



Barnwood Park

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 2026 - 2027

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	904
Proportion (%) of pupil premium eligible pupils	36.2% (330)
Academic year/years covered	2026–2029
Date published	November 2026
Date to be reviewed	October 2027
Statement authorised by	Will Meldrum (Headteacher)
Pupil premium lead	Sally Owen (Associate Assistant Headteacher - Progress and development)
Governor / Trustee lead	

Funding Overview

Detail	Amount
Pupil premium funding allocation this academic year	£363,327.70
Pupil premium funding carried forward	£0.00
Total budget for this academic year	£363,327.70

Part A: Pupil Premium Strategy Plan

Statement of Intent

At Barnwood Park School, we are committed to ensuring that every pupil is able to achieve academic success, develop resilience, and has access to enriching experiences that build character and confidence, irrespective of the background, circumstances or the challenges they face.

High quality teaching is at the heart of our approach, with targeted academic support, and wider strategies that remove barriers related to attendance, wellbeing, and financial hardship. This is proven to have the greatest impact on closing the disadvantage attainment gap. 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 and ensure disadvantaged pupils are challenged in the work that they are set and inspired to achieve. We adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes helping us to identify early if intervention is needed. Our pupil premium strategy outlines a wide variety of actions and priorities that will be implemented to address our intent and has been informed by 'The EFF guide to the Pupil Premium'.

Challenges

Challenge number	Detail of challenge
1	Low attendance and persistent absence among disadvantaged pupils. In the 2025/2026 academic year there was a 6.9% attendance gap between PP & Whole school attendance.
2	Barriers to accessing cultural capital, enrichment, and extracurricular opportunities. Evidenced in those signing up for trips/visits and extra-curricular clubs.
3	Emotional wellbeing and mental-health concerns affecting engagement and progress.
4	Developing learning behaviours and interventions that reduce the number of referrals to AP (alternative provision). 59.4% suspensions were from PP students and 54% of the AP referrals were from PP students.
5	Attainment and P8 scores are below that of non-pupil premium students. Lower academic outcomes, particularly in English, Maths, and EBacc subjects. This is evidenced in the 2026 school results.

Intended outcomes

Intended outcome	Success criteria
Maximise student progress and attainment of students from disadvantaged backgrounds.	Progress 8 for disadvantaged pupils improves. The gap with non-disadvantaged pupils narrows year on year. Basics 4+/5+ improves year on year.
Attendance for disadvantaged pupils improves, with persistent absence declining.	Attendance gap between PP & Non PP closes from 6.9% Persistently absent students within PP drops year on year.

Improved wellbeing and engagement.	Reduction in external referrals for support and improved student-voice outcomes. Early identification & support within the pastoral framework.
PP students are under-represented in behaviour incidents.	The percentage of PP students referred to AP is on or below the percentage of PP students in the school.
All disadvantaged pupils access enrichment opportunities both in school activities & External trips.	Participation tracked and reviewed termly. Ratio of PP & Non PP students' attendance at school activities and trips matches that of the school cohort.
All pupils are equipped for school and able to access lessons with no barriers, raising the aspirations of disadvantaged pupils.	Students have access to all items of uniform. Students are provided with equipment for lessons. Increased access to career advice. 100% of students secure placements after Year 11.

Activity in this Academic Year

Teaching (CPD, recruitment and retention)

Budgeted cost: £181,663.85

Activity	Evidence base	Challenge(s) addressed
Curriculum and CPD development to strengthen adaptive teaching.	EEF Effective Professional Development. Targeted	All / 5

	CPD allowing opportunities to share and learn from best practice to support the progress of disadvantaged students	
KS4 curriculum to include vocational and alternative pathways supporting engagement and progression.	EEF Collaborative Learning Ofsted's research on curriculum is clear that having a narrow curriculum disproportionately affects disadvantaged students	5
Appointment of AAHT to lead on Pupil premium	EEF Effective Professional Development	All
DDI Programme	The EEF's Pupil Premium guidance states that students experiencing high quality teaching is vital for ensuring that all students achieve well and can participate in society when they leave school.	5, 4

Targeted Academic Support

Budgeted cost: £54,499.155

Activity	Evidence base	Challenge(s) addressed
Small group interventions for Year 11 pupils.	EEF Small Group Tuition Providing high-quality, curriculum linked	5

	intervention for targeted support for disadvantaged students.	
In-class mentoring for targeted students at risk of underachievement.	EEF Teaching Assistant Interventions	5
Extended school time for Y11 Including P6. As well as Champions hours for both Y10 & Y11	The Extending school time EEF Our disadvantaged students will benefit the most from this structured learning time academically demonstrated by the research by the EEF toolkit. This extended time spent in front of a subject specialist will ensure that all students are as prepared and confident as possible in their studies.	5
Whole school reading programme - TTRP Reading tests (GL Assessments)	EEF Improving literacy in secondary schools Exposure to a wide range of books through the reading programme helps develop a passion for reading and embeds reading into a student's daily routine. Tailored literacy intervention improve reading skills and accessing the curriculum	5

Maths 1:1 mentoring	EEF Teaching Assistant Interventions	5
Literacy for all	EEF Improving literacy in secondary schools Foundational to academic success.	5
IDL English & Maths	EEF Small group tuition Shown to be beneficial to pupils needing extra support. It is suggested that such interventions can add up to 4 months of additional progress for disadvantaged pupils.	5
Exact Screening		5

Wider Strategies

Budgeted cost: £127,164.695

Activity	Evidence base	Challenge(s) addressed
Counselling and wellbeing support in-school. ELSA, Chance is change, YES Mentoring	EEF Social and Emotional Learning	3
EWO support and attendance mentoring.	EEF Attendance Interventions	1

Uniform, equipment and food support (breakfast club).	EEF School Uniform Providing structured, supportive environments outside regular school hours helps students with their studies and improves attendance and behaviour. The Extending school time EEF evidence highlights that extended learning time can add up to three months' progress annually, especially for disadvantaged pupils.	4
Peripatetic music tuition, DofE and enrichment trips such as theatre trips and the literature festival.	EEF Life skills and enrichment - structured enrichment activities enhance social-emotional skills, which positively impacts educational outcomes and aspirations. Involvement in extracurricular activities, such as the Duke of Edinburgh Award, fosters essential life skills and resilience. EEF Arts Participation - Exposure to the arts can boost engagement and aspirations.	2 & 3

Total budgeted cost: £363,327.70

Part B: Review of the Previous Academic Year

Outcomes for Disadvantaged Pupils

Measure	2023–24 Outcome	2024–25 Outcome	2025-2026 Outcome
Attainment 8 (PP)	29.8	32.4	34.06
Attainment 8 (Non-PP)	38.2	39.0	46.4
EBacc Entry (PP)	Low	Improving	Improving
Basics 4+/5+	38% / 21%	44% / 28%	36%/16%

Y11 Narrative summary

Attainment 8 for disadvantaged pupils increased by 1.66 points showing an improvement. However the gap between disadvantaged and non-disadvantaged pupils increased to 12.35.

Attendance for disadvantaged pupils improved by 2.4% in the Y11 Cohort and the gap closed to 3.6% in Y11 between PP and non PP.

Fixed-term suspensions reduced by 8.4%, 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.

Behaviour data for disadvantaged pupils

Measure	Whole School 2025/26	Pupil Premium 2025/26
Suspensions	576	342 = 59.4%
Permanent Exclusions	6	6 = 100%
AP Referrals	3769	2051 = 54%

Externally provided programmes

- Counselling and mentoring - Chance is Change /YES mentoring / Teens in Crisis: external counselling complementing school provision. Future built mentoring programme, Art Therapy.
- National School Breakfast Programme - Family Action (continuing 2026-27): DfE-funded breakfast support.
- Duke of Edinburgh Award - DofE Foundation: accredited enrichment opportunities.
- Structured conversations (attendance) - School-led / EWO model/ Daily Calls
- All other interventions are delivered in-house by Barnwood Park staff including; ELSA, IDL English & Maths, Social Skills SLCN, Maths 1:1, Type club, Gardening club, Exact screening.

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.