Pupil Premium Strategy Statement
Barcroft Academy

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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	453
Proportion (%) of pupil premium eligible pupils	45%
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)**	2026-2027 2027-2028 2028-2029
Date this statement was published	October 2026
Date on which it will be reviewed	September 2027
Statement authorised by	Gillian Locke -Headteacher
Pupil premium lead	Gillian Locke –Headteacher Matt Bond - DHT
Governor / Trustee lead	Rebekah Fuller – Chair of Governors

Funding Overview

Detail	Amount
Pupil premium funding allocation this academic year	£289,340
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*	£289,340

Part A: Pupil Premium Strategy Plan

Statement of Intent

At Barcroft Academy, our ambition is that every pupil succeeds, regardless of background, circumstance or starting point.

Our academy motto, **'Unlocking Potential Today for a Brighter Tomorrow,'** reflects our commitment to ensuring that disadvantage is never a barrier to achievement, aspiration or opportunity.

We recognise that disadvantage can affect pupils in different ways. There is no single profile of a disadvantaged pupil and eligibility for Pupil Premium does not, in itself, indicate low attainment. Our strategy therefore begins with careful identification of the individual and collective barriers experienced by our pupils.

We maintain high expectations for all pupils. Disadvantage does not lower our expectations; it determines where we remove barriers and invest additional support.

Our strategy prioritises:

- consistently high-quality teaching and effective assessment;
- improving outcomes in reading, writing and mathematics, with a particular focus on writing;
- early language, vocabulary, communication and oracy;
- early identification and targeted academic intervention;
- improved attendance and reduced persistent absence;
- effective provision for pupils experiencing multiple barriers, including disadvantaged pupils with SEND;
- social, emotional and pastoral support where this affects readiness to learn;
- equitable access to enrichment, leadership and wider experiences.
-

Our approach is embedded within the wider Academy Development Plan rather than operating as a separate initiative.

The strategy follows the EEF's tiered approach of high-quality teaching, targeted academic support and wider strategies, with high-quality teaching remaining our first priority.

Challenges

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

Through analysis of attainment and progress information, attendance data, SEND information, pupil and family needs, observations and discussions with staff, pupils and families, we have identified the following key challenges.

Challenge number	Detail of challenge
1. Attainment and progress	Assessment and historic outcomes indicate that some disadvantaged pupils have gaps in reading, writing and mathematics. This is evident on entry into our school in Nursery and Reception. The areas of greatest need are identified as C&L, PSED and Literacy. It is apparent that the knowledge and use of vocabulary by disadvantaged pupils is not as advanced. This is evident from our baseline data and from both oral and written work. Writing is a particular academy priority, including transcription, sentence construction, vocabulary and composition.
2. Language, vocabulary and communication	Some disadvantaged pupils have weaker language, vocabulary and communication skills which can affect access to learning across the curriculum. Assessment data shows that early reading (including phonics) in EYFS and KS1. Reading is not as developed for disadvantaged pupils across KS2. Some pupils also have EAL and/or identified speech, language and communication needs; these needs require careful identification rather than assuming EAL constitutes SEND.
3. Attendance and persistent absence	Attendance remains a significant barrier for a proportion of disadvantaged pupils. Some pupils experience complex or overlapping barriers that contribute disproportionately to absence and persistent absence.
4. Inclusion, SEND and readiness to learn	A proportion of disadvantaged pupils experience additional barriers including SEND, SEMH needs, EBSA, sensory or communication needs and/or challenging family circumstances. These can affect attendance, engagement, independence and access to learning.
5. Opportunity, aspiration and cultural capital	Socio-economic disadvantage can limit access to enrichment, extracurricular opportunities and wider experiences. We want disadvantaged pupils to have equitable access to experiences that build confidence, aspiration, knowledge, leadership and belonging.

A Key Principle

We will particularly monitor pupils experiencing multiple disadvantage, including:

PP + SEND
PP + EAL
PP + persistent absence
PP + safeguarding/pastoral vulnerability

This enables leaders to understand pupils' barriers more precisely rather than treating disadvantaged pupils as a single homogeneous groups.

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
Improve attainment in reading and writing	Disadvantaged pupils make strong progress from their starting points; the proportion achieving ARE increases; gaps with non-disadvantaged pupils reduce; the disadvantaged writing gap continues to narrow. At least 80% of disadvantaged pupils achieve ARE in KS2 reading and writing. Build on 2026 outcomes of 70.6% in both subjects. Sustain attainment gaps of percentage points (pp) or less compared with all pupils and improve greater depth outcomes. Increase disadvantaged Year 1 phonics attainment from 71.4% to at least 85%. Reduce the attainment gap from 11.2pp to 5pp or less through consistent RWI teaching and rapid keep-up support.
Improve mathematics attainment	Disadvantaged pupils demonstrate improved fluency, reasoning and attainment, with gaps identified and addressed rapidly through responsive teaching. Increase disadvantaged KS2 mathematics attainment from 64.7% to at least 80%. Reduce the attainment gap from 7pp to 5pp or less. Improve fluency, reasoning and greater depth outcomes.
Strengthen language and communication	Identified pupils demonstrate improvements in vocabulary, oral language and sentence construction, enabling greater access to the curriculum. At least 80% of disadvantaged pupils receiving targeted language support meet individual intervention targets. Improvements evident in vocabulary, oral language, comprehension and sentence construction.
Improve attendance	PP attendance improves; PP persistent absence reduces; attendance gaps narrow; targeted attendance intervention demonstrates measurable impact for identified pupils. Improve disadvantaged attendance towards 96% or above. Reduce persistent absence year-on-year and narrow the attendance gap to 2pp or less. Targeted interventions demonstrate measurable impact.
Improve inclusion and engagement	PP pupils with SEND/additional needs access ambitious learning successfully and demonstrate improved engagement and independence.

	At least 85% of disadvantaged pupils receiving additional support meet or make substantial progress towards individual targets. Improved engagement, independence, confidence and access to ambitious learning.
Ensure equitable wider opportunities	Disadvantaged pupils participate fully in trips, residentials, clubs, sport, music, leadership and other enrichment opportunities. At least 95% of disadvantaged pupils participate in enrichment opportunities annually. 100% are offered access to curriculum visits and residentials, with financial barriers addressed wherever possible.

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: £59,440

Activity	Evidence that supports this approach	Challenge number(s) addressed
Strengthen the teaching of writing, including transcription, sentence construction, composition and vocabulary.	High-quality teaching and explicit instruction are essential to improving outcomes for disadvantaged pupils. Barcroft's assessment information identifies writing as a significant priority. ***PP funding: English Leader release time, writing CPD, Colourful Semantics resources, Letter-Join subscription, moderation and coaching. £8450*** EEF – Improving Literacy in KS2	**1, 2, 4**
Maintain rigorous implementation of RWI phonics and early reading, with rapid keep-up support.	Systematic synthetic phonics has a strong evidence base, particularly for disadvantaged pupils. Barcroft's improving phonics outcomes demonstrate the importance of maintaining consistent practice and timely support**.** ***PP funding: RWI training, Reading Leader non-contact time, phonics resources, assessment materials and staff coaching. £6810*** EEF – Phonics	**1, 2**

Strengthen reading fluency, comprehension and vocabulary across the academy.	EEF literacy guidance supports explicit comprehension teaching, vocabulary development and fluent reading. These approaches are particularly important for disadvantaged pupils who may have gaps in language knowledge and reading experience. ***PP funding: Reading CPD, high-quality texts, reading fluency resources, comprehension materials and subject leader monitoring time. £3530*** EEF – Improving Literacy in KS2	**1, 2**
Strengthen mathematical fluency, reasoning and responsive teaching.	EEF guidance highlights the importance of explicit teaching, mathematical representations, assessment and developing fluency. Barcroft's assessment information identifies the need to strengthen mathematical knowledge and reasoning. ***PP funding: Mathematics Leader release time, professional development, mathematical manipulatives, reasoning resources and monitoring activities. £4900*** EEF – Improving Mathematics in KS2 and KS3	**1**
Develop oracy and explicit vocabulary instruction across subjects.	Oral language interventions are associated with improved learning outcomes, particularly when embedded within everyday teaching. Barcroft's high proportion of pupils with EAL and communication needs makes this a key priority. ***PP funding: WellComm resources and assessments, speech and language support staffing, Makaton training, Talking Tins, vocabulary resources and staff CPD. £7150*** EEF – Oral Language Interventions	**1, 2**
Strengthen adaptive teaching for SEND and other additional needs.	EEF SEND guidance highlights the importance of high-quality teaching, scaffolding and explicit instruction. Barcroft's inclusion priorities emphasise independence and ambitious expectations for all pupils. ***PP funding: SENDCo-led CPD, specialist advice, sensory and visual resources, staff training and opportunities to share effective practice from the Willows Provision. £5400*** EEF – SEND in Mainstream Schools	**1, 2, 4**
Develop staff expertise in identifying and supporting social, emotional and mental health needs, including	EEF evidence supports the explicit teaching of social and emotional skills and their integration into classroom practice. Barcroft's pastoral provision helps pupils develop emotional	**2,3,4**

training in Boxall Profiling, ELSA approaches, emotional regulation and LEGO-based social skills interventions.	regulation, positive relationships and readiness to learn. ***PP funding: ELSA training and supervision, Boxall Profiles, pastoral CPD, nurture and sensory resources, and relevant Learning Mentor and Pastoral Leader training. £7150*** EEF – Social and Emotional Learning	
Strengthen assessment and Pupil Progress Meetings to identify PP gaps quickly.	Standardised assessments provide reliable information about pupils' attainment when used alongside teacher assessment. Regular analysis enables early identification of disadvantaged pupils at risk of falling behind. ***PP funding: NTS assessment packages, assessment training, Deputy Headteacher and phase leader release time, moderation and Pupil Progress Meetings. £6450*** EEF – Using Evidence	**1, 2, 4**
Develop high-quality teaching through coaching, professional development and subject leadership. Provide protected release time for English, mathematics, phonics and phase leaders to undertake coaching, monitoring and curriculum development. Use Trust CPD, peer observations and instructional feedback.	EEF guidance identifies sustained professional development, feedback, goal-setting and opportunities to practise as important mechanisms for improving teaching. ***PP funding: Subject leader release time, Trust CPD, instructional coaching, professional development resources and targeted support for new and less-experienced teachers. £6450*** EEF – Effective Professional Development	
Develop effective teaching assistant deployment and expertise. Provide training in scaffolding, questioning, feedback, phonics, language development and promoting independence. Ensure teaching assistants supplement rather than replace high-quality teacher instruction.	EEF guidance emphasises effective teaching assistant deployment, structured interventions and professional development. This supports Barcroft's independence-first approach and improves access to learning for disadvantaged pupils with additional needs. ***PP funding: Teaching assistant CPD, phonics and speech and language training, scaffolding resources, intervention training and opportunities for joint teacher–TA planning. £3150*** EEF – Making Best Use of Teaching Assistants	

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

Budgeted cost: £155,200

Activity	Evidence that supports this approach	Challenge number(s) addressed
Targeted RWI phonics keep-up and catch-up. Provide additional daily or frequent phonics sessions for disadvantaged pupils who are not keeping pace with the RWI programme. Use regular assessment to identify gaps, regroup pupils and deliver rapid keep-up teaching in EYFS and KS1, extending into KS2 where required.	Systematic phonics approaches have a strong evidence base, particularly for disadvantaged pupils. Frequent, structured additional teaching can help prevent gaps from widening. ***PP funding: Additional teacher/TA intervention hours, phonics resources, RWI assessment materials and targeted small-group teaching. £21,900*** EEF – Phonics.	1, 2
Targeted reading fluency and comprehension intervention. Deliver structured small-group and individual support for pupils with identified gaps in decoding, reading fluency, vocabulary and comprehension. Use NTS assessments, reading assessments and teacher observations to identify pupils and monitor progress.	EEF evidence supports targeted small-group tuition and explicit reading comprehension strategies. Interventions are most effective when closely matched to identified gaps and classroom teaching. ***PP funding: Teacher/TA intervention time, reading fluency resources, targeted reading materials and, where appropriate, Lexia licences. £22,650*** EEF – Reading Comprehension Strategies.	1, 2
Teacher-led writing intervention. Provide targeted small-group teaching for pupils working below age-related expectations, particularly in KS2. Focus on handwriting, spelling, sentence construction, punctuation, grammar and composition. Use Colourful Semantics and structured modelling where appropriate. Prioritise disadvantaged	Barcroft's previous KS2 outcomes identify writing as a significant priority. EEF evidence supports explicit instruction and small-group tuition when teaching is carefully matched to pupils' needs. ***PP funding: Additional teacher release/teaching hours, small-group writing provision, writing resources and intervention assessment materials. £22,650*** EEF – Small Group Tuition.	1, 2, 4

pupils with significant gaps in writing attainment.		
Targeted mathematics intervention, including fluency, arithmetic and reasoning. Provide teacher-led and trained TA-led small-group support for pupils with identified gaps in number knowledge, calculation, multiplication facts and mathematical reasoning. Include pre-teaching, overlearning and targeted gap tasks linked to classroom learning.	EEF evidence supports targeted tuition, explicit instruction and the use of representations to address mathematical misconceptions. Regular assessment ensures interventions address specific barriers. ***PP funding: Teacher/TA intervention hours, mathematical manipulatives, arithmetic resources and targeted online intervention resources £22,650*** EEF – Improving Mathematics in KS2 and KS3.	3, 4
Colourful Semantics and structured language intervention. Deliver targeted sessions for pupils experiencing difficulties with sentence construction, vocabulary, expressive language and grammatical understanding. Integrate Colourful Semantics into writing intervention and targeted language groups, with particular consideration for pupils with SEND and EAL where assessment identifies a need.	Oral language interventions can improve communication, vocabulary and understanding. Structured approaches to sentence construction support pupils who struggle to organise and express ideas verbally and in writing. ***PP funding: Trained TA intervention time, Colourful Semantics resources, visual supports and language intervention materials. £7,250*** EEF – Oral Language Interventions.	1, 2, 4
WellComm and targeted speech and language provision. Use WellComm screening and other appropriate assessments to identify pupils requiring additional support. Deliver structured speech and language programmes in EYFS and KS1, including targeted vocabulary, listening, attention and communication activities. Access specialist speech and language advice where required.	Early language difficulties can create significant barriers to learning. EEF evidence indicates that oral language interventions can positively influence language development and attainment. ***PP funding: WellComm intervention staffing, speech and language specialist support or service-level agreement, language resources and structured communication programmes, including Early Talk Boost where appropriate. £12,400*** EEF – Oral Language Interventions.	1, 4

Targeted Year 6 teaching and intervention informed by assessment. Provide additional teacher-led teaching groups in reading, writing, grammar, punctuation, spelling and mathematics. Use NTS assessments, question-level analysis, teacher assessment and bespoke tracking to identify precise gaps and organise responsive teaching.	EEF evidence supports small-group tuition that is targeted, time-limited and closely linked to classroom teaching. Barcroft's established Year 6 assessment and intervention systems enable teaching to respond directly to identified gaps. ***PP funding: Additional teaching capacity, teacher-led booster groups, targeted revision resources and intervention delivery time. £30,650*** EEF – Small Group Tuition.	2, 3, 4
Pre-teaching, vocabulary development and curriculum catch-up. Provide targeted pre-teaching and structured vocabulary support for pupils who require additional preparation to access classroom learning. Prioritise essential subject vocabulary, key concepts and opportunities for rehearsal and retrieval. Support disadvantaged pupils with language barriers, including EAL pupils where assessment identifies additional need.	Explicit vocabulary instruction and oral language approaches support pupils' understanding of curriculum content. Pre-teaching may help pupils access lessons more confidently when carefully linked to classroom instruction. ***PP funding: TA-led intervention sessions, vocabulary resources, visual materials, pre-teaching resources and structured retrieval activities. £5,350*** EEF – Oral Language Interventions.	1, 2, 4
Targeted SEND intervention and access to learning. Provide structured small-group or individual support for disadvantaged pupils with identified additional needs, including attention, communication, cognition and learning. Use approaches such as Attention Autism, visual workstations, sensory regulation activities and structured teaching within the Willows Provision and mainstream classrooms.	High-quality teaching, explicit instruction, scaffolding and targeted interventions. Support should be matched to individual barriers and evaluated for impact, with a focus on developing independence. ***PP funding: Additional trained intervention staffing, specialist resources, communication materials and targeted structured learning programmes. £9,700*** EEF – SEND in Mainstream Schools.	1, 2, 4

All targeted interventions will have clear entry criteria, intended outcomes, review points and exit criteria. Pupil Premium eligibility alone will not determine intervention.

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

Budgeted cost: £74,800

Activity	Evidence that supports this approach	Challenge number(s) addressed
Strategic attendance monitoring and early intervention. Strengthen daily attendance monitoring, first-day absence response, persistent absence tracking and regular analysis of disadvantaged pupils' attendance. Use Arbor dashboards, weekly attendance reviews, individual attendance plans and timely communication with families. Maintain a whole-academy attendance target of at least 96%, with a particular focus on reducing the disadvantaged attendance gap.	Regular monitoring and early intervention help identify patterns of absence and prevent pupils becoming persistently absent. Barcroft's historical data demonstrates that disadvantaged pupils have significantly lower attendance than their peers, making this a key improvement priority. DfE Working Together to Improve School Attendance guidance emphasises a supportive, data-informed approach. ***PP funding: Attendance Lead and administrative staffing contributions, monitoring and analysis time, attendance communication resources and targeted attendance initiatives. £6,780*** DfE – Working Together to Improve School Attendance.	3, 4
MAT Attendance Officer, family meetings, home visits and individual attendance support. Work collaboratively with the MAT Attendance Officer, Pastoral Assistant Headteacher and Learning Mentor to identify and address barriers to attendance. Provide family meetings, home visits, early help referrals and individual attendance support plans for pupils at risk of persistent or severe absence.	DfE attendance guidance recognises the importance of understanding individual barriers and working collaboratively with families and external agencies. Targeted support is particularly important for disadvantaged pupils experiencing complex challenges. ***PP funding: Contribution to MAT Attendance Officer support, pastoral staff release time, family meetings, home visits and targeted attendance casework. £5,600*** DfE – Working Together to Improve School Attendance.	3, 4
Emotionally Based School Avoidance (EBSA) support and individualised reintegration. Provide early identification and targeted support for pupils experiencing emotional	Emotionally based barriers to attendance require individualised, supportive responses. DfE attendance guidance promotes understanding the causes of absence and coordinating support with families and relevant professionals.	**3, 4**

barriers to attendance. Develop personalised reintegration plans, trusted-adult support, phased approaches where appropriate and regular family communication. Work with external professionals when necessary.	***PP funding: Learning Mentor and pastoral staff time, reintegration resources, specialist advice, family support and individualised provision. Estimated budget: £5,120***	
Learning Mentor and targeted pastoral support. Continue dedicated pastoral support for disadvantaged pupils experiencing social, emotional, behavioural or family-related barriers to learning. Provide mentoring, nurture activities, friendship support, social skills development, lunchtime support and individual pupil check-ins.	Well-implemented social and emotional learning and behaviour approaches can improve pupils' engagement and learning behaviours. Barcroft's Learning Mentor and pastoral team provide early intervention and sustained support for vulnerable pupils. ***PP funding: Proportion of Learning Mentor staffing costs attributable to disadvantaged pupils, targeted mentoring resources, nurture activities and pastoral intervention time. £19,500*** EEF – Behaviour Interventions.	**3, 4**
ELSA, Lego Therapy and emotional regulation provision. Provide targeted emotional literacy, social communication and regulation support for identified pupils. Continue ELSA sessions, Lego-based therapeutic activities, sensory regulation resources and structured social skills groups. Evaluate impact through individual targets, pupil voice and appropriate assessment tools.	EEF guidance supports structured social and emotional learning approaches when implemented consistently and matched to pupils' needs. Specialist programmes such as ELSA and Lego-based interventions should be evaluated locally for their impact on individual pupils. ***PP funding: ELSA delivery and supervision, Lego Therapy resources, emotional regulation materials, sensory resources and targeted group provision. £5,400*** EEF – Social and Emotional Learning in Primary Schools.	**4**
Positive behaviour, relationships and pupil belonging. Embed Barcroft's three academy rules — Be Kind, Be Safe and Be Ready to Learn — alongside Good to be Green, restorative approaches and positive recognition through Barcroft Bank and Barcoins. Strengthen pupils' sense of	EEF evidence highlights the importance of consistent behaviour approaches, positive relationships and explicitly teaching learning behaviours. Barcroft's values-based culture supports positive engagement and readiness to learn. ***PP funding: Targeted behaviour resources, restorative practice training, nurture resources, Barcroft Bank rewards and recognition materials where linked to***	

belonging, psychological safety, resilience and independence. Provide targeted support where behaviour is a barrier to learning.	***disadvantaged pupils' identified needs. £6,300*** EEF – Improving Behaviour in Schools.	
Breakfast provision, punctuality and practical family support. Promote access to Barcroft's free breakfast provision from 8:15am and provide additional targeted support where practical barriers affect attendance, punctuality or readiness to learn. Work with families to establish consistent morning routines and address barriers to accessing provision.	Breakfast provision can help address hunger and practical barriers to school engagement. Its impact on attendance and attainment depends on effective implementation and pupil participation. Barcroft's free breakfast provision provides an important opportunity to support disadvantaged families. ***PP funding: Targeted breakfast support not already covered by DfE funding, practical resources and additional family support where required. £3,100***	**3, 4**
Food bank, uniform bank and support for families experiencing financial hardship. Continue Barcroft's food bank and recycled uniform provision. Provide discreet practical assistance to disadvantaged families experiencing financial hardship, including support with essential school items and access to relevant community services.	Financial hardship can create practical barriers to attendance, participation and wellbeing. Removing these barriers supports inclusion and engagement. Barcroft's established food and uniform banks provide accessible support for families. ***PP funding: Essential uniform and school items, emergency practical support, supplementary food bank resources and targeted family assistance. £3,100***	**3, 4**
Subsidised educational visits, residentials and curriculum enrichment. Ensure disadvantaged pupils can participate fully in educational visits, residential experiences, cultural activities and curriculum enrichment. Provide financial support where cost would otherwise prevent participation, including visits linked to history, geography, RE, outdoor learning and wider cultural experiences.	Enrichment activities can broaden pupils' experiences, develop confidence and support engagement. The impact on academic attainment should not be assumed, but removing financial barriers ensures equitable access to valuable educational opportunities. ***PP funding: Subsidised visits, residential contributions, transport, activity costs and essential equipment for eligible pupils. £15,300***	**5**

Promote disadvantaged pupils' participation in clubs, sport, music and pupil leadership. Monitor participation in extracurricular clubs, sports competitions, choir, Trust events and Barcroft's Young Leaders programme. Proactively encourage disadvantaged pupils to access opportunities such as Academy Council, Attendance All-Stars, Makaton Champions, Wellbeing Ambassadors, Play Leaders, Librarians and Barcroft Bank Clerks.	Participation in enrichment and pupil leadership can support confidence, relationships, motivation and personal development. Monitoring participation helps ensure opportunities are accessed equitably rather than simply being available. ***PP funding: Subsidised club places, equipment, transport, participation costs and targeted enrichment resources. £4,500***	**5**
Family engagement, parental partnership and transition support. Strengthen relationships with disadvantaged families through regular communication, parent meetings, workshops and personalised support. Provide additional transition support for vulnerable pupils moving between phases, including Nursery to Reception, KS1 to KS2 and Year 6 to secondary school.	EEF guidance highlights the importance of effective parental engagement in supporting pupils' learning. Positive family partnerships and planned transitions can reduce anxiety and support engagement, particularly for pupils experiencing disadvantage or additional needs. ***PP funding: Pastoral and transition support time, parent workshop resources, transition activities, communication materials and targeted family engagement. £3,200*** EEF – Working with Parents to Support Children's Learning.	**3, 4, 5**

Total budgeted cost: £289,340

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Barcroft Academy has evaluated the performance of disadvantaged pupils during the 2025–2026 academic year through analysis of EYFS Good Level of Development (GLD), Year 1 Phonics Screening Check outcomes, end of Key Stage 2 statutory assessments and internal assessment information.

Leaders have considered attainment trends over three academic years (2023–2024, 2024–2025 and 2025–2026), alongside attendance information, pupil progress discussions, intervention monitoring and wider pastoral and inclusion evidence.

The academy serves a community with significant levels of disadvantage, with approximately 41% of pupils eligible for Pupil Premium funding. A proportion of disadvantaged pupils experience additional barriers, including SEND, EAL, attendance difficulties and social, emotional or family circumstances.

Overall, outcomes in 2025–2026 demonstrate encouraging improvements in attainment for disadvantaged pupils, particularly in early language and literacy, phonics and Key Stage 2 writing.

Early Years Foundation Stage – Good Level of Development

Measure	2024	2025	2026
All pupils	70.7%	66.7%	69.5%
Disadvantaged pupils	46.2%	50.0%	58.3%
Gap to all pupils	-24.5pp	-16.7pp	-11.2pp

Outcomes for disadvantaged pupils achieving a Good Level of Development have improved consistently over the last three years, increasing from **46.2% in 2024 to 58.3% in 2026**, an improvement of 12.1 percentage points.

The gap between disadvantaged pupils and the overall cohort has narrowed significantly, from 24.5 percentage points in 2024 to 11.2 percentage points in 2026.

This represents positive progress and is consistent with the academy's increased focus on early language development, communication, phonics, early mathematics and targeted intervention.

However, disadvantaged pupils remain less likely to achieve a GLD than the overall cohort. Internal observations continue to identify speech, language, vocabulary, communication and early literacy as significant barriers for some children entering the academy.

Evaluation: *The direction of improvement is positive, with evidence of a narrowing attainment gap. Continued investment in high-quality early education, communication and language development, early identification and targeted support remains essential.*

Year 1 Phonics Screening Check

Measure	2024	2025	2026
All pupils	71.7%	76.7%	82.6%
Disadvantaged pupils	57.9%	47.4%	71.4%
Gap to all pupils	-14.0pp	-29.3pp	-11.2pp

Phonics outcomes demonstrate particularly encouraging improvement in 2026.

The proportion of disadvantaged pupils meeting the expected standard increased from **47.4% in 2025 to 71.4% in 2026**, representing an improvement of 24 percentage points.

The attainment gap reduced from 29.3 percentage points in 2025 to 11.2 percentage points in 2026.

This improvement is consistent with the academy's continued focus on the systematic teaching of phonics through Read Write Inc., early identification of pupils falling behind and targeted keep-up provision.

Although the gap has reduced considerably, disadvantaged pupils remain below the overall academy figure.

Evaluation: *Phonics is an area of improving performance. The academy will continue to prioritise consistent implementation, assessment-informed grouping, rapid intervention and support for pupils who require additional practice to secure early reading fluency.*

3. End of Key Stage 2 – Expected Standard

Subject	**Disadvantaged 2024**	**2025**	**2026**
Reading	50.0%	68.8%	70.6%
Writing	54.2%	43.8%	70.6%
Mathematics	54.2%	62.5%	64.7%

The 2026 outcomes demonstrate improvement across all three core subjects for disadvantaged pupils compared with 2025.

Reading

Disadvantaged pupils achieving the expected standard increased from 50.0% in 2024 to 70.6% in 2026, an improvement of 20.6 percentage points.

The gap between disadvantaged pupils and the overall cohort narrowed from 15.1 percentage points in 2024 to 4.4 percentage points in 2026.

This is an encouraging trend and supports the continued focus on reading fluency, comprehension, vocabulary and targeted support for pupils who are not yet reading at age-related expectations.

Writing

Writing represents the most significant improvement in 2026.

Disadvantaged attainment increased from **43.8% in 2025 to 70.6% in 2026**, an improvement of 26.8 percentage points.

The gap between disadvantaged pupils and the overall cohort reduced to just **1.1 percentage points**, compared with 17.2 percentage points in 2024 and 7.9 percentage points in 2025.

This is particularly encouraging given that writing had previously been identified as a significant area for academy improvement.

The improvement is consistent with the academy's increased focus on writing outcomes, sentence construction, transcription, vocabulary, targeted teaching and responsive intervention.

Evaluation: *The substantial improvement in writing is a positive outcome. However, leaders recognise the need to embed and sustain this progress across all year groups, ensuring that disadvantaged pupils develop secure transcription, composition and independent writing skills.*

Mathematics

Disadvantaged pupils achieving the expected standard increased from 54.2% in 2024 to 64.7% in 2026.

The attainment gap narrowed from 14.1 percentage points in 2024 to 7 percentage points in 2026.

Although this represents improvement over time, mathematics remains an area requiring further development, particularly in fluency, reasoning, problem-solving and the secure application of mathematical knowledge.

Evaluation: *Progress is evident, but the academy must accelerate improvement further to ensure disadvantaged pupils achieve outcomes in line with their peers and national expectations.*

End of Key Stage 2 – Greater Depth / Higher Attainment

Subject	Disadvantaged 2024	2025	2026
Reading	20.8%	9.4%	17.6%
Writing	0.0%	3.1%	2.9%
Mathematics	4.2%	21.9%	11.8%

Higher attainment remains an important priority.

Although disadvantaged pupils' reading outcomes at the higher standard improved from 9.4% in 2025 to 17.6% in 2026, they remain below the overall cohort.

In writing, only 2.9% of disadvantaged pupils achieved greater depth in 2026, compared with 6.7% of all pupils.

In mathematics, the proportion of disadvantaged pupils achieving the higher standard reduced from 21.9% in 2025 to 11.8% in 2026.

Evaluation: *While more disadvantaged pupils are achieving the expected standard, fewer are achieving the higher standards. The academy will therefore strengthen opportunities for greater depth, challenge, reasoning, independent application and high-quality feedback, ensuring that disadvantage does not limit aspiration or achievement.*

Attendance and Persistent Absence

Attendance continues to represent a significant barrier to achievement for disadvantaged pupils.

Analysis of academy attendance information for 2024–2025 identified:

Measure	Disadvantaged	Non-disadvantaged
Overall attendance	90.2%	95.6%
Persistent absence	36.2%	

The attendance gap between disadvantaged and non-disadvantaged pupils was **5.4 percentage points** in 2024–2025.

This demonstrates that disadvantaged pupils were more likely to miss significant amounts of education, increasing the risk of gaps in learning, reduced curriculum access and slower academic progress.

The academy has continued to strengthen attendance systems through first-day absence follow-up, family meetings, individual attendance plans, pastoral support, home visits where appropriate and partnership working with the Lighthouse Multi-Academy Trust Attendance Officer.

Attendance is monitored closely, with particular attention given to disadvantaged pupils who are persistently absent and those experiencing overlapping barriers, including SEND, emotional wellbeing or family circumstances.

Evaluation: Attendance remains a significant priority. While systems for monitoring and intervention have been strengthened, further sustained improvement is required to reduce persistent absence and close the attendance gap.

The academy's 2026–2029 strategy will maintain a strong focus on early intervention, individual casework, parental engagement and evaluating whether attendance support results in measurable improvements for individual pupils.

The final 2025–2026 disadvantaged attendance and persistent absence figures will be incorporated into this review to establish the most recent impact.

Behaviour, Wellbeing and Wider Barriers to Learning

Academy observations, pastoral records, pupil voice and discussions with families continue to identify wider barriers affecting some disadvantaged pupils, including emotional regulation, confidence, social interaction, attendance, family circumstances and additional learning needs.

The academy has maintained a strong commitment to inclusive and pastoral provision through its Learning Mentor, ELSA support, nurture approaches, family engagement and targeted interventions.

Provision has supported pupils experiencing social, emotional and behavioural difficulties, including those requiring additional support to engage successfully in lessons and unstructured parts of the academy day.

The academy also recognises the importance of ensuring disadvantaged pupils have equitable access to enrichment, leadership opportunities, educational visits, clubs and wider personal development experiences.

Evaluation: *Pastoral and inclusion provision remains an important element of the academy's approach to removing barriers to learning. Further development of impact monitoring will ensure that improvements in engagement, emotional wellbeing, independence and participation can be evaluated alongside academic outcomes.*

Overall Evaluation of the Previous Strategy

The review of outcomes indicates that the academy is making **positive progress towards improving attainment for disadvantaged pupils**, particularly in early literacy and Key Stage 2 outcomes.

Areas of strongest improvement include:

- EYFS GLD: disadvantaged attainment increased by 12.1 percentage points between 2024 and 2026.
- Phonics: disadvantaged attainment increased by 24 percentage points between 2025 and 2026.
- KS2 reading: disadvantaged attainment increased by 20.6 percentage points between 2024 and 2026.
- KS2 writing: disadvantaged attainment increased by 26.8 percentage points between 2025 and 2026, with the gap to all pupils narrowing to 1.1 percentage points.
- KS2 mathematics: disadvantaged attainment increased by 10.5 percentage points between 2024 and 2026.

These improvements provide encouraging evidence that the academy's focus on high-quality teaching, early identification, targeted academic support and inclusive provision is aligned with improving outcomes.

However, the academy recognises that improvement has not been consistent across all measures. In particular, higher attainment, mathematics and attendance require further sustained improvement.

The academy's evaluation has also identified the importance of strengthening the assessment of individual intervention impact, particularly for disadvantaged pupils experiencing multiple barriers to learning.

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium to fund in the previous academic year.

Programme	Provider

Further information (optional)

Barcroft Academy's Pupil Premium Strategy is complemented by wider academy improvement activity and provision funded through other sources. These approaches support all pupils while providing additional benefits for disadvantaged pupils.

This includes:

- **High-quality teaching and feedback:** Embedding effective feedback, assessment for learning, adaptive teaching and responsive intervention, informed by Education Endowment Foundation (EEF) evidence.
- **Professional development:** Ongoing staff training and coaching focused on writing, phonics, mathematics, SEND, EAL, language development and inclusive classroom practice.
- **Mental health and wellbeing:** Developing a whole-academy approach to emotional wellbeing, supported by pastoral provision, ELSA, nurture approaches and effective partnerships with families.
- **Enrichment and personal development:** Providing a broad range of clubs, educational visits, sporting, cultural and leadership opportunities. Disadvantaged pupils are actively encouraged and supported to participate, removing financial and other barriers wherever possible.
- **Attendance and family engagement:** Strengthening relationships with families through early intervention, pastoral support and partnership working to address barriers to regular attendance.
- **Inclusive provision:** Developing classroom environments, adaptive teaching approaches and specialist support to ensure disadvantaged pupils with additional needs can participate successfully and develop independence.

These activities complement Pupil Premium-funded provision and contribute to the academy's wider commitment to equity, inclusion and high expectations.

Planning, Implementation and Evaluation

The 2026–2029 Pupil Premium Strategy has been informed by a review of previous outcomes, academy self-evaluation, internal assessment information and the identified barriers affecting disadvantaged pupils.

Leaders have considered trends in attainment, progress, attendance, behaviour, wellbeing and participation, alongside evidence gathered through pupil progress meetings, lesson visits, work scrutiny and discussions with pupils, staff and families.

Analysis of outcomes between 2024 and 2026 demonstrates encouraging improvements in disadvantaged pupils' attainment, particularly in EYFS, phonics and Key Stage 2 writing. However, persistent gaps in mathematics, higher attainment and attendance highlight the need for continued targeted improvement.

The strategy is informed by EEF evidence and implementation guidance, with a focus on:

- **High-quality teaching** as the foundation for improving outcomes.
- **Targeted academic support** for pupils requiring additional intervention.
- **Wider strategies** to address attendance, wellbeing, behaviour and barriers to participation.

The academy recognises that disadvantage does not present in the same way for every pupil. Provision is therefore based on identified individual needs rather than assumptions about disadvantaged pupils as a group.

Implementation and impact will be evaluated through:

- Termly Pupil Progress Meetings and analysis of attainment and progress.
- Monitoring of intervention effectiveness, including entry and exit assessments where appropriate.
- Attendance and persistent absence analysis, including individual pupil casework.
- Quality assurance through lesson visits, work scrutiny and pupil voice.
- Monitoring of participation in enrichment and wider academy opportunities.
- Regular senior leadership review and reporting to governors and Lighthouse Multi-Academy Trust.

Particular attention will be given to pupils experiencing overlapping barriers, including **PP+SEND, PP+EAL and PP+ persistent absence**.

Leaders will review the effectiveness of provision and adapt or discontinue approaches where evidence indicates insufficient impact.

The strategy will be formally reviewed annually to ensure that resources remain focused on activities making the greatest difference to disadvantaged pupils.

Evaluating Success – Our Three-Year Ambition

By the end of the 2026–2029 strategy period, Barcroft Academy aims to demonstrate that:

- Attainment and progress: Disadvantaged pupils achieve increasingly well in reading, writing and mathematics, with attainment gaps narrowing and outcomes moving towards or exceeding national expectations.
- Writing: Improvements in writing are sustained across the academy, with disadvantaged pupils demonstrating greater confidence, independence and attainment.
- Early reading: Disadvantaged pupils falling behind in phonics and early reading are identified rapidly and receive effective support to catch up.
- Attendance: Attendance improves, persistent absence reduces and the attendance gap between disadvantaged and non-disadvantaged pupils narrows.
- Inclusion: Disadvantaged pupils with SEND access ambitious, appropriately adapted teaching and demonstrate increasing independence.
- Language and communication: Barriers relating to vocabulary, language and oracy are identified early and addressed through high-quality teaching and targeted support.
- Higher attainment: More disadvantaged pupils achieve greater depth and higher standards, particularly in reading, writing and mathematics.
- Personal development: Disadvantaged pupils participate fully in enrichment, leadership opportunities and wider academy life.
- Staff knowledge: Staff understand disadvantaged pupils' individual needs, maintain high expectations and can explain the actions being taken to remove barriers.
- Leadership impact: Leaders and governors can demonstrate the measurable difference Pupil Premium expenditure makes to attainment, attendance, wellbeing and opportunity.

Our Commitment

Disadvantage does not lower our expectations. At Barcroft Academy, we recognise every child's potential and are committed to removing barriers that may prevent them from succeeding. Through ambitious teaching, inclusive practice, targeted support and strong partnerships with families, we will ensure that disadvantaged pupils have every opportunity to thrive academically, socially and personally.