

## Pupil premium strategy statement

This statement details our school's use of pupil 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 effect that last year's spending of pupil premium had within our school.

### School overview

Detail	Data
School name	Barrowcliff School
Number of pupils in school	220
Proportion (%) of pupil premium eligible pupils	58.6%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2025/2026 – 2027/2028
Date this statement was published	September 2025
Date on which it was last reviewed	-
Statement authorised by	Governing Body
Pupil premium lead	Mark Rogers
Governor lead	Lisa Ponter

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£207,300
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b>	<b>£207,300</b>

## Part A: Pupil premium strategy plan

### Statement of intent

Our school serves a community in one of the most deprived areas of North Yorkshire, where many children face significant socio-economic challenges and have limited access to enriching experiences outside school. We are committed to ensuring that every child, regardless of background, has the opportunity to thrive academically, socially, and emotionally.

The Pupil Premium funding is used strategically to:

- Raise attainment and close gaps for disadvantaged pupils by providing high-quality teaching and targeted support.
- Broaden horizons and enrich experiences for children who may have limited opportunities due to deprivation.
- Support the well-being and readiness to learn of pupils who face barriers beyond the classroom.

### Challenges

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

Challenge number	Detail of challenge
1	<b>Deprivation</b> – many pupils start school with lower literacy, numeracy, language, communication, social skills, and have restricted cultural and social experiences due to deprivation levels in the community.
2	<b>Emotional wellbeing</b> – adverse childhood experiences, high levels of anxiety and low resilience impact readiness to learn.
3	<b>Attendance &amp; Punctuality</b> – some disadvantaged pupils struggle with consistent attendance. Higher rates of absenteeism due to family issues, health problems, or lack of motivation.
4	<b>Parental Engagement</b> - socio-economic pressures can limit parental involvement in learning from a very early age. Some pupils have less parental support for homework or school activities.

### 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 attainment and achievement in core subjects	Disadvantaged pupils are in line with or above their estimated progress measures in key areas Academic success and progress leads to those disadvantaged children improving their self-esteem and builds resilience.
Increased engagement around opportunities in school	All pupils access trips and residential. The majority of our disadvantaged pupils can access extra-curricular activities on a regular basis.

	<p>Emotional wellbeing is improved as friendships are strengthened and opportunities to thrive in 'non-academic' environments and activities are embedded.</p> <p>Increased numbers of parents attend key school events (parent evenings, parent information sessions, stay and play and enrichment activities).</p>
Improved attendance and punctuality	<p>Attendance for disadvantaged pupils is in line with disadvantaged pupils of similar schools and closer to their non-disadvantaged peers in school.</p> <p>Children's emotional wellbeing improves as they build stronger relationships with peers and staff members, and because routines are embedded.</p>
Enhanced wellbeing and readiness to learn	<p>Disadvantaged pupils demonstrate improved resilience, emotional regulation, and engagement.</p>

## Activity in this academic year

This details how we intend to spend our pupil premium **this academic year** to address the challenges listed above.

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

Activity	Evidence that supports this approach	Budgeted Cost	Challenge Nos. Addressed
Full-time teaching assistant for every class (including targeted support for pupils with ACEs)	EEF: Trained TAs delivering structured interventions can add around +4 months of progress. Impact is strongest when TAs are well-trained and deliver evidence-based programs. EEF guidance recommends using TAs for structured interventions and providing training to maximize impact. TAs also support pupils with ACEs and emotional needs by implementing social and emotional learning strategies, which EEF evidence suggests can improve outcomes by +3 months. TA's support a small but significant number of children with a bespoke entry to school. This supports the children to have an effective start to the day as well as effective communication with parents. There is evidence that this is supporting those children to improve attendance.	£194,600	1, 2, 3, 4

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

Activity	Evidence that supports this approach	Budgeted Cost	Challenge Nos. Addressed
Magic Breakfast for all pupils	EEF: Breakfast provision improves concentration and readiness to learn.	£1,250	1, 2, 3
Nurture breakfast club for vulnerable pupils	EEF: Social and emotional learning interventions improve outcomes.	£3,500	1, 2, 3, 4

Wraparound care for looked-after children and disadvantaged children at risk of significant harm	DfE guidance: Stability and extended care support well-being.	£2,000	1, 2, 3, 4
Residential trip subsidy	EEF: Arts and cultural enrichment linked to improved engagement and attainment.	£4,000	1, 2
'Wonder Days' & curriculum enrichment	EEF: Enrichment activities improve engagement and cultural capital. Parental engagement improves through information sharing sessions, parent training sessions (e.g. phonics, maths, reading) and enrichment sessions (Stay & Play, crafts, shared story sessions).	£3,000	1, 2, 3, 4

## 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.

Speech and Language provision continued to support children's progress. The impact of this can be seen in the Y1 Phonics Screening Check, where 82% of our children achieved the standard, with a greater average score than previous years. GLD at the end of EYFS also increased from the previous year, despite a number of children with significant SEMH needs.

Our PP funding is used to employ TA staff to support children not only academically, but pastorally and with their SEMH needs. For some of our PP children, that key relationship supports a strong start to the day and additional support in the class, enabling them to thrive. Those same staff support the children on the playground, at lunchtime. The impact of this is that behaviour in general has been good. Detentions have reduced as have suspensions across the year.

There was an increase in the number of PP children who accessed extra-curricular clubs across the year, including the residential visit in February. By allocating funding to support our Wonder Days, all PP are able to attend, without the associated costs being passed to home. These opportunities link up the social and academic part of school. They link to our Humanities curriculum, but also provide children with a memorable experience, shared with their peers.

### 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
N/A	