



**The
Henrietta Barnett
School**
FOUNDED IN 1911

Pupil Premium Governor's Annual Report

The Henrietta Barnett School is a wholly selective school admitting students on the basis of their academic ability alone; there should not initially be an "attainment gap" to close between those students who qualify for pupil premium and those who do not. However, we are conscious that gaps upon entry in Year 7 can manifest in many ways and we are always alert to the possibility that the progress of students coming from a background of relative disadvantage may not be as rapid as that of their peers unless measures are taken to support them throughout their school career. We believe that one of the best ways to support our students is to ensure equal opportunities for all students, regardless of financial background; and to pro-actively communicate the message that a Henrietta Barnett education is open to all, regardless of background.

Pupil Premium Allocation

The Government has allocated a specific Pupil Premium grant to every school. Pupil Premium is intended to address students who fall into a category of "disadvantage". This is defined in various ways but includes children whose parents are in the armed services and children who are in care or have been in care. It also includes children who have been eligible for Free School Meals (FSM) at any time in the last six years (E6FSM). Almost all those who qualify for Pupil Premium at the School qualify under the E6FSM category. In 2025-2026, the Pupil Premium grant for those representing E6FSM backgrounds allocated to the School is £1,075. We receive this money in regular instalments and these funds are in addition to the main school budget (the General Annual Grant). During the financial year 2025-2026, which covers part of the academic year 2024-25 and part of the academic year 2025-26 we expect to receive funding of £35,475.

The School's Pupil Premium Strategy Statement 2025-6 details the School's use of Pupil Premium funding to help improve the outcomes and provision for our disadvantaged pupils. It outlines the School's 3-year strategy, how the School intends to spend the funding in this academic year and the impact and outcomes for disadvantaged pupils last academic year.

Pupil Premium Governance

The School's Pupil Premium governor reports annually to the board of governors in regard to the leadership of Pupil Premium in the school and the school's ethical and financial accountability for these funds and these students. The audit below represents findings for the school's current Pupil Premium provision and leadership:

<p>How many pupils attract Pupil Premium grant in 2025-6? 31</p> <p>How much money is expected to be allocated to the school for the Pupil Premium in 2025-6? £35,475</p> <p>Is this identified in the school's budget planning? Yes</p>
<p>Has the school analysed pupils' barriers to progressing in their education? Yes</p> <p>Are the main barriers described in the Pupil Premium Strategy? Yes</p>
<p>Has the school made use of available published Education Endowment Foundation (EEF) and other reputable research in selecting their strategies? Yes</p>
<p>Is there a justified rationale for how this money is spent and what it should achieve? Yes</p> <p>Is this information available in the appropriate format and reported to governors? Yes</p> <p>Is this information available in the appropriate format on the school website? Yes</p>
<p>Is the impact of the spending being monitored? Yes, and with increasing specificity: targeted actions from previous years are now being individually reported on in the annual strategy statement, and individual level spends will be reviewed annually through the new Pupil Premium passports.</p> <p>Who is the senior leader for Pupil Premium within the school? Denise Walker, Director of Studies</p> <p>What training / support do they have access to? Resources from EEF and attendance at National Pupil Premium Conference in 2026</p>
<p>Are outcomes for disadvantaged pupils robustly tracked? Outcomes are often suppressed because of low numbers in external data but the school scrutinises underneath this when external data is supplied. Internal tracking has been increasing and will continue to increase.</p> <p>How is this reflected in the School's SDP? There are specific priorities around raising awareness and tracking student outcomes in the SDP 2025-6</p>
<p>Does the summary report of IDSR show that there are any gaps in performance between disadvantaged and other pupils (especially other pupils nationally) at the end of key stages? Outcomes are suppressed for low numbers but school is aware that attainment and achievement for Pupil Premium students is considerably above national average.</p>
<p>Do governors know about the progress and attainment of disadvantaged pupils in all year groups across the school, not just those at the end of key stages? This tracking and reporting is now increasing. Low numbers have to be considered, but patterns over time and between year groups are identified.</p>
<p>Are disadvantaged pupils who are "More Able" being supported to continue to achieve and progress beyond age related expectations? Yes- all Pupil Premium students at HBS are in the high prior attainment group and all are accessing excellent KS4 and KS5 outcomes v national in terms of qualifications and destinations.</p>
<p>Do teachers routinely plan for pupils' individual needs? This area is being increased and improved as the school develops individual Pupil Premium passports.</p>
<p>Are disadvantaged children making more than expected progress? Yes-significantly.</p>
<p>Is the school tracking the attendance, punctuality and behaviour (particularly exclusions) of this group and taking action to address any differences? Yes</p>
<p>Is the pupil premium having a positive impact on non- eligible pupils (e.g. through small group interventions)? Yes</p>

Lisa Coffman, Pupil Premium Governor, December 2025
Date of next review: December 2026