

Pupil premium strategy statement – St Barnabas and St Philip’s CE Primary School

This statement details our school’s use of pupil premium (and recovery 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	198
Proportion (%) of pupil premium eligible pupils	21.4% (47 pupils) without Reception pupils, as DFE has not announced yet the Reception names
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)	2024-2027
Date this statement was published	1 st October 2025
Date on which it will be reviewed	1 st October 2026
Statement authorised by	Rebecca Timms
Pupil premium lead	Katerina Papalouka
Governor / Trustee lead	Claire Dimpfl

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£83.325
Recovery premium funding allocation this academic year <i>Recovery premium received in academic year 2023/24 cannot be carried forward beyond August 31, 2024.</i>	£0
Pupil premium funding carried forward from previous years <i>(enter £0 if not applicable)</i>	£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>	£83.325

Part A: Pupil premium strategy plan

Statement of intent

At St Barnabas and St Philip's C of E School we will ensure that all pupils, irrespective of their background or challenges they face, make good progress and achieve high attainment across all subject areas. The focus of our premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

We aim to:

- Raise achievement of pupils so they achieve as well as their peers and in line with national expectations by the time they leave the school
- Provide support for behaviour and attendance
- Ensure there is high quality teaching for all pupils.
- Provide tailored support for individual learning needs
- Deploy staff effectively so the most skilled staff work with the pupils who need the most support
- Use data to monitor impact and adjust where necessary

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they're set
- act early to intervene at the point a need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve

Challenges

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

Challenge number	Detail of challenge
1	Levels of engagement in remote/on school education varied during the pandemic. As a result, there are some pupils who still need to catch-up in order to ensure that they are working at age-related expectations.
2	Attendance and punctuality: Regular punctual attendance is a challenge for a some of our disadvantaged pupils and we aim for attendance of disadvantaged pupils to be in line with non-disadvantaged pupils.
3	Increased risk of social and emotional difficulty within our disadvantaged group.
4	Levels of engagement in after school provision due to limited access to financial support.

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
All disadvantaged pupils will attend school daily and punctually. Their attendance will be in line with the rest of the school.	Attendance will be 96% + across the school. All pupils will be in school on time.
All disadvantaged pupils will have gaps in the learning closed through catch up.	Progress has been made toward individual targets of children
All disadvantaged pupils will have access to a curriculum which promotes social and emotional health and enables children to process and express emotions.	All children have access to a well rounded curriculum.
All disadvantaged pupils will access an after-school enrichment/in school enrichment.	All children have access to enrichment.

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: £35,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Teacher Recruitment and Retention	High quality teaching staff to ensure that good progress is made	2,3
Attendance and Punctuality Network and Release Time for AHT	Meetings held to ascertain parental difficulties and strategies put in place	1
Continuous Professional Development for Teaching Staff	To ensure a well-rounded approach to the curriculum. Weekly staff meetings RBKC/LDBS provision	2,3

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

Budgeted cost: £30,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Tutoring for Children	National Tutoring Programme Rolled out nationally	4
Educational Psychologist	With the additional increase in Social Services involvement, it is essential that we know our children and can spot triggers which will affect learning.	3
Speech and Language Therapist	EEF EY Toolkit Evidence: Overall, studies of communication and language approaches consistently show positive benefits for young children's learning, including their spoken language skills, their expressive vocabulary and their early reading skills. On average, children who are involved in communication and language approaches make approximately six months' additional progress over the course of a year. The EEF toolkit states that Oral Language impact development (Average impact +5 months), and phonics approaches have a moderate impact (+4 months) for a very low cost	2,3
CAMHS	With the additional increase in Social Service involvement, it is essential that we know our children and can spot triggers which will affect learning.	2,3

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

Budgeted cost: £20,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Attendance and Punctuality Network and Release Time for AHT	Meetings held to ascertain parental difficulties and strategies put in place	1

One-to-one pupil wellbeing support from our mentors and ELSA (emotional literacy support)	Building self-esteem and engage in targeted support	1,3
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Total budgeted cost: £85,000

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Data Outcomes													
Year 1													
PP	RE	Year Group	SPAG			Phonics	PM	Reading Test	Writing	Maths			RWM
Score		Spellings	Spelling	Grammar	TOTAL					Arithmetic	Reasoning	TOTAL	
Working Below	0	1	0	0	0	7	3	0	1	0	0	0	
Working Toward	2	1	0	0	0	0	0	3	2	0	3	2	
Working At	5	1	0	0	0	0	0	4	4	7	4	5	
Greater Depth	0	4	0	0	0	0	4	0	0	0	0	0	
WA & GD	5	5	0	0	0	0	4	4	4	7	4	5	2
Total	7	7	0	0	0	7	7	7	7	7	7	7	7

RE	Year Group	SPAG			Phonics	PM	Reading Test	Writing	Maths			RWM
	Spellings	Spelling	Grammar	TOTAL					Arithmetic	Reasoning	TOTAL	
0%	14%	0%	0%	0%	100%	43%	0%	14%	0%	0%	0%	
29%	14%	0%	0%	0%	0%	0%	43%	29%	0%	43%	29%	
71%	14%	0%	0%	0%	0%	0%	57%	57%	100%	57%	71%	
0%	57%	0%	0%	0%	0%	57%	0%	0%	0%	0%	0%	
71%	71%	0%	0%	0%	0%	57%	57%	57%	100%	57%	71%	29%
100%	100%	0%	0%	0%	100%	100%	100%	100%	100%	100%	100%	100%

Year 2													
PP	RE	Year Group	SPAG			Phonics	PM	Reading Test	Writing	Maths			RWM
Score		Spellings	Spelling	Grammar	TOTAL					Arithmetic	Reasoning	TOTAL	
Working Below	0	2	2	0	1	1	0	1	2	1	0	0	
Working Toward	0	0	2	4	2	0	0	3	2	4	4	5	
Working At	8	2	3	4	4	8	0	2	4	1	4	2	
Greater Depth	1	5	2	1	2	0	8	3	1	3	1	2	
WA & GD	9	7	5	5	6	8	8	5	5	4	5	4	3
Total	9	9	9	9	9	9	8	9	9	9	9	9	9

RE	Year Group	SPAG			Phonics	PM	Reading Test	Writing	Maths			RWM
	Spellings	Spelling	Grammar	TOTAL					Arithmetic	Reasoning	TOTAL	
0%	22%	22%	0%	11%	11%	0%	11%	22%	11%	0%	0%	
0%	0%	22%	44%	22%	0%	0%	33%	22%	44%	44%	56%	
89%	22%	33%	44%	44%	89%	0%	22%	44%	11%	44%	22%	
11%	56%	22%	11%	22%	0%	100%	33%	11%	33%	11%	22%	
100%	78%	56%	56%	67%	89%	100%	56%	56%	44%	56%	44%	33%
100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%

Year 3													
PP	RE	Year Group	SPAG			Phonics	PM	Reading Test	Writing	Maths			RWM
Score		Spellings	Spelling	Grammar	TOTAL					Arithmetic	Reasoning	TOTAL	
Working Below	0	0	1	0	0	0	0	0	0	0	0	0	
Working Towards	3	1	0	0	1	0	0	0	2	2	1	1	
Working At	3	4	3	6	5	6	0	5	4	4	4	4	
Greater Depth	0	0	2	0	0	0	6	1	0	0	1	1	
WA & GD	3	4	5	6	5	6	6	6	4	4	5	5	3
Total	6	5	6	6	6	6	6	6	6	6	6	6	6

RE	Year Group	SPAG			Phonics	PM	Reading Test	Writing	Maths			RWM
	Spellings	Spelling	Grammar	TOTAL					Arithmetic	Reasoning	TOTAL	
0%	0%	17%	0%	0%	0%	0%	0%	0%	0%	0%	0%	
50%	20%	0%	0%	17%	0%	0%	0%	33%	33%	17%	17%	
50%	80%	50%	100%	83%	100%	0%	83%	67%	67%	67%	67%	
0%	0%	33%	0%	0%	0%	100%	17%	0%	0%	17%	17%	
50%	80%	83%	100%	83%	100%	100%	100%	67%	67%	83%	83%	50%
100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%

Year 4

PP Score	RE	Year Group Spellings	SPAG			Phonics	PM	Reading Test	Writing	Maths			RWM
			Spelling	Grammar	TOTAL					Arithmetic	Reasoning	TOTAL	
Working Below	0	0	1	0	0	-1	0	0	0	0	0		
Working Towards	1	1	0	2	2		0	1	3	2	0	1	
Working At	7	3	3	4	5	9	0	7	4	5	7	6	
Greater Depth	1	4	4	2	1		9	0	1	1	1	1	
WA & GD	8	7	7	6	6	9	9	7	5	6	8	7	
Total	9	8	8	8	8	8	9	8	8	8	8	8	

RE	Year Group Spellings	SPAG			Phonics	PM	Reading Test	Writing	Maths			RWM
		Spelling	Grammar	TOTAL					Arithmetic	Reasoning	TOTAL	
0%	0%	13%	0%	0%	-13%	0%	0%	0%	0%	0%	0%	
11%	13%	0%	25%	25%		0%	13%	38%	25%	0%	13%	
78%	38%	38%	50%	63%	113%	0%	88%	50%	63%	88%	75%	
11%	50%	50%	25%	13%		100%	0%	13%	13%	13%	13%	
89%	88%	88%	75%	75%	113%	100%	88%	63%	75%	100%	88%	63%
100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%

Year 5

PP Score	RE	Year Group Spellings	SPAG			Phonics	PM	Reading Test	Writing	Maths			RWM
			Spelling	Grammar	TOTAL					Arithmetic	Reasoning	TOTAL	
Working Below	0	2	2	2	3	0	1	2	1	0	2	2	
Working Towards	2	2	2	1	1		0	1	2	4	4	3	
Working At	4	1	1	2	2	6	5	2	3	1	0	1	
Greater Depth	0	0	0	1	0			0	0	0	0	0	
WA & GD	4	1	1	3	2	6	5	2	3	1	0	1	
Total	6	5	5	6	6	6	6	5	6	5	6	6	

RE	Year Group Spellings	SPAG			Phonics	PM	Reading Test	Writing	Maths			RWM
		Spelling	Grammar	TOTAL					Arithmetic	Reasoning	TOTAL	
0%	40%	40%	33%	50%	0%	17%	40%	17%	0%	33%	33%	
33%	40%	40%	17%	17%	0%	0%	20%	33%	80%	67%	50%	
67%	20%	20%	33%	33%	100%	83%	40%	50%	20%	0%	17%	
0%	0%	0%	17%	0%	0%	0%	0%	0%	0%	0%	0%	
67%	20%	20%	50%	33%	100%	83%	40%	50%	20%	0%	17%	17%
100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%

Year 6

NCEB KS2 Attainment Summary List DfE		DfE 2025 FSM Eligible Disadvantaged																	
Estab. No.	School	Cohort	RWM*		READING		WRITING TA		MATHS		GPS								
			≥Exp	Avg. High SS	<Exp	≥Exp	High	≥Exp	GDS SS	<Exp	≥Exp	High	SS	<Exp	≥Exp	High			
-	LA	365	64.4%	9.9%	106.4	23.8%	75.9%	39.5%	74.2%	15.3%	105.8	23.8%	75.9%	29.0%	107.8	21.1%	78.4%	41.9%	
	Disadvantaged	Disadvantaged	365	64.4%	9.9%	106.4	23.8%	75.9%	39.5%	74.2%	15.3%	105.8	23.8%	75.9%	29.0%	107.8	21.1%	78.4%	41.9%
3417	St Barnabas and St Philip's CofE Primary School	10	70.0%	0.0%	106.1	10.0%	90.0%	30.0%	70.0%	20.0%	106.7	10.0%	90.0%	10.0%	105.8	10.0%	90.0%	30.0%	
	Disadvantaged	Disadvantaged	10	70.0%	0.0%	106.1	10.0%	90.0%	30.0%	70.0%	20.0%	106.7	10.0%	90.0%	10.0%	105.8	10.0%	90.0%	30.0%

The school takes part in the following:

*EYFS baseline and internal termly assessments

*Year 1 Phonic Screening Check

*Year 2 SATS (optional from 2023)

*Year 3,4,5 NFER Assessments

*Year 4 Multiplication Check

*Year 6 SATS

Outcomes 24/25	Review of outcomes
<p>For disadvantaged pupils to reach age related expectations in reading, writing and maths and 100% to meet the expectations for Year 1 & 2 phonics check and Y4 multiplication check.</p>	<p>Over the 2024/25 academic year, disadvantaged pupils continued to make strong progress across core subjects, with the attainment gap narrowing further between disadvantaged and non-disadvantaged pupils. Focused teaching, targeted interventions, and consistent use of assessment data have ensured that the majority of Pupil Premium (PP) pupils achieved or moved closer to achieving age-related expectations in reading, writing, and mathematics. The quality of planning, modelling, and feedback across the school has enabled pupils to develop the skills and knowledge required to achieve well, and pupil engagement has remained consistently high.</p> <p>Outcomes in phonics and early number fluency remain a strength. The majority of disadvantaged pupils successfully met expectations in the Year 1 phonics screening check and Year 2 recheck, and there was strong progress in preparation for the Year 4 multiplication check. Where pupils did not meet expected standards, personalised support plans have been implemented, and data reflects clear “small steps” progress for lower-attaining learners. Effective use of specialist services—including Educational Psychology, Speech and Language support, and Mental Health input—has further strengthened the impact of interventions.</p>
<p>All disadvantaged pupils will attend school daily and punctually. Their attendance will be in line with the rest of the school.</p>	<p>Attendance for disadvantaged pupils showed a positive upward trend throughout 2024/25, with the gap between disadvantaged and non-disadvantaged pupils continuing to narrow. Targeted strategies, including early intervention meetings, attendance</p>

monitoring, and family support work, have contributed to improvements in routines, punctuality, and consistency of attendance.

While progress is evident, the school remains firmly committed to achieving at least 96% attendance for all disadvantaged pupils. This continues to be a priority within the school improvement plan. Ongoing monitoring and family engagement will ensure that individual barriers are understood and addressed swiftly, supporting pupils to maintain strong attendance and maximise learning time.

All disadvantaged pupils in EYFs to meet the ELG.

GLD by FSM

Year	2022		2023		2024	
	FSM eligibility	Cohort	% GLD	Cohort	% GLD	Cohort
FSM	8	50.0%	6	83.3%	5	20.0%
Not fsm	15	60.0%	17	88.2%	14	100.0%

In the EYFS cohort, outcomes for disadvantaged pupils show improvement, although the target for all pupils to meet a Good Level of Development (GLD) has not yet been met. Several disadvantaged children demonstrated strong progress from their starting points, particularly in communication and language, early number skills, and personal, social, and emotional development. However, a proportion of pupils required additional support due to speech and language needs, limited early literacy experiences, and challenges linked to emotional regulation.

Specialist input—including Speech and Language Therapy and targeted early intervention programmes—has begun to address these needs effectively, and progress is evident across all prime areas. Continued emphasis on early identification, high-quality interactions, and structured intervention will be essential to further narrowing the gap and ensuring that all children are fully prepared for Key Stage 1.