Pupil Premium

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	1323 (1230 7-11)
Proportion (%) of pupil premium eligible pupils	31% (380 7-11)
Academic year/years that our current pupil premium strategy plan covers	2022-2023 2023-2024 2024-2025

Date this statement was published	December 2024
Date on which it will be reviewed	September 2025
Statement authorised by	Mrs M Townsend
Pupil premium lead	Mrs K Collier
Governor / Trustee lead	

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£410,920
Recovery premium funding allocation this financial year	n/a
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	£410,920

Part A: Pupil premium strategy plan

Statement of intent

At Barnwell we work on the principle that there is no such thing as a typical pupil premium student and therefore our strategy is centred around meeting individual needs.

Our overall aims are:

- To raise the aspiration and ambition of disadvantaged students and to ensure that they have equitable access to all school experiences.
- To ensure all disadvantaged students benefit from quality first teaching where planning considers their individual learning needs including barriers to learning.
- To utilise targeted interventions and support, in all subjects, facilitating high quality education provision for disadvantaged students.
- To remove non-academic barriers including attendance, behaviour and wellbeing to support the success of disadvantaged students.
- To improve the progress and outcomes of disadvantaged students and eliminate the gaps between their progress and outcomes and that of their more affluent peers.
- To improve the reading fluency, comprehension, and vocabulary of disadvantaged students.
- To improve the mental health and well-being of disadvantaged students.

Challenges

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

Challenge number	Detail of challenge
1	Low literacy levels and gaps in students reading age when compared with their expected reading age
2	Low levels of parental engagement and limited or no boundaries at home resulting in low student engagement, low aspirations, lack of homework and non-conducive out of school learning environments
3	Low attendance/high levels of PA
4	Poor mental health and wellbeing

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
Elimination of the gap between progress made and outcomes achieved by disadvantaged and other students.	Progress and attainment 8 scores are equally strong for those eligible for PP and their peers. English and Maths 4+ and 5+ measures are equally strong for those eligible for PP and their peers 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.

Equitable access to school experiences	Trips and visits logs/registers shows that uptake is at least as strong for students eligible for PP as for their more advantaged peers Extra-curricular activities register shows that uptake is at least as strong for students eligible for PP as for their more advantaged peers
Successful engagement of families or additional supportive arrangements in place for those students whose parents/carers will not engage.	Improvement in attendance and outcomes of identified students. Improved attendance to parental meetings, information evenings, parents' evenings, and options evenings. A family member for every student eligible for PP will have attended at least one parent meeting (f2f or online) each year.
Improvement in overall attendance of PP students and a reduction in the PA of disadvantaged students	Attendance data – overall attendance 95% and PA matches that of all students. Year 1 18% Year 2 16% Year 3 13%
A reduction in the number of disadvantaged students who have a	Data comparison of reading age from September to July.

reading age below the expected.	The average reading age for those eligible for PP will be at their chronological age by the end of year 9.
An improvement in the mental health of disadvantaged students.	Number of referrals to external services for PP students to be in line with their non-disadvantaged peers.

Number of exits cards for PP students to be in line with their non-disadvantaged peers.

Attendance to school and lessons of PP students to be in line with their non-disadvantaged peers.

Number of lesson withdrawals for PP students to be in line with their non-disadvantaged peers. |
| All disadvantaged students have access to a device & Wi-Fi out of school or a place to study in school. | A reduction in the number of non-homework submissions for disadvantaged students. |

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: £73,743

Activity	Evidence that supports this approach	Challenge number(s) addressed
Professional development of staff. Provide training for all staff on strategies that are effective in improving the literacy levels of students.	Quality First teaching Education Endowment Foundation (2019). The EEF Guide to the Pupil Premium. Available at: https://educationendowmentfoundation.org.uk/evidence-summaries/pupil-premiumguide Education Endowment Foundation (2020b). The EEF Guide to Supporting School Planning: A Tiered Approach to 2021. Available at: https://educationendowmentfoundation.org.uk/	1 and 3

	covid-19-resources/guide-to-supporting-schools-planning 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.	
Lead Practitioner role – vulnerable students Provide staff with training on a range of inclusion strategies to meet the varying needs of disadvantaged students.	Farthing, R. (2014). The Costs of Going to School, from Young People's Perspectives (London: Child Poverty Action Group). Available at: https://cpag.org.uk/sites/default/files/The%20 Costs%20of%20Going%20to%20School%20FINAL.pdf Baars, S., Shaw, B., Mulcahy E. and Menzies, L. (2018). School Cultures and Practices: Supporting the Attainment of Disadvantaged Pupils – a Qualitative Comparison of	1 and 3

	London and Non-London Schools. Research Report (May). Available at: https://assets. publishing. service.gov.uk/government/uploads/system/uploads/ attachment_data/ file/730628/London_Effect_Qual_Research_-_Research_Report_FINAL_v2.pdf. Berlinger, W. and Eyre, D. (2017). Great Minds and How to Grow Them (Abingdon and New York: Routledge).	
PP lead Raise awareness of school's disadvantaged students and provide staff with research-based techniques to meet the needs disadvantaged students.	Farthing, R. (2014). The Costs of Going to School, from Young People's Perspectives (London: Child Poverty Action Group). Available at: https://cpag.org.uk/sites/default/files/The%20 Costs%20of%20Going%20to%20School%20FINAL.pdf	1, 2 , 3 & 4

	Baars, S., Shaw, B., Mulcahy E. and Menzies, L. (2018). School Cultures and Practices: Supporting the Attainment of Disadvantaged Pupils – a Qualitative Comparison of London and Non-London Schools. Research Report (May). Available at: https://assets. publishing. service.gov.uk/government/uploads/system/uploads/ attachment_data/ file/730628/London_Effect_Qual_Research_-_Research_Report_FINAL_v2.pdf. Berlinger, W. and Eyre, D. (2017). Great Minds and How to Grow Them (Abingdon and New York: Routledge).	
Professional development of staff.	Farthing, R. (2014). The Costs of Going to School, from	2

| Classroom strategies to support the engagement of disadvantaged students. | Young People's Perspectives (London: Child Poverty Action Group). Available at: https://cpag.org.uk/sites/default/files/The%20 Costs%20of%20Going%20to%20School%20FINAL.pdf Baars, S., Shaw, B., Mulcahy E. and Menzies, L. (2018). School Cultures and Practices: Supporting the Attainment of Disadvantaged Pupils – a Qualitative Comparison of London and Non-London Schools. Research Report (May). Available at: https://assets. publishing. service.gov.uk/government/uploads/system/uploads/attachment_data/ file/730628/London_Effect_Qual_Research_-_Research_Report_FINAL_v2.pdf. Berlinger, W. and Eyre, D. (2017). Great Minds and How | |

	to Grow Them (Abingdon and New York: Routledge).	
Curriculum trips and visits. Subsidise PP learners for curriculum related visits. Consider amount of funding on a case-by-case basis.	Edkins, L. (2019). 'How to "poverty proof" your school', TES (25 October). Available at: https://www.tes.com/magazine/article/how-poverty-proof-your-school.	2 and 3
Recruitment of KS2 English teachers to aid the transition of disadvantaged students.	Rice, F., Frederickson, N., Shelton, K., McManus, C., Riglin, L. and Ng-Knight, T. (2018). Identifying Factors That Predict Successful and Difficult Transitions to Secondary School (London: Nuffield Foundation). Available at: https://www.nuffieldfoundation.org/sites/ default/files/files/STARS_report.pdf.	1 and 3

Library lessons to support reading fluency and to improve the reading ages of those disadvantaged students who are below expected.	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.	1
Appointment of literacy leads.	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.	1

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

Budgeted cost: £131,865

Activity	Evidence that supports this approach	Challenge number(s) addressed

Holiday boosters to support improvements in the outcomes of disadvantaged students.	Education Endowment Foundation (2019). The EEF Guide to the Pupil Premium. Available at: https://educationendowmentfoundation.org.uk/evidence-summaries/pupil-premiumguide Sobel, D. (2018). Narrowing the Attainment Gap: A Handbook for Schools (London: Bloomsbury).	2
KS3 Maths Intervention Intervention to increase the number of disadvantaged students working in line with their target grade in maths from data track 1 to 3.	Education Endowment Foundation (2019). The EEF Guide to the Pupil Premium. Available at: https://educationendowmentfoundation.org.uk/evidence-summaries/pupil-premiumguide Sobel, D. (2018). Narrowing the Attainment Gap: A Handbook for Schools (London: Bloomsbury). Small group tuition teaching strategy from the EEF teacher toolkit. "The average impact of the	1 and 3

	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."	
KS4 Maths Intervention Intervention to increase the number of disadvantaged students working in line with their target grade from data track 1 to 4.	Education Endowment Foundation (2019). The EEF Guide to the Pupil Premium. Available at: https://educationendowmentfoundation.org.uk/evidence-summaries/pupil-premiumguide Sobel, D. (2018). Narrowing the Attainment Gap: A Handbook for Schools (London: Bloomsbury). 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	1 and 3

	and, as a rule of thumb, the smaller the group the better."	
ESU – Emotional Support Unit

To support the well-being of disadvantaged students. | Improving mental health raises self-esteem, self-confidence and leads to improved attendance and outcomes for learners. | 2, 3 and 4 |
| Book Trust

To ensure all year 7 students own at least one book of their own. | Reading is a key determiner for academic success. Closing the reading gap leads to improved confidence, engagement and greater outcomes. | 1 |
| One-to-one reading to improve reading fluency and reduce the number of students with a reading age below expected. | Quigley, A. and Coleman, R. (2020). Improving Literacy in Secondary Schools: Guidance

Report (London: Education Endowment Foundation). Available at: https://

educationendowmentfoundation.org.uk/tools/guidance-reports/improving-literacy-insecondary-

schools. | 1 |

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

Budgeted cost: £205,311.

Activity	Evidence that supports this approach	Challenge number(s) addressed
Attendance lead to carry out targeted work with individual students and families to improve their attendance to school. This includes attendance clinics.	Education Endowment Foundation (2019). The EEF Guide to the Pupil Premium. Available at: https://educationendowmentfoundation.org.uk/evidence-summaries/pupil-premiumguide EEF toolkit +3 "Interventions may well be one part of an effective Pupil Premium Strategy, they are likely to be most effective when deployed alongside efforts to attend to 7 11 Heads of House and Tutors monitor and support the attendance, engagement and readiness to learn of PP	3

	pupils, (£4,920) wider barriers to learning, such as attendance and behaviour."	
Student wellbeing lead to work with targeted students and families to identify and remove non-academic barriers to learning.	Goodall, J. (2017a). Narrowing the Achievement Gap: Parental Engagement with Children's Learning (Abingdon and New York: Routledge). Goodall, J. (2017b). Report on the Pilot of a Toolkit for Parental Engagement: From Project to Process (Bath: University of Bath). Available at: http://oga4schoolgovernors.org.uk/ wp-content/uploads/2017/11/Report-on-the-Pilot-of-a-Toolkit-for-Parental-Engagement EEF toolkit +3	2, 3 and 4
Learning mentors to provide one-to-one support to targeted students and their families to remove non-academic barriers to learning.	Pierson, R. (2013). 'Every kid needs a champion' [video], TED.com (3 May). Available at: https://www.ted.com/talks/rita_pierson_every_kid_needs_a_champion.	2, 3 and 4

	EEF toolkit +3	
Uniform. Purchase a bank of new uniform items in a wide range of sizes for loan or donation to families as needed.	NASUWT (2014). The Cost of Education (Birmingham: NASUWT). Available at: http://www. conservativehome.com/wp-content/uploads/2016/12/Cost-of-Education-2014-BIGSPEECH- BUBBLE-1.pdf.	2, 3 and 4
Breakfast Purchase bagels and breakfast bars to students who arrive to school without eating.	NASUWT (2014). The Cost of Education (Birmingham: NASUWT). Available at: http://www. conservativehome.com/wp-content/uploads/2016/12/Cost-of-Education-2014-BIGSPEECH- BUBBLE-1.pdf.	4
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.	2,3 and 4

Equipment. To ensure equity in terms of curriculum resources for specific subjects such as Art, Food Technology and Graphics.	Spencer, S. (2015). The Cost of the School Day (Glasgow: Child Poverty Action Group). Available at: https://cpag.org.uk/sites/default /files/CPAG-Scot-Cost-Of-School-Day- Report(Oct15)_0.pdf.	2
Transport to fund the collection of and drop off of disadvantaged students to school and other provisions.	Spencer, S. (2015). The Cost of the School Day (Glasgow: Child Poverty Action Group). Available at: https://cpag.org.uk/sites/default /files/CPAG-Scot-Cost-Of-School-Day- Report(Oct15)_0.pdf.	3
Trips and visits to ensure disadvantaged students have equitable access.	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.	3 and 4
Alternative provision	Meeting individual needs	2, 3 and 4

To support the engagement and attendance of the most challenging, disengaged disadvantaged students.		

Total budgeted cost: £410,920.

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 2023 to 2024 academic year.

The strategy was centred on removing barriers, meeting individual needs and improving outcomes.

There was a significant reduction in non-academic barriers (uniform items supplied throughout the academic year, breakfast provided in the form of bagels, mental health and wellbeing support accessed through a range of services).

Covid-19 disproportionately still impacted on disadvantaged students at Barnwell and across Hertfordshire.

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.

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	

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	N/A
What was the impact of that spending on service pupil premium eligible pupils?	N/A

Further information (optional)

N/A