

Pupil Premium 2024-2025 Review

This document presents the impact of the 2024–2025 Pupil Premium (PP) strategy at Barnhill Community High School. The report explains how the school use PP funding to improve the education outcomes for our disadvantaged students and ensure their progress is in line or above with other students in the school as well as nationally. A complete breakdown of the school’s Pupil Premium outcomes of our last formal examination (2025) can be found here:

<https://www.compare-school-performance.service.gov.uk/school/137844/barnhill-community-high-school/secondary>

Summary Information			
School	Barnhill Community High school		
Academic Year	2024 - 2025	Total PP Budget	£494,550
Total Number of pupils	1552	Number of pupils eligible for PP	543 (35%)

Pupil Premium Strategy Outcomes

Year 11 Summer Examinations 2025

As illustrated in **table 1**, Barnhill High School’s overall Attainment 8 performance, as well as that of PP students, exceeded national averages. While the data highlights an attainment gap between Pupil Premium and non-Pupil Premium students, the results below indicate that this gap is steadily narrowing. Ensuring equity by narrowing the gap in outcomes for PP students remains a whole school priority.

<i>Table 1</i>	Pupil Premium (81) 2025	Non-Pupil Premium (177) 2025	2025 National average (all pupils)
Attainment 8	47.9	54.64	45.9
9-4 English and Maths	69.1%	85.%	72.7%
9-5 English and Maths	49.4%	60.%	45.2%
Ebacc Average point score	4.46	5.14	4.08
Others A8	13.40	15.44	

Key Stage 4 2025 Outcomes by prior attainment.

Table 2 demonstrates that attainment for the high ability group is consistently higher than that of both the middle and low prior attainers as expected. When comparing overall performance between PP and non-PP students, the data show that attainment for High Prior Attainers - pupil premium is higher than that of non-pupil premium. Attainment gaps are above the national. Some exploration is required when looking at the difference between prior attaining groups.

<i>Table 2</i>	High Prior Attaining students	Middle Prior Attaining students	Low Prior Attaining students
Pupil Premium			
Attainment	69.53 (19)	46.97 (32)	33.95 (29)
Non-Pupil Premium			
Attainment	68.8 (53)	55.58(67)	40.38 (57)

Key Stage 4 Three Year Trend. Table 3 below, demonstrates attainment scores over the last four years that are within a score of (3.29). In addition, the 2025 outcomes when compared with national attainment is superior across all levels.

<i>Figure 3</i>	2022	2023	2024	2025	NA 2024/5
	Pupil Premium				
Attainment 8	50.9	48.2	50.38	52.8	45.9
Maths and English Grade 5+	57.%	52%	55.1%	57.5%	45.2%
Maths and English Grade 4+	73%	74%	75%	69.%	
	All Pupils				
Attainment	55.61	53.2	55.56	53	45.9
Maths and English Grade 5+	64.96%	61%	69%	58%	45.2%
Maths and English Grade 4+	79.91%	79%	86%	80%	72.7%

Attainment 8

Table 4 shows performance comparisons for 2023, 2024 and 2025 between PP and non-PP in all key school options. Generally, attainment for both PP and non-PP are higher than the 2024 and national figures for example in English PP students performed better in 2025 than in 2023 with a score of 10.19 against 10.09 respectively. The PP difference in average point score (APS) for the years 2025 and 2024 in English is (-0.95) whereas the corresponding gap in Maths is significantly smaller at (-0.20). APS comparisons reveal that PP students are performing closer to their peers in Maths (-0.20).

Table 4 Attainment 8

	#	Overall	English A8			Mathematics A8			Ebacc A8			Open A8		
year		2025	2025	2024	2023	2025	2024	2023	2025	2024	2023	2025	2024	2023
Overall	257	52.8	11.2	11.28	11.02	10.7	10.03	10.96	15.9	16.24	15.65	15.0	14.95	15.57
Male	127	47.35	9.95	10.98	10.72	10.05	11.58	11.43	14.16	16.25	15.80	13.19	14.02	15.19
Female	130	56.92	12.32	12.1	11.35	11.12	10.91	10.42	17.10	16.24	15.48	16.37	15.88	16
PP	81	48.4	10.19	11.14	10.09	9.80	10	9.89	14.01	14.59	13.89	13.40	14.31	14.18
Non-PP	177	54.36	11.58	11.77	11.81	10.95	11.88	11.86	16.39	17.1	17.14	15.44	15.3	16.74

Figure 1: Three Year Trend Data, Suspensions and Permanent Exclusions

	No. of PEXS	% of cohort	No. of SP (Y7-11)	% of cohort	No. of students with 1 Suspension (SP)	% of cohort	more than 1 suspension (SP)	% of cohort
F2024-25 All (1559)	6	0.4%	89 94 incl 6 th form	5.7%	54	3.5%	17	1.1%
2024-25 PP (586)	4	0.7%	55	9.4%	31	5.3%	11	1.9%
2024-25 SEND (215)	3	1.4%	31	14.4%	12	5.6%	8	3.7%
2023-24 All (1524)	5	0.3%	-127 includes Y12 students (Y7-Y11) -8 119	7.7%	70	4.1%	57 (20 Students)	3.6%
2023-24 PP (598)	1	0.2%	74	12.4%	33	5.5%	40 (13 Students)	6.7%
2023-24 SEND (150)	1	0.7%	36	24.0%	6	4.0%	29 (10 Students)	19.3%

The number of students who have more than one suspension remains below NA.

In the 2024-25 season the proportion of PP students with more than one suspension is lower (1.9%) than the 2023 -24 which was (6.7%).

Figure 1 highlights a year-on-year comparison of PP student suspensions, showing a decline from 12.4% in 2023–24 to 9.4% in 2024–25. This reduction reflects the impact of targeted behaviour interventions and consistent pastoral support, suggesting that the school’s strategies are effectively improving behaviour outcomes for PP students.

The Pupil Premium Strategy Impact Summary

Barriers to future attainment (for students eligible for PP, including high ability)		Success criteria	Impact Summary
In-school barriers			
A	In some cases, students show low levels of literacy with low reading scores, failing to access and understand subject specific vocabulary.	Reduce the P8 gap between PP and non-PP students.	<p>High</p> <p>When making proportion comparisons between PP and non-PP, the data in the 2025 table shows that the percentage of students, in particular PP is generally lower for both Dependent and Emerging than it is for non-PP. The data suggest that there are fewer PP students in the Dependent and Emerging brackets compared to their non-PP peers, indicating that a greater proportion of PP students are progressing toward Independent reader status. This highlights the</p>

			<p>positive impact of targeted reading interventions and suggests that current strategies are effectively supporting disadvantaged students' literacy development.</p> <p>External reviews of the majority of subjects found that PP students were as articulate as non-PP in explaining the learning in their curriculums.</p>
B	In some cases, boys demonstrated poor attitudes to learning.	Boys improve their overall attitude to learning focusing mainly on closing the gap between WBRI PP and non-PP boys.	<p>High</p> <p>Our final Attitude to Learning data shows positive figures in attitude to learning scores for PP students across all year groups.</p> <ul style="list-style-type: none"> • Observations from learning walks indicate high levels of student engagement and participation. Summer Term 2 LWs show that the culture for learning is highly purposeful in more than 90% of lessons. PP students benefit from frequent opportunities to practise skills combined with excellent and consistent routines and retrieval opportunities. <p>In 2025, the overall yearly average Attitude to Learning (ATL) score across Years 7, 8, and 9 was 3.0, with PP students achieving a slightly higher average than their peers. Since an ATL score of 4 is regarded as excellent and 1 as a cause for concern, these results highlight encouraging progress in closing the engagement gap for disadvantaged pupils. This positive trend suggests that current teaching strategies, mentoring, and behaviour interventions are having a measurable impact, but continued efforts are needed to maintain momentum and further increase the proportion of students reaching the highest ATL band. At KS4, approximately 50% of all negative behaviour points are attributed to PP students, indicating a disproportionate representation. Conversely, PP students receive 38% of the positive points awarded, suggesting a gap in the recognition of positive behaviour. Furthermore, 60% of all referrals to the Referral Room involve PP students, highlighting the need for strengthened early intervention, restorative practices, and reward strategies to promote positive behaviour and reduce sanctions within this cohort.</p>
C	In some cases, high prior attaining students who are eligible for PP are making less progress.	High prior attaining PP students will perform in line with other key learner groups.	<p>High</p> <p>The High Prior Attainers (HPA) who are PP outperformed all pupils by (+0.73) in the 2024/25 exams. The good performance by the HPA demonstrates positive impact</p>

			of strategies put in place. These include good quality teaching and teaching to the top.
D	Our disadvantaged students are more likely to be late or have unauthorised absences.	Regular attendance for PP students ensures they are in school, ready to learn and start the day at a sensible time. Reduce the gap in attendance between PP and non-PP students.	<p>High</p> <p>The school has strong systems designed to reduce persistent absenteeism, address school refusal, and promote punctuality and lesson attendance.</p> <p>Clear and effective use of the school's attendance and punctuality policy, with appropriate referrals made once the threshold is met.</p> <p>Personalised and close contact with home to ensure the school is working in collaboration with parents and students.</p> <p>Students with low attendance and punctuality are supported by the school's attendance and pastoral teams have worked hard to improve attendance and punctuality using tactics such as reports, parent meetings as well as visits to homes.</p> <ul style="list-style-type: none"> • Attendance for PP students is broadly in line with, or slightly above, national averages, though it remains around 2% lower than that of non-PP peers. This small gap highlights the need for continued monitoring and targeted initiatives such as early intervention, family engagement, and attendance incentives to further narrow the difference and ensure equity in learning opportunities.
External barriers			
E	In some cases, students may be more vulnerable, both mentally and emotionally.	PP students are able to develop personal as well as academic skills.	<p>Moderate</p> <p>The strong pastoral provision, particularly for PP students through a targeted Strategy meeting focus, ensures that they receive timely support, with any changes in behaviour swiftly identified and addressed through early interventions. A fair proportion of PP students were discussed at the Strategy meeting. Over 50% of the discussions in both Strategy and Achievement meetings focus on PP students, ensuring that their progress, barriers to learning, and intervention needs remain a central priority. This sustained focus enables leaders and teachers to</p>

			coordinate targeted support, track impact closely, and adapt strategies promptly to maximise outcomes for disadvantaged learners
F	In some cases, students may not feel secure and confident at school to participate in wider school life.	PP students feel safe and secure at school, participating in wider school life as well as making good academic progress	Moderate Feedback from student voice demonstrates that learners feel secure, well-supported, and listened to. PP students are actively encouraged to attend school trips and cultural events, ensuring equal opportunities for personal development and enrichment
G	In some cases, students may not aspire to appropriate post 16 courses.	PP students have access to level 3 Post 16 courses and secure places at Russell Group Universities.	Moderate Records of student destinations highlight a growing proportion of PP students choosing Level 3 study post-16, supported by effective careers guidance and tailored mentoring. 100% of PP students have received well planned and befitting advice. Data shows a 3-year rising trend. Disadvantaged students are well represented amongst the Gifted & More Able and Subject Champion programmes. KS5 results PP students achieving just as well as non PP students.

Spending Summary

Item:	Cost:	Objective:
Whole school development		
CPD	£7500	A bespoke tailored CPD plan allows for all members of staff to develop in their roles and strengthen Quality First Teaching, leading to low staff turnover and thus an enhanced quality of education for all students.
Staffing	£199966	Ensuring that students are taught by subjects specialists, experts in their fields in order to expose our pupils to the best that has been thought and said.
PP AHT (1-day P/W)	£16,078	Assistant Head Teacher in charge of tracking and monitoring the progress of PP students that leaders at all levels take accountability and close gaps.
TLR in Maths	£3500	A key responsibility for tracking, identifying PP students and intervening to ensure they achieve as well as non PP.
Assessment:		
Literacy on-line	£8,400	These are carried out twice a year enabling systematic tracking of students' reading ages. This method allows for clear identification of students in need of extra literacy support and review the impact of our reading implementation.
MidYis	£4,076	MidYis is used in the absence of KS2 data. This data is used to ensure all students are set appropriate and aspirational targets.
Access arrangements- testing and invigilation	£1,700	To remove barriers experienced by students during formal examinations in order to ensure students with bespoke needs are not disadvantaged.

Reading Interventions		
Lexia	£2,070	The programme aims to develop student's reading/literacy skills whilst also improving comprehension and brining students' literacy proficiency in line with their peers.
Thinking Reading	£6,757	An intensive programme aimed at students who are 2 years or more below their chronological reading age, enabling students to make rapid and sustained progress and bring in line with their peers to access the curriculum.
Library refurbishment	£5,600	Promotes the love of reading. Acts as a 'safe' study place for all, in particular students who do not have the correct learning environment at home.
Reading technologies coordinator	£1,754	To ensure that reading is at the heart of the curriculum, introducing a consistent approach across the school to promote reading.
Targeted Academic support		
KS3 and KS4 Raising Standards Leaders	£20,400	To use assessment In order to track and monitor the progress made by students belonging to protected cohorts. Enabling middle leaders with the identification of underperforming students and facilitating the necessary intervention aimed at reducing gaps in knowledge and content.
Protected Cohorts Maths Rep	£1,500	Uses Maths assessment data to identify underachieving students belonging to the protected cohorts. Advises the department regarding necessary adaptations to intent & implementation that will allow students to make the expected progress and bridge gaps in skill and knowledge.
Protected Cohorts English Rep	£1,500	Uses English assessment data to identify underachieving students belonging to the protected cohorts. Advises the department regarding necessary adaptations to intent & implementation that will allow students to make the expected progress and bridge gaps in skill and knowledge.
GAMA (Gifted And Most Able) coordinator	£2,072	Ensures students who make exceptional progress and attainment are recognised and supported in through post 16 and higher education processes. To promote this especially with PP students to raise aspirations.
Out of school hours Interventions. (Saturday) & Half terms.	£85,713	These interventions are targeted at those who would most benefit from learning in smaller groups. COVID catch up plans involve a series of interventions with a particular focus on core subjects.
Yr11 Maths Breakfast Club	£3,000	Students in need of extra support in Maths are able to attend this intervention on a daily basis, building both confidence and knowledge in the subject.
Breakfast/Homework club	£10000	Provide opportunities and appropriate nurture support to enable pupils to access learning beyond the classroom (homework).
Educational resources/ revision guides	£15,000	All disadvantaged students are provided with the necessary resources to access the learning from home. Lack of resources should not be a barrier to learning.
Wider Support		
Attendance support officer	£6,000	Allows for the close tracking and monitoring of student attendance, enabling the pastoral teams to put measures in place aimed at reducing persistent absence and potential school refusers.
Student services	£12,868	Helps students who struggle with organisational skills or encounter emotional barriers to learning overcome barriers in order to maximise learning time in the classroom.

School counsellor	£32,937	A necessary post COVID resource aimed at helping students who struggle to overcome emotional barriers to learning.
EWO attendance services	£10,039	This service works alongside the attendance team in order to prevent further attendance issues and prolonged disruptions to learning as a result of missing school.
Careers	£11,120	Provides all students with the necessary advice and opportunities focussed on educational and career aspirations, leading to an increased uptake of courses at post 16 and employment, education or training at post 18.
Trips & Visits	£10,000	Builds students cultural capital and skill.
Rewards	£5,000	Acts as a constant incentive, celebrating achievements and attitudes.
Sparx and Mathswatch subscription	£1,500	Remote Maths learning platform that students can access in school and beyond. Encourages pupils to work independently, tackling their own gaps in knowledge.
Resources, equipment, uniform etc	£8500	To support students financially and ensure equal access to resources
Intervention programmes on behaviour	£0000	To support students in managing behaviour and social-emotional incidences.
Total		£494,550

Pupil Premium Strategy Impact Breakdown

Planned expenditure		
Academic year	2024-2025	
The three headings below allow schools to show how the pupil premium is being used to enhance teaching practices, deliver focused support, and implement whole-school initiatives.		
Allocated Budget: £256800		
Ensuring all students receive quality first teaching – Universal Approach		
Chosen Action/ Approach	Impact Summary + How we know	Lessons Learned and Next Steps
Curricular literacy	Curricular literacy served as a whole-school development strategy and remained a key focus area for everyone.	NGRT data should be utilised more extensively to guide planning across all subject areas.

	<p>Curriculum areas were tasked with planning clear opportunities for students to engage with and apply subject-specific vocabulary. A recent audit indicates that most areas now place literacy at the heart of students' daily learning experience. NGRT data (Figure 5) shows that pupils' reading ages improve as they advance through the curriculum.</p> <p>Figure 2 shows that in 2025, the proportion of students in the Dependent group (17.2%) was lower than in 2024 (21%), indicating an overall shift toward greater reading independence. A similar downward trend is observed for the Emerging group, further suggesting that more students are progressing to higher reading proficiency levels. This positive movement reflects the impact of targeted literacy interventions and highlights the importance of sustaining and enhancing these strategies to maintain momentum.</p> <p>The reading age gap between PP and non-PP pupils decreases year upon year. Learning walks show that reading activities are well embedded across the curriculum. Pupil voice regarding opportunities and the benefits of reading is positive.</p>	<ul style="list-style-type: none"> • 'While fluency and comprehension have been the focus of curricular literacy, the emphasis will now shift toward vocabulary development. • Students reading below their chronological age are placed in one of the school's intervention programmes, where they make sustained and rapid progress
<p>All staff will receive appropriate CPD to facilitate development of effective high-quality teaching</p>	<p>The school will continue to provide bespoke CPD programmes in all areas to help with the development of all students.</p> <p>We are confident that the ongoing development of our staff, particularly in Quality First Teaching, has been a major contributor to the school's outstanding outcomes in recent years</p>	<p>A more personalised CPD programme designed to support staff development at every stage of their career</p> <ul style="list-style-type: none"> • A stronger emphasis is placed on high prior-attaining students to ensure that all learners particularly PP HPA students receive the appropriate level of challenge

<p>Students will have the opportunity to do two work placements</p>	<p>The school (Careers) were able to invite a number of guests including doctors, paramedics, authors, accountants, musicians, Army Engineers who delivered a variety of workshops and talks.</p> <p>Feedback on the Personal Development activities was highly positive, with the vast majority of students reporting that they found the events valuable and enriching. Additionally, 60 students had the opportunity to engage with a range of guest speakers focusing on applied subject career pathways, and Year 12 and 10 students completed work experience to support their preparation for the next stage of their education.</p>	<p>Develop a student participation log to allow for better analysis of attendance by cohort.</p> <ul style="list-style-type: none"> • Create a system that enables the school to align careers activities with each pupil's future aspirations • Consider introducing personality assessments to help students reflect on their learning styles, interests, and potential career pathways.
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Figure 2 Comparisons in Average Reading Age of PP and Non-PP in 2024-2025

% Reading Data PP vs Non PP			2024	
	Non-PP	PP		
Count of Reading Skill	Column Labels			
Row Labels	No	Yes	Grand Total	%
Dependent Reader	71	28	99	28
Emerging	22	6	28	21
Independent Reader	86	42	128	33
No reading data	7		7	
Grand Total	186	76	262	
	PP = 76	29%		
	Non-PP = 186	71%		

Year 7 2025 Reading Skill			
Row Labels	non-PP	PP	Grand Total
Dependent Reader	18	17	35
Emerging	6	11	17
Independent Reader	51	34	85
Total	74	62	136

% Reading Data PP vs Non PP	2025				
Reading Data	Column Labels				
Row Labels	Year 11	Year 10	Year 9	Year 8	Grand Total
No (non-PP)	60.2%	58.3%	56.9%	61.2%	59.0%
Dependent Reader	37.2%	20.0%	18.5%	17.4%	23.3%
Emerging	10.4%	11.7%	8.1%	6.5%	9.2%
Independent Reader	12.6%	26.5%	30.4%	37.3%	26.5%
Yes (PP)	39.8%	41.7%	43.1%	38.8%	41.0%
Dependent Reader	26.4%	15.7%	13.5%	13.4%	17.2%
Emerging	8.2%	8.7%	11.2%	4.5%	8.4%
Independent Reader	5.2%	17.4%	18.5%	20.9%	15.4%
Grand Total	100.0%	100.0%	100.0%	100.0%	100.0%

The three data tables in **Figure 2** present a comparative analysis of the proportions of PP and non-PP students gaining reading skills at different levels. The figures, also show levels of reading from 2024 to 2025 where the students need reading support. Comparisons for 2024 and 2025 are provided to reveal year-on-year changes in students' reading performance across the three strands: Emerging, Dependent, and Independent. The year 7 reading data is included to show various gaps in reading skills and the amount of work needed for students to attain good levels of reading proficiency.

Table 5 Whole School Attendance Percentages: 2024 - 2025					
	Pupils in group	Attendance	Authorised Absences	Unauthorised Absences	Late to school
Pupil Premium	543	92.7	3.1	3.0	474
Non-Pupil Premium	1009	94.8	2.0	1.7	621

Figure 3 Residual – how far were outcomes from targets set by MiDYIS?

RESULTS 2025 - Targets	#	Overall	English Residual	Mathematics Residual	Ebacc Residual	Open Residual
Overall	257	-0.84	-0.42	-0.65	-0.65	-0.90
Male	127	-0.84	-0.49	-0.49	-0.62	-0.97
Female	130	-0.85	-0.36	-0.80	-0.68	-0.83
PP	80	-0.98	-0.72	-0.51	-0.67	-1.12
Non PP	177	-1.65	-0.98	-1.28	-1.42	-1.47

Figure 3 illustrates the extent to which outcomes deviated from the set targets (residuals). The accompanying table shows that residuals for PP students were consistently lower and, in some cases, significantly so, compared to their non-PP peers across all major subject areas. This indicates that PP students made stronger progress relative to their targets, highlighting the effectiveness of the targeted strategies implemented during the academic year. Going forward, the school will continue to refine and scale these strategies to sustain this positive trend and further close any

Whole School Table 6 2023 - 2024 tages						
	Pupils in group	Attendances	Authorised Absences	Unauthorised Absences	Late Before	Late After
Pupil Premium	515	92.13	3.63	4.17	4.36	0.88
Not Pupil Premium	1050	94.49	2.93	2.53	4.07	0.34

Tables 5 and 6 demonstrate a 0.57% improvement in the attendance rate of PP students compared to the previous academic year, despite a notable increase in the overall PP cohort size. This positive shift is accompanied by a measurable narrowing of the attendance gap between PP and non-PP students in 2024–2025, signalling progress towards the school’s strategic target of reducing attendance disparities. In addition, unauthorised absences among PP students have fallen by 1.17%, providing evidence that recent attendance interventions including targeted parental engagement, mentoring programmes, and early intervention strategies are yielding tangible benefits in reducing persistent absenteeism.

Funding allocation

Allocated Budget: £175170		
Targeted Support		
Chosen Action/ Approach	Impact summary	Lessons learned and Next steps
Fortnightly Achievement and Strategy meetings will allow for the clear identification of student needs and the correct intervention to be implemented.	<p>Strategy meetings (Years 7–13) serve as a key forum for representatives to share and triangulate information that supports both the academic and personal progress of pupils. The purpose of these meetings is to use data to identify students who are underachieving or at risk of doing so, collaboratively explore potential barriers to learning, and implement targeted interventions to remove those barriers.</p> <p>The impact of these initiatives is evident, with improvements seen in attitude-to-learning scores and good academic outcomes, demonstrating that students are being effectively supported to achieve their full potential.</p> <p>Generally, over 50% of discussions held between teachers, and between parents and teachers, focus on PP and other Protected Cohorts. These conversations are largely proactive, aiming to identify potential barriers early, implement timely interventions, and prevent issues from escalating. This collaborative approach strengthens home–school partnerships and supports the development of tailored strategies to promote engagement, wellbeing, and academic success for these students.</p> <p>The strong pastoral support provided to PP students, reinforced by the significant focus on them during Strategy meetings, ensures they are fully supported and that any behavioural changes are identified and addressed promptly.</p> <p>PP students have been equally represented on key school committees, including the Ethos Committee, Prefect Team, and Student Council</p>	<p>Each school key area is represented in the strategy forum and tasked with developing its own termly impact measures to strengthen ownership and accountability for PP interventions.</p> <p>Efforts to support students and prevent repeat incidents are proving effective The measures in place to support students and prevent recurrence of such incidents are showing positive results For example, in 2024, as low as 0.7% of PP students were permanently excluded, a figure that is closely monitored to ensure equity and fairness in behaviour management. This data underscores the importance of early intervention strategies to reduce exclusions and promote positive engagement among disadvantaged learners</p> <p>This demonstrates that routines and mentoring play an important role in providing additional support for PP students when they become involved in the sanctions system.</p> <p>Establish a structured process for gathering and evaluating feedback from students and parents on impact</p>

<p>Monitoring of boys' behaviour to learning and overall attitudes to school.</p>	<p>The school's pastoral team works diligently to ensure that boys' attitudes to learning—especially those of PP boys are aligned with the strong standards demonstrated by girls at Barnhill. Of the students removed from lessons as a result of poor behaviour, 10.2%</p> <p>In addition to the Strategy platform, the school utilise a range of monitoring systems, including GO4schools/SIMS, to closely analyse behaviour by gender and other categories. Targeted interventions, such as behaviour reports and lesson observations, enable the pastoral teams to identify and address the specific barriers to learning faced by boys.</p>	<p>Attitude to learning Attitude to Learning (ATL) data indicate that boys' engagement is steadily improving, highlighting the need for consistent approach to strategies to narrow the ATL gap.</p> <p>In KS4, the (ATL) score for Year 10 was 3.1 for both PP and non-PP students, aligning perfectly with the school's expected standard for positive behaviour and engagement. This parity indicates that targeted pastoral support, consistent behaviour policies, and high expectations are successfully fostering an equitable learning environment where disadvantaged students are equally motivated to meet behavioural expectations.</p> <p>Employ a school sports mentor to engage our hard to reach boys and equip them with strategies for success.</p>
<p>Gold/ Silver ties/ Subject badges</p>	<p>Pupil Premium students are strongly represented within our Gifted and More Able cohort.</p> <ul style="list-style-type: none"> Disadvantaged students are provided with equal access to opportunities as their peers and are increasingly exceeding the school's academic and personal development expectations. This positive trend reflects the impact of targeted interventions, high-quality teaching, and a culture of high aspirations that empowers students to thrive and achieve beyond predicted outcomes. <p>External reviews of student work indicated that PP students were equally articulate as their non-PP peers in explaining their work, and KS3 data show that the progress gap in maths narrowed from 7% in Year 7 to just 1% by Year 9.</p> <ul style="list-style-type: none"> A growing number of disadvantaged students are being entered for the full Ebacc qualification. <p>Although the data shows an attainment gap between Pupil Premium and non-Pupil Premium students, the GCSE results demonstrate that this gap remains within acceptable margins.</p>	<p>The school will continue to develop strategies that engage passive and disaffected GAMA (PP) students, fostering active and independent learning, primarily through Curriculum and Pastoral area reward plans.</p>

	<p>PP students are proportionately represented on the school's Leadership and Ethos Committee (School Parliament), ensuring their voices and needs are represented at every level. Each year group also has at least one PP anti-bullying ambassador, who has contributed to delivering assemblies and workshops to peers across the school.</p> <p>PP students are also recognised for their academic achievements across all year groups through subject champion badges, with a significant number of students receiving the badge twice.</p> <p>The proportion of PP students progressing to Russell Group universities rose from 22% in 2023 to 23% in 2024, reflecting the positive impact of targeted academic mentoring, aspiration-raising programmes. This upward trend highlights the school's commitment to narrowing the higher education access gap and ensuring that disadvantaged students are well-prepared to compete for places at top universities.</p>	
Academic support	<p>Assessment data enabled precise identification of students requiring additional academic support. Bespoke intervention plans, informed by question-level analysis, targeted specific gaps in knowledge and skills.</p> <p>Attendance to intervention sessions is heavily weighed towards PP students as well as SEND.</p> <p>Most Saturdays are dedicated to intervention sessions led by classroom specialists, consistently attracting at least 50% participation from PP students</p>	<p>The quality of learning provision must be regularly reviewed to ensure PP students remain engaged and motivated.</p> <p>Continue to target those hard to reach families to ensure the students are utilising this support available to them.</p>
Parental Communication	<p>The school provides parents with two reports each year. If a student is identified as a cause for concern, parents are invited to a meeting, with protected cohorts including PP students given priority.</p>	<p>Leaders at all levels communicate with parents regularly and as needed, fostering a more collaborative approach to supporting student learning.</p>

Allocated Budget: £62580		
Specialist Support/Other Support		
Chosen Action/ Approach	Impact summary	Lessons learned and Next steps
PP Students below the reading score of	All Pupil Premium students who participated in the 'Thinking Reading' programme last year made significant progress, and those with slower	<p>Strategies:</p> <p>1, Implement a tiered model of support that increases in intensity according to students' needs.</p>

<p>100 will be enrolled on to the 'Thinking reading programme'</p>	<p>rates of improvement will remain on the programme until they achieve their expected reading age</p> <p>'Since 'Thinking Reading' does not assess or develop comprehension skills, pupils who complete the programme are subsequently enrolled in additional reading programmes to strengthen this area.</p>	<p>2. Use assessment data to match students with appropriate interventions and closely monitor their impact.</p> <p>3. Ensure strong whole-school leadership to drive a coordinated and effective support system.</p>
<p>LAC students provided with bespoke curriculum and support plan that will encourage personal and academic progress.</p>	<p>Records from our Year 11 Achievement and Strategy meetings show that 55 bespoke interventions were implemented last year to support the personal and academic progress of our five LAC students. These included curriculum adaptations, Personal Education Plan (PEP) meetings, learning walks, and the provision of resources such as laptops and revision guides. As a result, all students were able to fully access subject resources, make measurable progress, and successfully secure Post-16 placements aligned with their future aspirations.</p>	<p>Maintain collaboration with external agencies to ensure LAC pupils receive the support they need to reach their full potential.</p> <ul style="list-style-type: none"> • Ensure that every LAC student has access to a dedicated school mentor.
<p>Special arrangement made for any vulnerable students during assessment periods</p>	<p>Access arrangements were successfully implemented during examinations, ensuring that Pupil Premium, SEND, and EAL students were fully supported and not disadvantaged throughout the assessment process.</p> <p>The impact of the provision is evident in our A8 score for PP in 2025 was 47.39 compared to the national average of 34.6.</p>	<p>The school will develop alternative provisions for students who choose not to use the additional 25% time allocated.</p> <ul style="list-style-type: none"> • The SEND department will provide additional support to students eligible for access arrangements
<p>Resources and cultural enriching experiences</p>	<p>Throughout the year, students engaged in a wide variety of opportunities, including sports, trips, clubs, as well as academic and inspirational events.</p> <p>Each department offers students the support and resources needed to extend their learning beyond the classroom.</p> <p>Disadvantaged pupils participate in extra-curricular activities and clubs alongside their more advantaged peers.</p> <p>All of our PP students (100%) are actively involved in after-school clubs including sports, creative arts and academic enrichment (debate, chess, maths and Science) supporting equity of experience. These planned activities help our students to develop teamwork, resilience, and self-esteem. Targeted funding has gone a long way to</p>	<p>Continue collecting regular student feedback to identify needed resources and assess their perceived impact.</p> <ul style="list-style-type: none"> • Leverage the character curriculum to provide opportunities that enhance pupils' cultural capital and broaden their experiences. <p>Embed careers-related learning across the curriculum, ensuring every subject highlights relevant career links.</p> <p>Raising aspirations, improve readiness and ensure no PP student leaves without a clear, supported pathway.</p>

	<p>reduce barriers to participation ensuring equal access to extracurricular opportunities.</p> <p>Disadvantaged students have benefited from school organised funded trips and cultural visits. Staff tracking indicates that participation by disadvantaged students in enrichment and extracurricular activities has increased significantly throughout the year. This upward trend reflects a more inclusive school culture where all students are encouraged and supported to take part in wider learning opportunities that promote confidence, teamwork and personal growth. Student feedback indicates that these experiences have improved motivation, attendance, and sense of belonging within the school community.</p> <p>Through targeted use of Pupil Premium funding, disadvantaged students have had increased access to enrichment, leadership, and careers experiences. These opportunities have not only supported academic progress, but also enhanced cultural capital, confidence, and future aspirations. The school continues to focus on providing a broad, balanced, and inclusive programme that empowers all learners to thrive.</p>	<p>Continue to use funding to remove financial barriers including support for transport, resources, or residential costs.</p> <p>Offer a wider variety of clubs that reflect student interests and talents for example creative, cultural, academic, and wellbeing.</p> <p>Track and celebrate leadership involvement as part of personal development and careers evidence for PP students.</p> <p>Continue to ensure strong PP representation within student leadership structures, aiming for proportional or higher representation through peer mentoring.</p>
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Total Cost for all areas: £494,550