or routine jobs to involve their children in these activities. The ONS Living Costs and Food Survey shows top earners are almost four times more likely than bottom earners to have paid for out of school enrichment classes.” (‘Extra-curricular Inequalities’, Sutton Trust, 2014)</p> <p>Extra-curricular Inequalities - The Sutton Trust</p>							
--	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--	--	--	--	--	--	--

Total budgeted cost 2024/2025: £44,768

Total spent

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This document forms the second three-year strategy in respect of Pupil Premium at Barnes Primary School (Strategy 2). It covers the period 2024/25, 2025/26 and 2026/27 academic years. The plans detailed in Strategy 2 have been informed by the final outcomes under our initial three-year strategy, covering the period 2021/22, 2022/23 and 2023/24. Strategy 2 will be reviewed as soon as possible after the end of each academic year within the three-year period covered. Such review will form the basis of any required changes or additions - together with movement of available funding towards schemes that have delivered the greatest benefit in the previous period - for the following academic year.

Our review of the 2024/25 academic year, together with costed changes to any plans for the 2025/26 year, will be published in December 2025.

