

Pupil Premium

DISADVANTAGED STUDENTS

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	Barnwell School
Number of pupils in school	1274 (1193 7-11)
Proportion (%) of pupil premium eligible pupils	31% (367 7-11)
Academic year that our current pupil premium strategy plan covers	2025-2026
Date this statement was published	December 2025
Date on which it will be reviewed	December 2026
Statement authorised by	Miss M Townsend

Pupil premium lead	Mrs K Collier
Governor / Trustee lead	Mrs M Cooper

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£415,775
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£415,775
If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	

Part A: Pupil premium strategy plan

Statement of intent

At Barnwell School, our Pupil Premium strategy is driven by the belief that **disadvantage is not destiny**. We recognise that there is no such thing as a "typical" pupil premium student, and therefore our approach is rooted in **understanding and meeting individual needs**. We aim to ensure that every student, regardless of background, has equitable access to high-quality education and enriching school experiences.

Our core values (**Respect, Responsibility, and Aspiration**) are central to our strategy. These values guide our expectations and shape the way we learn and grow together:

- **Respect:** We foster kindness, consideration, and politeness in all interactions, ensuring every student feels valued and heard.
- **Responsibility:** We promote integrity, accountability, and thoughtfulness, encouraging students to take ownership of their learning and development.
- **Aspiration:** We nurture ambition, optimism, and resilience, empowering students to strive for excellence and overcome barriers.

Informed by the Education Endowment Foundation's (EEF) [Pupil Premium Guide](#), our strategy follows a **tiered approach**:

- **High-Quality Teaching:** We prioritise effective teaching for all, ensuring that planning and delivery are responsive to the needs of disadvantaged learners. Every teacher is supported to continually improve their practice.
- **Targeted Academic Support:** We implement evidence-informed interventions across subjects to address gaps in learning and accelerate progress.
- **Wider Strategies:** We address non-academic barriers such as attendance, behaviour, wellbeing, and access to resources, recognising their impact on educational outcomes.

Our overarching aims are to:

- Raise the **aspiration and ambition** of disadvantaged students, ensuring they access all aspects of school life.
- Deliver **high quality teaching** that considers individual learning needs and barriers.
- Provide **targeted interventions** that support academic progress and engagement.
- Remove **non-academic barriers** to success, including attendance, behaviour, and mental health.
- Improve **reading fluency, comprehension, and vocabulary**, recognising literacy as a gateway to learning.
- Enhance the **mental health and wellbeing** of disadvantaged students, fostering resilience and self-belief.

- **To raise attainment** for disadvantaged students in English and maths by ensuring more students achieve the benchmark grades (4+ and 5+), thereby improving equity in life chances.

Through this strategy, we aim to ensure that every student at Barnwell School is equipped to thrive - academically, socially, and emotionally.

Challenges

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

Challenge number	Detail of challenge
1	Reading and Literacy Our reading age assessments indicate that our disadvantaged pupils have lower levels of reading comprehension and fluency than their peers. Students need effective reading and literacy skills to access the wider curriculum and is therefore a priority.
2	Parental Engagement Our internal monitoring shows that families of our disadvantaged parents are less likely to attend school events, such as information evenings, or online events such as parents' evenings. Low levels of parental engagement can result in lower student engagement in school and lower aspirations.
3	Low Attendance and High Levels of Persistent Absence National data shows that disadvantaged students typically have lower attendance rates than their peers. Poor attendance affects every aspect of school life, including academic progress, aspirations, and social and emotional development.
4	Poor Mental Health and Wellbeing High levels of anxiety are common among young people and supporting mental wellbeing is a key priority for us. We are committed to building resilience to help students manage the challenges of adolescence and beyond.
5	Aspiration Many of our disadvantaged students tend to focus primarily on English and maths, which can limit their exposure to broader opportunities. We need to ensure they are actively engaged in aspirational activities across the

	curriculum, with a strong emphasis on our careers programme to broaden horizons and raise ambitions.
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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
To improve outcomes for all learners by ensuring equitable access to high-quality education.	<p>Progress 8 and attainment 8 scores are improving for all Barnwell students. Our English and Maths 4+ and 5+ measures are equally strong for those eligible for the pupil premium and their peers.</p> <p>Destinations data shows an increase in the number of disadvantaged students progressing onto level 3 courses to bring it in line with their non-disadvantaged Barnwell peers.</p>
A reduction in the number of disadvantaged students who are dysfluent readers and have a reading age below the expected standard.	The reading age gap between our students eligible for pupil premium and their peers is reduced.
To strengthen parental engagement by building positive, two-way communication and fostering meaningful partnerships between home and school.	<p>Improvement in attendance at parent evenings, workshops and school events each year.</p> <p>A family member for every student eligible for PP will have attended at least one parent meeting (f2f or online) each year.</p>
An improvement in overall attendance of Pupil Premium students and a reduction in the Persistent Absence of disadvantaged students	An improvement towards the DfE's national attendance target of 95%. In 2025/26 the target is 92%.
An improvement in the mental health of disadvantaged students.	Number of referrals to external services for students eligible for the Pupil Premium to be in line with their peers.

	<p>An improvement in the attendance of identified students.</p>
<p>Equitable access to school experiences, including access to learning at home, careers inspiration and school trips.</p>	<p>All disadvantaged students have access to a device and Wi-Fi out of school or a place to study in school. There is a reduction in the number of 'homework non-completion' concerns.</p> <p>Students who are eligible for the pupil premium have access to careers activities and inspiration to raise aspirations. All year 11 students have received a one-to-one careers appointment.</p> <p>Our trips and visits registers shows that uptake is increasing for students eligible for the pupil premium. The 'at least one' registers show that uptake is increasing for students eligible for the pupil premium.</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.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £95,216

Activity	Evidence that supports this approach	Challenge number(s) addressed
Retain staff by investing in their development and wellbeing, and provide dedicated time and resources for high-quality professional learning. Ensure consistently excellent teaching and support for disadvantaged students by equipping staff with targeted training in key areas of classroom practice, including behaviour management, effective routines, and scaffolding strategies alongside classroom approaches that actively promote the engagement of disadvantaged learners.	<p>The best available evidence indicates that great teaching is the most important lever schools have to improve pupil attainment. Ensuring every teacher is supported in delivering high-quality teaching is essential to achieving the best outcomes for all pupils, particularly the most disadvantaged among them.</p> <p>Education Endowment Foundation (2025).</p> <p>https://educationendowmentfoundation.org.uk/support-for-schools/school-planning-support/1-high-quality-teaching</p> <p>Education Endowment Foundation (2025). The EEF Guide to the Pupil Premium. Available at:</p> <p>https://educationendowmentfoundation.org.uk/using-pupil-premium</p>	1 & 5

Challenges:

1. Reading and literacy
2. Parental engagement
3. Low attendance and high levels of persistent absence
4. Poor mental health and well-being
5. Aspiration

Provide all teachers with targeted support to deliver consistently high-quality teaching across the curriculum through instructional coaching, utilising the Steplab platform to drive improvement and embed best practice.	Education Endowment Foundation (2025). https://educationendowmentfoundation.org.uk/support-for-schools/school-planning-support/1-high-quality-teaching	1 & 5
The literacy lead will deliver comprehensive professional development for all staff focusing on the specific needs of dysfluent learners. This training will highlight the barriers these students face and provide evidence-based strategies to improve their literacy skills, including approaches to enhance reading fluency, comprehension, and vocabulary across the curriculum.	Education Endowment Foundation (2025). The EEF Guide to the Pupil Premium. Available at: https://educationendowmentfoundation.org.uk/using-pupil-premium Hart, B. and Risley, T. (2003). 'The early catastrophe: the 30 million word gap by age 3', American Educator (spring): 4–9. Available at: https://www.aft.org/sites/default/files/periodicals/TheEarlyCatastrophe.pdf . HfL Education: Reading Fluency Project: https://www.hfleducation.org/reading-fluency	1 & 5
The pupil premium lead will promote awareness of the needs of disadvantaged students across the school and equip staff with research-informed strategies to effectively support their progress and engagement.	Education Endowment Foundation (2025). The EEF Guide to the Pupil Premium. Available at: https://educationendowmentfoundation.org.uk/using-pupil-premium	1, 2, 3, 4 & 5

Challenges:

1. Reading and literacy
2. Parental engagement
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5. Aspiration

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

Budgeted cost: £95,029

Activity	Evidence that supports this approach	Challenge number(s) addressed
Deliver targeted Key Stage 3 and 4 maths interventions to improve attainment among disadvantaged students, with the specific aim of increasing the proportion achieving at least a grade 4. Monitor progress through regular assessments and adapt support based on individual needs.	<p>Education Endowment Foundation (2025). The EEF Guide to the Pupil Premium. Available at: https://educationendowmentfoundation.org.uk/using-pupil-premium</p> <p>Sobel, D. (2018). Narrowing the Attainment Gap: A Handbook for Schools (London: Bloomsbury).</p> <p>Small group tuition teaching strategy from the EEF teacher toolkit. "The average impact of the small group tuition is four additional months' progress, on average, over the course of a year. Evidence shows that small group tuition is effective and, as a rule of thumb, the smaller the group the better."</p>	1 and 5
Implement a structured timetable of Period 6 sessions designed to provide targeted support for Year 11 students, focusing on closing gaps in knowledge and maximising attainment in preparation for final examinations.	<p>Education Endowment Foundation (2025). The EEF Guide to the Pupil Premium. Available at: https://educationendowmentfoundation.org.uk/using-pupil-premium</p> <p>Sobel, D. (2018). Narrowing the Attainment Gap: A Handbook for Schools (London: Bloomsbury).</p>	1 and 5

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Deliver school holiday 'grade boosters' to support the outcomes of disadvantaged students.	<p>Education Endowment Foundation (2025). The EEF Guide to the Pupil Premium. Available at:</p> <p>https://educationendowmentfoundation.org.uk/using-pupil-premium</p> <p>Sobel, D. (2018). Narrowing the Attainment Gap: A Handbook for Schools (London: Bloomsbury).</p>	1 and 5
<p>Utilise the Pupil Progress platform to track and analyse student performance data, enabling timely identification of gaps and targeted interventions to improve attainment for disadvantaged learners. Provide staff training to ensure effective use of the platform and embed data-driven strategies into departmental planning.</p> <p>Enhance parental engagement with student achievement by leveraging the Pupil Progress app to share attainment data.</p>	<p>Pupil Progress:</p> <p>https://www.pupilprogress.com/schools</p> <p>Studies in Educational Evaluation. Volume 74, September 2022, 101184. The impact on student achievement of an assessment for learning teacher professional development program -</p> <p>https://www.sciencedirect.com/science/article/pii/S0191491X2200061X</p>	1, 2 and 5
Implement Lexia as a targeted literacy intervention to support students with a dyslexia diagnosis in developing reading fluency, comprehension, and vocabulary. Monitor progress through the platform's diagnostic tools.	<p>EEF: Latest evaluation reports include new analysis of impact of reading programme on disadvantaged pupils.</p> <p>https://educationendowmentfoundation.org.uk/news/latest-evaluation-reports-include-new-analysis-of-impact-of-reading-programme-on-disadvantaged-pupils</p>	1

Challenges:

1. Reading and literacy
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5. Aspiration

Work with Book Trust to provide every Year 7 student with at least one book of their own, promoting reading for pleasure and supporting the development of a positive reading culture.	Reading is a key determiner for academic success. Closing the reading gap leads to improved confidence, engagement and greater outcomes.	1
Timetabled library lessons and one-to-one reading to support reading fluency and to improve the reading ages of those disadvantaged students who are below expected.	<p>Quigley, A. and Coleman, R. (2020). Improving Literacy in Secondary Schools: Guidance</p> <p>EEF: Improving Literacy in Secondary Schools - https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks3-ks4?utm_source=/education-evidence/guidance-reports/literacy-ks3-ks4&utm_medium=search&utm_campaign=site_search&search_term=improving%20literacy</p> <p>Hart, B. and Risley, T. (2003). 'The early catastrophe: the 30 million word gap by age 3',</p>	1
Implement Sparx Reader as a targeted intervention to improve literacy levels, with a focus on reading fluency, comprehension, and vocabulary development. Monitor engagement and progress through the platform's analytics, and provide staff training to maximise impact for disadvantaged and dysfluent readers.	<p>Sparx Reader: How can we improve the school reading culture by increasing motivation and engagement, building habits, and removing barriers to reading?</p> <p>https://sparxreader.com/community/carshalton-boys-sports-college/</p>	1

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5. Aspiration

Participation in the Herts for Learning (HfL) Reading Fluency Project	HfL Education: Reading Fluency Project: https://www.hfleducation.org/reading-fluency	1
Deliver 'nurture group' teaching for identified students to provide a supportive, small-group learning environment that addresses social, emotional, and academic needs. Focus on building confidence, improving engagement, and accelerating progress through personalised teaching strategies.	EEF, Small Group Tuition - https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition	1, 3 & 4
Students to receive one-to-one advice and guidance from an independent careers advisor.	EEF. Aspiration Interventions - https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/aspiration-interventions	5
Implement the MCR Pathways mentoring programme for identified students, providing consistent, one-to-one mentoring to build confidence, raise aspirations, and support academic and personal development. Monitor engagement and impact through regular reviews and feedback from mentors and students.	MCR Pathways stands for Motivation, Commitment, and Resilience. It is the name of a mentoring program that connects young people who have experienced disadvantage with volunteer mentors to help them build these qualities and reach their potential. EEF. Mentoring - https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mentoring	4 & 5

Challenges:

1. Reading and literacy
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5. Aspiration

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

Budgeted cost: £225,530.

Activity	Evidence that supports this approach	Challenge number(s) addressed
The Attendance Lead will deliver targeted interventions with individual students and their families to improve school attendance, including the use of attendance clinics and personalised support plans to address barriers and promote consistent attendance.	<p>Education Endowment Foundation (2025). The EEF Guide to the Pupil Premium. Available at:</p> <p>https://educationendowmentfoundation.org.uk/using-pupil-premium</p> <p>EEF (2022). Attendance Interventions: Rapid Evidence Assessment</p> <p>https://d2tic4wvo1iusb.cloudfront.net/reproduction/documents/pages/Attendance-REA-report.pdf?v=1702317638</p>	2, 3 & 4
The Student Wellbeing Lead will work closely with targeted students and their families to identify and address non-academic barriers to learning, implementing tailored support strategies to improve engagement, attendance, and overall wellbeing.	<p>Goodall, J. (2017a). Narrowing the Achievement Gap: Parental Engagement with Children's Learning (Abingdon and New York: Routledge).</p> <p>Goodall, J. (2017b). Report on the Pilot of a Toolkit for Parental Engagement: From Project to Process (Bath: University of Bath). Available at:</p> <p>https://oga4schoolgovernors.org.uk/wp-content/uploads/2017/11/Report-on-the-Pilot-of-a-Toolkit-for-Parental-Engagement-final_.pdf</p> <p>EEF toolkit +3</p>	2, 3 & 4

Challenges:

1. Reading and literacy
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5. Aspiration

Learning Mentors will deliver one-to-one support for targeted students and their families, focusing on identifying and removing non-academic barriers to learning to improve engagement, attendance, and overall progress.	<p>Pierson, R. (2013). 'Every kid needs a champion' [video], TED.com (3 May). Available at:</p> <p>https://www.ted.com/talks/rita_pierson_every_kid_needs_a_champion</p> <p>EEF toolkit +3</p>	2, 3 & 4
Purchase a bank of new uniform items in a wide range of sizes for loan or donation to families as needed.	<p>Mazzoli Smith, L. and Todd, L. (2016) Poverty Proofing the School Day: Evaluation and Development Report. Research Centre for Learning and Teaching. Newcastle University.</p> <p>Accessed at:https://www.nasuwt.org.uk/static/e7dc0e21-39a7-4db9-946d4ae3a8f23279/Poverty-proofing-he-School-Day-Evaluation-and-Development-Report.pdf</p>	2, 3 & 4
Purchase bagels and breakfast bars to provide to students who arrive to school without eating.	<p>Mazzoli Smith, L. and Todd, L. (2016) Poverty Proofing the School Day: Evaluation and Development Report. Research Centre for Learning and Teaching. Newcastle University.</p> <p>Accessed at:https://www.nasuwt.org.uk/static/e7dc0e21-39a7-4db9-946d4ae3a8f23279/Poverty-proofing-he-School-Day-Evaluation-and-Development-Report.pdf</p>	4
Utilise the Emotional Support Unit (ESU) to provide targeted wellbeing interventions for disadvantaged students,	Improving mental health raises self-esteem, self-confidence and leads to	3 & 4

Challenges:

1. Reading and literacy
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5. Aspiration

addressing emotional needs and promoting resilience to support engagement and progress.	improved attendance and outcomes for learners.	
Provide counselling to support the well-being and mental health of targeted students.	Improving mental health raises self-esteem, self-confidence and leads to improved attendance and outcomes for learners.	3 & 4
Provide access to equipment and curriculum resources for specific subjects such as Art and Food Technology.	Mazzoli Smith, L. and Todd, L. (2016) Poverty Proofing the School Day: Evaluation and Development Report. Research Centre for Learning and Teaching. Newcastle University. Accessed at: https://www.nasuwt.org.uk/static/e7dc0e21-39a7-4db9-946d4ae3a8f23279/Poverty-proofing-he-School-Day-Evaluation-and-Development-Report.pdf	5
Transport to fund the collection of and drop off of disadvantaged students to school and other provisions.	Mazzoli Smith, L. and Todd, L. (2016) Poverty Proofing the School Day: Evaluation and Development Report. Research Centre for Learning and Teaching. Newcastle University. Accessed at: https://www.nasuwt.org.uk/static/e7dc0e21-39a7-4db9-946d4ae3a8f23279/Poverty-proofing-he-School-Day-Evaluation-and-Development-Report.pdf	3

Challenges:

1. Reading and literacy
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5. Aspiration

Ensure equitable access to curriculum trips and visits by subsidising costs for Pupil Premium learners. (Funding allocations will be considered on a case-by-case basis with the aim to remove financial barriers to enable participation in enrichment opportunities.)	<p>Extracurricular activities are important in developing soft (especially social) skills as well as being associated with a range of other positive outcomes. An unequal playing field. Social Mobility Commission research.</p> <p>Edkins, L. (2019). 'How to "poverty proof" your school', TES (25 October). Available at:</p> <p>https://www.tes.com/magazine/article/how-poverty-proof-your-school.</p>	2, 3, 4 & 5
<p>Alternative provision</p> <p>To support the engagement and attendance of the most challenging, disengaged disadvantaged students.</p>	Meeting individual needs	2, 3 & 4

Total budgeted cost: £415,775.

Challenges:

1. Reading and literacy
2. Parental engagement
3. Low attendance and high levels of persistent absence
4. Poor mental health and well-being
5. Aspiration

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.

Actions Taken

There was a reduction in non-academic barriers by:

- Providing uniform and equipment throughout the academic year.
- Providing breakfast bagels to students.
- Supporting mental health and wellbeing, accessed through a range of services.
- Supporting with financial contributions towards a number of school trips.
- Providing all year 11 students with a pack of revision resources and equipment for their exams.

2025 Outcomes

Our disadvantaged students achieved an Attainment 8 score of 32.3, an improvement against 2024, and the attainment gap narrowed.

- 41.7% of students eligible for the pupil premium achieved a grade 4 or above in English and maths.
- 58.3% of students eligible for the pupil premium achieved at least grade 4 in English.
- 52.1% of students eligible for the pupil premium achieved at least grade 4 in maths.
- 58.5% of students eligible for the pupil premium achieved at least grade 4 in science.

Current destinations data demonstrates that the vast majority of our disadvantaged students went on to destinations that matched their interests and aspirations including students with SEND.