



# Barnwood Park School

# **Pupil Premium Strategy**

# **Statement**

Barnwood Park School is part of the Greenshaw Learning Trust.

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# Barnwood Park School – Part of the Greenshaw Learning Trust

## Pupil Premium Strategy Statement 2025–2026

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.

This strategy directly complements the school's Raising Achievement Plan priorities around improving literacy, attendance, and the effective use of assessment data to close progress gaps.

### School Overview

Detail	Data
Number of pupils in school	914
Proportion (%) of pupil premium eligible pupils	36.7% (339)
Academic year/years covered	2025–2026
Date published	November 2025
Date to be reviewed	September 2026
Statement authorised by	Myles Preston (Headteacher)
Pupil premium lead	Rhiannon Rainbow (Deputy Headteacher – Inclusion)
Governor / Trustee lead	[To be confirmed]

### Funding Overview

Detail	Amount
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Pupil premium funding allocation this academic year	£320,904
Pupil premium funding carried forward	£0
Total budget for this academic year	£320,904

## Part A: Pupil Premium Strategy Plan

### Statement of Intent

At Barnwood Park School, we are committed to ensuring that every pupil - regardless of background or circumstance - achieves academic success, develops resilience, and has access to enriching experiences that build character and confidence.

Our strategy prioritises high-quality teaching, targeted academic support, and wider strategies that remove barriers related to attendance, wellbeing, and financial hardship.

Through high expectations, pastoral care, and access to cultural and extracurricular opportunities, we aim to close attainment gaps and prepare all students for future success.

### Challenges

Challenge number	Detail of challenge
1	Low attendance and persistent absence among disadvantaged pupils.
2	Barriers to accessing cultural capital, enrichment, and extracurricular opportunities.
3	Emotional wellbeing and mental-health concerns affecting engagement and progress.
4	Financial hardship limiting access to uniform, equipment, and nutrition.

5 Lower academic outcomes, particularly in English, Maths, and EBacc subjects.

## Intended Outcomes

Intended outcome	Success criteria
Progress 8 for disadvantaged pupils improves.	Gap with non-disadvantaged pupils narrows year on year.
Attainment 8 increases for disadvantaged pupils.	Basics 4+/5+ improves year on year.

Attendance for disadvantaged pupils improves, with persistent absence declining.	Attendance gap with peers less than 1.5%.
Improved wellbeing and engagement.	Reduction in external referrals and improved student-voice outcomes.
All disadvantaged pupils access enrichment opportunities.	Participation tracked and reviewed termly.

## Activity in this Academic Year

### Teaching (CPD, recruitment and retention)

Budgeted cost: £45,450

Activity	Evidence base	Challenge(s) addressed
Curriculum and CPD development to strengthen adaptive teaching.	EEF   Effective Professional Development	All / 5
KS4 curriculum expansion to include vocational and alternative pathways supporting engagement and progression.	EEF   Collaborative Learning	5

### Targeted Academic Support

Budgeted cost: £30,000

Activity	Evidence base	Challenge(s) addressed
Small group interventions for Year 11 pupils.	EEF   Small Group Tuition	5
In-class mentoring for targeted students at risk of underachievement.	EEF   Teaching Assistant Interventions	5

### Wider Strategies

Budgeted cost: £245,500

Activity	Evidence base	Challenge(s) addressed
Counselling and wellbeing support in-school.	EEF   Social and Emotional Learning	3
EWO support and attendance mentoring.	EEF   Attendance Interventions	1
Uniform, equipment and food support.	EEF   School Uniform	4
Peripatetic music tuition, DofE and enrichment trips.	EEF   Arts Participation	2

Total budgeted cost: £320,904

## Part B: Review of the Previous Academic Year

### Outcomes for Disadvantaged Pupils (Validated 2024 - Provisional 2025)

Measure	2023–24 Outcome	2024–25 Outcome
Attainment 8 (PP)	29.8	32.4
Attainment 8 (Non-PP)	38.2	39.0

EBacc Entry (PP)	Low	Improving
Basics 4+/5+	38% / 21%	44% / 28%

### Narrative summary

Attainment 8 for disadvantaged pupils increased by 2.6 points, reducing the difference from 8.4 to 6.6 points. Basics 4+ rose 6 points and 5+ rose 7 points, outperforming national disadvantaged averages. Attendance for disadvantaged pupils improved by 1.8 percentage points, closing the gap to 1.2 points. Fixed-term suspensions reduced by 25 percent, and the proportion of lessons free from disruption increased significantly. These improvements reflect the impact of strengthened mentoring, targeted interventions, and wellbeing support introduced through the Year 11 Offer and Raising Achievement Plan.

### Externally provided programmes

- National Tutoring Programme - *MyTutor*: one-to-one tuition in English and Science.
- Counselling and mentoring - *Chance is Change / Teens in Crisis*: external counselling complementing school provision.
- National School Breakfast Programme - *Family Action* (continuing 2025-26): DfE-funded breakfast support.
- Duke of Edinburgh Award - *DofE Foundation*: accredited enrichment opportunities.
- Structured conversations (attendance) - School-led / EWO model ● *All other interventions are delivered in-house by Barnwood Park staff.*

### Further information

This strategy is informed by the Education Endowment Foundation (EEF) Toolkit and aligns with Greenshaw Learning Trust priorities. Progress, attendance, and wellbeing are reviewed termly to ensure funding removes barriers and enables sustained academic and personal development. Monitoring reports on progress, attendance, and wellbeing are presented termly to the Senior Leadership Team and to the Governing Body via the Inclusion and Standards Committee.

*This statement will be reviewed annually and updated in line with DfE guidance.*