



Pupil Premium Strategy Statement 2025-6

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.

School overview

Detail	Data
Number of pupils in school	814 (520 in Y7-11)
Proportion (%) of pupil premium eligible pupils	6.0%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended – you must still publish an updated statement each academic year)	2024-5 2025-6 2026-7
Date this statement was published	2nd December 2025
Date on which it will be reviewed	30th November 2026
Statement authorised by	Emma MacLeod-Headteacher
Pupil premium senior lead	Denise Walker- Director of Studies
Governor / Trustee lead	Lisa Coffman- Chair of Governors

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£35,475
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£35,475

Part A: Pupil premium strategy plan

Statement of intent

Overall Intent & Context:

Our overall intention is to ensure that the advantages of a Henrietta Barnett education- excellent academic attainment and achievement at GCSE and A-level, success in application to the most competitive/Russell group university courses, full participation in a large range of extra-curricular/enrichment activities and trips, representation in student leadership and female role-modelling- are open and accessible to all girls, regardless of social or financial background. Successful targeted and strategic efforts have been made within the last 5 years to increase our proportion of disadvantaged students, including a dedicated oversubscription criterion incorporated into the Admissions policy in 2021; our PP proportion has risen from 3% to 6.0% in the last six years.

Our current proportion of Pupil Premium-eligible students is well below national average, and has been even lower in previous years (sometimes only 2-3 students in a school year). Because of this, our disadvantaged pupil Progress 8 and Attainment 8 and attendance figures are often not considered to be statistically significant/reliable in external reports. However, we are not complacent and have sought to analyse the quality and impact of educational and pastoral performance and provision for disadvantaged students more granularly.

Attendance figures are very high for disadvantaged students: above 95.5% for the last three years; in all of 22-23, 23-24 and 24-25, FSM attendance was above that or on a par with that for all pupils, and in all cases over 4% higher than national average for all pupils. Persistent absence figures for E6 FSM students are excellent, averaging only 6%.

Our disadvantaged students attain and achieve exceptionally well, with Attainment 8 figures of 85, 86, 89 P8 figures of +0.74, +1.07 and + 0.94 ('22, '23, '24 respectively) and an early forecast figure of 83 for 2025. All of these figures are extremely significantly above national averages for all students and national averages for girls. There are sometimes gaps in overall A8/P8 between disadvantaged/non-disadvantaged pupils but there is no clear sustained pattern, with disadvantaged attainment sometimes outstripping non-PP attainment (e.g. 2024), and progress gaps consistently within 0.2, becoming as small as 0.03 in 2023.

With such low numbers, mean average gaps often consist of a single individual disadvantaged student's performance being lower than non-disadvantaged, with other disadvantaged performances being in line or higher. In every year for the last 3 years, 100% of disadvantaged students have gained Grade 5+ in English and Maths. The norm is for 100% Ebacc entry and where this is not the case, there are compelling pastoral reasons. Disadvantaged Ebacc APS in 2025 looks set to be over 8, which is excellent.

There is no notable consistent intersection between a profile of disadvantage and SEND or ethnicity profile, although there are of course individuals for whom this is the case. There is some evidence that a lower performance in English than Maths at GCSE for individual students over the last few years contributes to larger P8 gaps in English than Maths, with an average gap

of 0.4 across the last three viable years, although indications for this year of a small gap in English grade and a larger gap in Maths. Internal tracking of KS3 in 2024-5 suggests there are minimal gaps in overall attainment of PP students compared to their non-disadvantaged peers; these usually represent individuals. In the year group with the largest PP cohort (current Year 9), there is broadly equal performance in many subjects, including Maths and Sciences, with an indication of a small gap in English, French, German, Latin. This subject pattern repeats in current Year 10, albeit with fewer students.

Key Principles:

The summary above reinforces the following key principles in determining the objectives for our strategy:

**with low numbers of disadvantaged students, including students whose attainment and achievement regularly equals, and sometimes outperforms the non-disadvantaged outcomes, the school needs to track, diagnose and respond to individual need, especially in English, and ensure that a proportion of PP funds be available for individual spend if and where gaps- academic or non-academic- were to emerge informed by personalised needs analysis.*

**as the school is confident that academic outcomes for disadvantaged students are very high, particularly against national benchmarks, the school needs to be equally as confident that disadvantaged students are fully integrated into the teaching and learning delivery, and co-curricular experience, including CEIAG.*

**with such low numbers of disadvantaged students, the school should target a further increase (within its academic selection admissions framework) in order to meet overall intention.*

Specific objectives 2024-27

The menu of approaches from the Educational Endowment Fund (2021) is divided into three broad areas, each with corresponding sets of recommended strategies:

- (i) High quality teaching and learning (including resources to support it and understanding need)
- (ii) Targeted academic support
- (iii) Wider strategies

These have been linked to a series of specific three year objectives for the Henrietta Barnett School below:

1. To track/ increase tracking systems and routines for a range of metrics not currently tracked for disadvantaged students v non-disadvantaged: internal progress, quality of teaching and learning, co-curricular participation, Russell group applications etc (High quality teaching: developing high quality teaching and assessment, using technology to support; Wider strategies: extra-curricular)
2. To ensure that the school's CPD programme supports the implementation of teaching strategies known to be advantageous for disadvantaged students (High quality teaching and learning)

3. To respond swiftly to any gaps identified in access to engagement/achievement in the curriculum (especially English), attendance and co-curriculum through targeted support and/or encouragement and/or financial support (Targeted Academic Support- small group and 1:1, Wider strategies: extra-curricular)
4. To ensure teachers and leaders employ a 'Pupil Premium First' ethos and have access to a range of prior information and understanding about PP students (High quality teaching: professional development, mentoring and coaching, technology to support)
5. To increase the number of students from disadvantaged backgrounds applying to, and successfully gaining places at the school (Wider strategies: communicating with/supporting parents, Targeted academic support: interventions for need)
6. To ensure that disadvantaged students have the same opportunities as their peers to strengthen their cultural capital, enrichment and future aspirations by automatic full/partial funding of trips, instrumental lessons, LAMDA, university visits up to £500/pupil per year. (Wider strategies: extra-curricular activities)

Challenges

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

Challenge number	Detail of challenge
1	Ensuring that Pupil Premium support is targeted highly individually, given the low numbers of the cohort and sometimes divergent outcomes for individuals.
2	Low numbers of disadvantaged students applying to the school, despite criterion 2 in the oversubscription criteria for Admissions post- Round 1 tests. This may be linked to a lack of/uninformed awareness/understanding of the accessibility of the school and its admissions procedures.
3	Lack of data/ tracking in a range of areas of the school means that we do not have an evidence-based awareness of the full academic/co-curricular experience and progress levels of disadvantaged students as they move through the school; teachers may not have full awareness of a range of information about the students.
4	Qualitative evidence suggests that whilst attainment and achievement gaps may be small, there may be less take up of co-curricular and enrichment activities amongst disadvantaged students.

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
Attainment/achievement and attendance gaps to remain minimal or non-existent (with a caveat around reliability of data for small numbers)	The in-school Progress 8 and Attainment 8 gap, including English and Maths, should remain consistently minimal regardless of cohort size, and the attendance gap should remain low (within 2%) or be eliminated entirely. All measures should be significantly above the national average.
Minimal/no gap in perceived quality of teaching and learning for disadvantaged and non-disadvantaged students	Departmental review processes and 360 surveys indicate minimal gaps in perceptions and observations; attainment and progress gaps remain small.
Minimal/no gap in co-curricular and enrichment participation for disadvantaged and non-disadvantaged students	Extra-curricular 'censuses' and 360 surveys suggest high participation from PP students with few gaps; prefect and student leader representation amongst disadvantaged students is high.
Academic progress tracking of disadvantaged students exists through the school and early intervention if gaps emerge	<p>At least annual comparison of quantitative progress trajectory for disadvantaged v non-disadvantaged students; disadvantaged student attainment and concerns analysed every time there is a reporting window, internally or externally.</p> <p>Pupil Premium passports (individual need plans) updated biennially to be introduced for all PP students and shared with teachers, triangulating data on performance, attendance and contribution with student, parent and staff voice.</p> <p>Marksheets with a range of student information available for all teachers and used in SIMS.</p> <p>Individual interventions having been implemented relevantly.</p>
Increased numbers of disadvantaged students applying to the school.	Pupil Premium eligible students to constitute at least 7-8% of school student population in 2027-2028.

Activity in this academic year

This details how we intend to spend our pupil premium funding this academic year to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £8,868

Activity	Evidence that supports this approach	Challenge number(s) addressed
'Pupil Premium First' mindset embedded consistently in staff approach to students through regular briefings and instructions regarding organisation of trips, teaching and learning approaches.	Daniel Sobel's research in 'The Inclusive Classroom' (2021) advocates for placing disadvantaged students at the heart of all decisions. Additionally, national pupil data suggests that disadvantage gaps start early- so making disadvantaged students a priority from Year 7 addresses gaps as early as possible in a secondary environment.	1,3,4
CPD programme on independent learning and scaffolding	Research from the EEF Metacognition and Self-Regulated Learning Guidance Report indicates that explicit teaching of metacognitive and self-regulating strategies adds an additional 8 months' progress over the course of a year; an increase in impactfulness is achieved through explicit teaching strategies; implementation is low cost and outcomes shown to be high. EEF Metacognition and Self-Regulation	1
The experience of disadvantaged students will be centred in the school's approach to quality assurance of teaching and learning: PP lead undertaking learning walks, work sampling; quality assurance and survey pro-formas actively capturing disadvantaged pupil involvement and inclusion.	The process, and the conscious inclusion of PP voice and experience within snapshot samples will provide a broader and more granular evidence base to identify what we could improve in curriculum, teaching and learning, co-curriculum and opportunities for disadvantaged students than that which we currently have. A Guide to Pupil Premium (EEF)	1,3,4

Data manager role contribution in terms of tracking progress of students and helping to swiftly identify gaps.	Contribution towards this role will provide a broader and more granular evidence base to identify what we could improve in curriculum, teaching and learning, attendance for disadvantaged students than that which we currently have and tracking their access to educational opportunity. It will also provide teachers with greater awareness of the prior attainment and wider profile of disadvantaged students. Against The odds	1,3,4
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Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £15,964

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Automatically paid cost of T & L resources which non-disadvantaged students as follows:</p> <ul style="list-style-type: none"> • Revision guides, student planners, online resources, cultural and academic trips (up to £30 total per pupil per year) • Essential Curriculum Trips (these are: geography field trip £90 and drama theatre trips £30) per year 	<p>Ensures that there is no gap in access to the quality of teaching and learning for disadvantaged students.</p> <p><u>Child poverty: The Hidden Costs of School Spelt out</u></p>	1
Individually-tailored 1:1 or small group academic support if needed/ as required, especially for English, Latin and MFL	<p>Research suggests that when tutors address individual learning needs, misconceptions through 1:1 or small group tuition, it can lead to an additional 4—5 months of progress (EEF, 2021, Nickow et al 2020)</p> <p>Additional reading comprehension strategies are considered to be some of the most impactful interventions in EEF 2021.</p>	1,3

Individual Passports have been created for all students receiving Pupil Premium (PP) support, incorporating insights from the parent survey. Contributions will be sought from both students and teaching staff to ensure comprehensive perspectives. Once completed, these Passports will be disseminated widely among all teaching staff to support targeted and informed practice.	The range of strategies that could be implemented in response to individual need include many where EEF research indicates an additional 3+ months of progress could be added: parental engagement, small group tuition, individualised instruction. <u>Developing the PP Strategy</u>	1,3,4
IT equipment support and expansion/strengthening of Wifi <ul style="list-style-type: none"> Additional purchase of chromebook and/or wifi for students at £150 per device where students do not have access. 	An OECD overview of research trends and policy recommendations on the 'Digital Divide in Education' highlights that digital equity is essential for addressing educational barriers. The EEF research from July 2025 (<u>Hassler, Huntingdon et al</u>) in 'Edtech interventions for disadvantaged pupils' found that Edtech interventions did have a small positive effect on attainment but that this could be larger if not only equipment but connectivity were addressed.	1
Peer mentoring at subject level	<p>According to the Education Endowment Foundation (EEF) Teaching & Learning Toolkit, mentoring has a positive impact on pupils, with an average gain of around +2 months' additional academic progress.</p> <p>The EEF also notes that mentoring may particularly benefit pupils from disadvantaged backgrounds by improving non-academic outcomes such as school attendance, behaviour, and self-confidence.</p>	1 & 3

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

Budgeted cost: £10, 643

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Automatic financial support up to maximum £500/student for enrichment, co-curricular and trip participation per year</p> <p>This includes:</p> <ul style="list-style-type: none"> residential trips subsidy of £200 LAMDA or MUSIC up to £200 per academic year 	<p>EEF research into the efficacy of arts participation, sports participation and oral language development activities suggests an additional 1-6 months of progress can be made for disadvantaged students. It is also likely to be advantageous on applications for competitive universities.</p> <p><u>Oral Language</u></p> <p><u>Arts</u></p> <p><u>Physical Activities</u></p>	4
<p>Access to FROG and peer-delivered booster classes for local FSM to Year 5 students to increase number of successful PP students applying to the school</p>	<p>The EEF's research shows that <u>peer tutoring</u> can boost self-confidence and motivation for learning. <u>EEF</u> Furthermore, foundational research by <u>Roscoe & Chi</u> (2007) demonstrates how interactive engagement deepens learning.</p>	2
<p>Senior leaders will receive targeted training to develop the knowledge and skills necessary to lead the school's Pupil Premium strategy effectively.</p>	<p>Senior leaders will receive targeted training to develop the knowledge and skills necessary to lead the school's Pupil Premium strategy effectively. This will enable them to plan, implement, and monitor interventions that address the specific needs of disadvantaged pupils, ensuring that resources are used strategically to maximise educational outcomes and close attainment gaps</p> <p><u>Leadership of Pupil Premium</u></p>	1,3 & 4
<p>Financial Support provided to careers programme</p>	<p>All Pupil Premium students will be offered at least one personal guidance session with Sally Greene in Year 11 to support choices</p>	1 & 4

	<p>into KS5. Independent and impartial careers guidance helps break down barriers to opportunity and supports disadvantaged learners in making well-informed decisions.</p> <p><u>Careers Guidance for Young People</u></p> <p><u>Careers guidance for students from lower socioeconomic backgrounds 'variable' – new report</u></p>	
Counselling costs supported	<p>Socio-Emotional Challenges for Disadvantaged Pupils: The <u>Education Endowment Foundation</u> (EEF) identified social, emotional, and mental health (SEMH) issues as a common barrier for disadvantaged pupils, providing a strong case for using Pupil Premium funding to support mental health interventions like counselling.</p> <p><u>Designed To Be Unfair</u></p>	1

Total budgeted cost:

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils 2024-5

<p>The PP budget available in 2024-5 was £32,162</p> <p><u>Impact Summary December 2025</u></p> <p>There is evidence of extremely good outcomes for our disadvantaged students in 2024-5.</p> <p><u>Educational:</u></p> <p>In most individual year groups the number of pupil premium students is too low to be statistically reliable in terms of gaps, pupil premium students are tracked and are performing well. In terms of Year 11 outcomes, provisional data indicates that the A8 score for PP students was a very high 82.6, and Ebacc APS was 8.04, which is excellent.</p>
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Attendance:

2024-25: Early data from DfE indicates that attendance for the whole school year for Year 7-11 non-FSM students was 96.2% and for FSM students 95.9%, so a very high attendance rate and a minimal gap.

The 2024-5 Pupil Premium Strategy focused on, and delivered:

Teaching Objectives:

2024-5 Objective 1: 'Pupil Premium First' mindset established: Partially Achieved

The principle has been introduced through whole-staff briefings and presentations, raising awareness of the need to prioritise disadvantaged pupils in all aspects of planning, teaching and provision. While staff understanding is developing, this approach is not yet fully embedded in the school's everyday language, systems or routines. Further work is required to ensure that the 'Pupil Premium First' mindset becomes consistently reflected in decision-making, classroom practice and ongoing professional dialogue.

2024-5 Objective 2: Departmental Reviews & 360 surveys and 'overrepresentation' of PP-eligible students: Fully achieved

Lesson observations, student voice and work scrutiny confirm that outcomes and classroom experiences for disadvantaged pupils are consistently strong, with very few identifiable gaps between Pupil Premium and non Pupil Premium students. Teaching and learning are securely on a par across groups, and parent survey responses on the 360 surveys also reflect equitable experiences and expectations for all pupils.

2024-5 Objective 3: CPD programme on metacognition: Fully achieved

Last year's whole-school CPD programme on metacognition has been fully achieved, resulting in consistent implementation of metacognitive strategies across subjects and phases. Evidence of impact is drawn from lesson observations and department reviews which show pupils are increasingly able to evaluate their own learning including those from disadvantaged backgrounds; embedding metacognition ensures disadvantaged pupils are better able to access the curriculum, make sustained progress, and retain knowledge over time.

2024-5 Objective 4: Automatically paid cost of T & L resources which non-disadvantaged students are expected to purchase up to £180/student: Fully achieved

The objective has been implemented. All eligible Pupil Premium students now receive these resources without charge, ensuring full access to the curriculum and reducing some of the financial barriers to participation. We have recently begun to track these costs more systematically to strengthen oversight and inform future planning.

2024-5 Objective 5: Data manager role- contribution: Partially Achieved

The objective to strengthen Pupil Premium provision through contribution to the dedicated support of a Data Manager has **been partially achieved**, as difficulties with recruitment means that the role has only recently been filled. However, the successful candidate has begun work on this objective and has already communicated with all staff about how to update their identification of PP students, ensuring the 'Pupil Premium Mindset' is foremost. While the appointment represents an important step toward improving the quality, accuracy and analysis of Pupil Premium related data, the impact of this contribution is not yet evident. Work will continue in the coming year to embed the role, develop systems for monitoring disadvantaged pupils' progress and attendance.

Targeted Academic Support

2024-5 Objective 1: Individually-tailored 1:1 or small group academic support if needed/ as required, especially for English: **Partially achieved**

This objective has been partially achieved. The English department ran intervention sessions for following performance in the mock examinations in January 2025; this small group of students included PP students which saw significant grade increases between mock and actual outcomes and increased PP uptake at A-level. All PP students in this cohort received the full cost of the Poetry Live trip which provides key exam success information as well as raising cultural awareness.

2024-5 Objective 2: Individual PP plans introduced for PP students, based on analysis of needs from teacher, parent and student perspective and progress data: **Partially achieved**

The introduction of individual Pupil Premium passports is partially achieved. Contributions from parents, Heads of Year and Key Stage have begun to inform the development of these profiles. While these early steps have strengthened our understanding of individual needs, the approach is still being refined and embedded within our wider strategies. Further work is required along the lines of an extra-curricular audit and input from student voice.

2024-5 Objective 3: Automatic financial support up to minimum £350/student for enrichment/co-curricular/trip participation **Fully achieved**

The objective to provide automatic financial support of up to £350 per student for enrichment, co-curricular activities, and educational trips has been fully achieved. This funding has enhanced accessibility and participation for Pupil Premium students. The use of this funding is now being monitored and tracked more formally to ensure it continues to be used effectively in line with its intended purpose and has formed the basis of future spending in this area.

Wider Strategies

2024-5 Objective 1: Increase communications with local schools about HBS' FSM admissions criterion: **Fully achieved**

The objective to increase communication with local schools regarding Pupil Premium admissions criteria has been fully achieved. This has been accomplished through strengthened

partnerships, with local schools invited to participate in collaborative activities, thereby fostering engagement and opening pathways for prospective Pupil Premium students.

2024-5 Objective 2: Access to FROG and peer-delivered booster classes for local FSM Year 6 students: **Fully achieved**

98 FROG logins were provided to prospective Pupil Premium students. For 2026 entry, 100 Pupil premium Students applied to take the Round 1 test. For 2024 entry these figures were; 99 FROG logins, 109 PP students sat the Round one test and 9 sat the Round 2 test.

2024-5 Objective 3: Strengthening of whole school communications and messaging re attendance, with capacity to be individualised in breaking down attendance barriers if they emerge: **Fully achieved**

Messaging and communication regarding attendance has been strengthened in a number of ways including revision of the school's Attendance Policy, messaging via the welcome evenings for the different year groups, pen and offer-holders days, CPD and training and increased emphasis in Pastoral Team and tutor meetings.

There has also been an increased focus on KS5 attendance with particular strategies to reflect issues specific to that cohort (e.g. free periods in timetables, attendance at interviews, university tests etc). There has also been an increase in the amount of data available to staff in order to support these strategies. Alongside this, there remains a strong emphasis on the importance of early and individualised intervention for pastoral issues which inevitably impact on attendance (whether low attendance is the cause and/or the effect). This always involves regular communication with parents and will often involve strategies such as the provision of counselling, 1:1 pastoral support, academic support, support for social/communication challenges, referrals to external agencies etc as appropriate.

2024-5 Objective 4: Senior Team and Governor consideration of disadvantaged access in review of Admissions Policy: **Partially achieved**

There is ongoing discussion for access to these students.

