

# Pupil premium strategy statement – Barnwood Park School

This statement details our school’s use of pupil premium (and recovery premium) funding to help improve the attainment of our disadvantaged pupils for the academic year 2024-2025.

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	883
Proportion (%) of pupil premium eligible pupils	32.39%
Academic year/years that our current pupil premium strategy plan covers ( <b>3-year plans are recommended</b> )	Year 3 of 3
Date this statement was published	November 2024
Date on which it will be reviewed	September 2025
Statement authorised by	Headteacher
Pupil premium lead	Headteacher
Governor / Trustee lead	Steven Whitehorn/Dale Wicks

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£320,950
Recovery premium funding allocation this academic year	0
Pupil premium (and recovery premium*) funding carried forward from previous years ( <i>enter £0 if not applicable</i> )  <i>*Recovery premium received in academic year 2021 to 2022 can be carried forward to academic year 2022 to 2023. Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.</i>	0
<b>Total budget for this academic year</b>  <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£320,950

# Part A: Pupil premium strategy plan

## Statement of intent

Barnwood Park School receives a sum of money each year called the Pupil Premium Grant. The purpose of the grant is to help address the inequalities between pupils in receipt of free school meals, looked after children, and children from service families with their peers.

The main objectives at Barnwood Park School are to offer pupils the full curriculum offer whilst also ensuring that their well-being is supported, such that they can thrive and enjoy a rich and fulfilling school experience.

It is recognised that children growing up in poorer families are likely to leave school with lower levels of educational achievement. Barnwood Park uses its Pupil Premium Grant to provide the practical resources, for example, uniform, equipment and revision guides so that the barriers to attending and engaging in lessons are removed.

Pupil well-being is a key principle of the Pupil Premium Strategy at Barnwood Park. It is essential that pupils are able to have a rich and varied experience whilst at school. The Pupil Premium Grant will support pupils so that they can access all extra-curricular activities including school trips, sports clubs and music lessons.

To support the emotional well-being of pupils it is essential that pupils have easy access to in-school professional services. The provision of a Pupil Premium mentor and school counsellor will help to develop resilience and confidence in our young people, thereby promoting strong attendance and levels of progress.

## Challenges

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

Challenge number	Detail of challenge
1	Access to cultural capital
2	Access to counselling services
3	Uniform funding
4	Access to music lessons
5	Access to extra-curricular outdoor sport
6	Lack of guidance mentorship

7	Access to outdoor education
8	One-to-one intervention tuition
9	Access to vocational education

## 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
Students develop their cultural capital accessing experiences to increase their knowledge and social skills whilst also growing in confidence and resilience.	Students attend in-school and off-site extra-curricular activities, e.g. theatre trips, on-site basketball club and peripatetic music lessons.
Students have access to full-time on-site counselling services to improve mental health and well-being.	Students are able to explore emotional concerns, including anxiety, to develop better resilience and coping
Students have a sense of belonging and present themselves in line with the school uniform and equipment policy	Students receive a full set of uniform, including PE kit plus stationery and calculator.
Students develop positive social, behavioural, and communication skills through outdoor learning.	Students engage in on-school activities as a key part of their curriculum provision.
Students attend school well, maximising opportunities for personal development and academic success.	Students have access to an Educational Welfare Office to support with attendance.
Students achieve well through access to a rich and bespoke curriculum, tailored to need and future careers.	Students engage in an Options Process in Year 9 which includes a Vocational Pathway

## 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: £45,450

Activity	Evidence that supports this approach	Challenge number(s)
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Curriculum design to include a vocational offer at KS4	<a href="https://www.jcq.org.uk/wp-content/uploads/2020/07/JCQV-Report-FINAL-DRAFT.pdf">https://www.jcq.org.uk/wp-content/uploads/2020/07/JCQV-Report-FINAL-DRAFT.pdf</a>	9

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

Budgeted cost: £30,000

Activity	Evidence that supports this approach	Challenge number(s)
One-to-one tuition – Yr. 11 using My Tutor for English and Science	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</a>	8

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

Budgeted cost: £245,500

Activity	Evidence that supports this approach	Challenge number(s)
Access to cultural capital	<a href="https://educationendowmentfoundation.org.uk/news/learning-about-culture">https://educationendowmentfoundation.org.uk/news/learning-about-culture</a>	1
Access to counselling services	<a href="https://www.youngminds.org.uk/professional/resources/building-positive-mental-health-in-schools/">https://www.youngminds.org.uk/professional/resources/building-positive-mental-health-in-schools/</a>	2
Uniform	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/school-uniform">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/school-uniform</a>	3
Access to music lessons	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation</a>	4
Access to extra-curricular	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/physical-activity">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/physical-activity</a>	5

outdo or sport		
Access to individual mentoring to support attendance	<a href="https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/attendance-interventions-rapid-evidence-assessment">https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/attendance-interventions-rapid-evidence-assessment</a>	6

<b>Strategy Area</b>	<b>Specific Strategy</b>	<b>Success Criteria</b>	<b>Cost</b>
Teaching	Identification of key staff to follow CPD		£10,000
Teaching	Development of the curriculum		£25,450
Teaching	Development of KS4 curriculum to include vocational training	Options Process to include vocational Pathway	£10,000
Targeted academic support	Yr. 11 My Tutor after-school mentoring support in English (on-line)	Sustained improvement in assessment grades	£10,000
Targeted academic support	Yr. 11 My Tutor after-school mentoring support in Science (on-line)	Sustained improvement in assessment grades	£10,000
Wider strategies	Identification of pupils wishing to pursue peripatetic music lesson. Provision of instrument (hire) and tuition.	Regular attendance at music lessons. Involvement in extra-curricular music/whole school Arts events. Improved uptake at GCSE.	£10,000

Wider strategies	Identification of students wishing to enrol for Duke of Edinburgh Scheme	Successful completion of Bronze Award.	£2,500
Wider strategies	Involvement in off-site extra-curricular activities, for example, theatre visits, school trips including supporting families with paperwork	Identification and targeting of students to secure involvement. Increased numbers of pupils actively involved in off-site activity.	£55,000
Wider strategies	Provision of uniform, equipment and revision resources.	Clear tracking system identifying need and distribution of resources.  Engagement in lessons, completion of homework, record of positive achievements.	£52,000
Wider strategies	Provision of 1:1 and group counselling services in-school	Recruitment of part-time level 3 qualified school counsellor.  Clear process of self and nominated referral.  Clear system showing pupil engagement with school counsellor.  Improved mental health evidenced by attendance and progress data.	£34,000
Wider strategies	Provision of Educational Welfare Officer (EWO) Attendance Mental Health and Wellbeing Support	Recruitment of Educational Welfare Officer Attendance strategies Recruitment of Pastoral, Mental Health & Wellbeing Support Officer	£102,000
Total Spend			£320,950

Carried forward:			£0
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**Total budgeted cost: £320,950**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

We have analysed the performance of our school's disadvantaged pupils during the 2023/24 academic year using key stage 4 performance data and our own internal assessments.

For 2023, the Progress 8 score (which is a measure of how much progress pupils at this school made across 8 qualifications between the end of KS2 and the end of KS4, compared nationally) for our disadvantaged pupils was -0.79. This was a significant decline from the 2022/2023 performance of disadvantaged pupils when Progress 8 was -0.24, and similar to our 2018-19 performance of -0.75.

For Attainment 8 (which is a measure of GCSE attainment across 8 subjects), it was 29.8 which continues to show the decline for this group (it was 32.5 in 2022-23 which is a decline compared to 2021-22 when it was 36.8 for Barnwood and 37.5 for disadvantaged pupils nationally.)

We also compared the difference between the progress of disadvantaged students against non-disadvantaged students. For 2023-24, the Progress of non-disadvantaged students was -0.72 compared to -0.79 for disadvantaged students. Whilst these results are significantly below national average, there is little gap.

For Attainment, the Attainment score of non-disadvantaged students was 38.21 and that of disadvantaged students 29.8. Our Attainment 8 gap in 2023 was therefore significantly lower than the National Attainment 8 gap.

Performance in EBACC is below national average.

The gap between the Progress 8 and Attainment 8 scores of our disadvantaged and non-disadvantaged pupils is therefore diminishing although there is still a difference that we need to address. We need to improve the attainment and progress of all students, especially disadvantaged students. The national figures show the continuing additional impact of the pandemic on disadvantaged pupils. However, we identified that some of the approaches we used to boost outcomes for disadvantaged pupils had impact in



diminishing the difference in our school since 2019 and making the difference less than that at national level.

Our analysis found that wellbeing and mental health remain significantly high across all schools, but referrals for disadvantaged schools is higher than non-disadvantaged pupils. We have therefore extended and widened our support for families with the employment of a second Designated Safeguarding Lead and Educational Welfare Officer to supported those most affected by the cost-of-living crisis providing resources that serve as a barrier to engagement with education and attendance. The addition of an in house mental health lead will also support this.

With the proposed move to join the Greenshaw Learning Trust, there is a significant focus on supporting students from all backgrounds. The introduction of the Year 11 offer which really supports students in Year 11 to be as successful as possible will improve these outcomes.

## Externally provided programmes

Programme	Provider
National Tutoring Programme	My Tutor
Breakfast Club	National School Breakfast Programme
Structured Conversations through EWO	School initiative (based on EFF Attendance strategies)
Outdoor Education	Duke of Edinburgh, Ten Tors plus wider outdoor activities/external providers
Counselling and Mentoring	Chance is Change Yes Mentoring Teens in Crisis

## Service pupil premium funding (optional)

### How our service pupil premium allocation was spent last academic year

A dedicated member of staff is available to support service pupils with anxiety and loss when a family member is deployed. Two members of staff have been trained as Emotionally Available Adults and included service children in their targeted mentoring.

Since the barriers for service children are sometimes harder to define, all service children are included in the whole school structured conversations which happened twice last year. This allows for the identification of those who need access to music lessons, resources for options lessons and revision guides where needed or any other resources identified.

### The impact of that spending on service pupil premium eligible pupils

All service children attended class visits and other educational experiences offered.

The childhood experiences that impact on service children are better understood and this has strengthened the understanding about the lived experiences of families in the services as well as improved relationships between families and school. The recruitment of a mental health and wellbeing lead within the school has ensured that all students, but especially our more disadvantaged and vulnerable students have access to additional support and advice.

## Further information (optional)

### **Additional activity**

Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium or recovery premium. That will include:

embedding more effective practice around feedback. [EEF evidence](#) demonstrates this has significant benefits, particularly for disadvantaged pupils.

utilising support from our local [Mental Health Support Team](#) and local behaviour hub, plus funding for CPD from the local authority's Wellbeing for Education Recovery budget, to support pupils with mild to moderate mental health and wellbeing issues, many of whom are disadvantaged.

offering a range of high-quality extra-curricular activities to boost wellbeing, behaviour, attendance, and aspiration. Activities (e.g., The Duke of Edinburgh's Award), will focus on life skills such as confidence, resilience, and socialising. Disadvantaged pupils will be encouraged and supported to participate.

### **Planning, implementation, and evaluation**

In reviewing our current pupil premium strategy, we evaluated why certain activities undertaken in the previous year had had impact, whilst others had not been successful.

We triangulated evidence from multiple sources of data including exams and assessments, attendance and engagement in class book scrutiny, and conversations with students and teachers in order to identify the challenges faced by disadvantaged pupils. We also used the EEF's families of schools database to view the performance of disadvantaged pupils in school similar to ours.

We looked at several reports and studies about effective use of pupil premium, the impact of disadvantage on education outcomes and how to address challenges to learning presented by socio-economic disadvantage.

We used the [EEF's implementation guidance](#) to help us develop our strategy and will continue to use it through the implementation of our activities.

We have implemented a robust evaluation framework for the duration of our three-year strategy and will adjust our plan over time to secure better outcomes for pupils.