The Henrietta Barnett School

Pupil Premium Strategy Statement 2026-7

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	803 (536 in Y7-11)
Proportion (%) of pupil premium eligible pupils	5.6% of Y7-11 cohort
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	1st December 2026
Date on which it will be reviewed	November 2027
Statement authorised by	Emma MacLeod-Headteacher
Pupil premium senior lead	Denise Walker- Director of Studies
Governor / Trustee lead	Natasha Rosen

Funding overview 2026-7

Detail	Amount
Pupil premium funding allocation this academic year	£35,560
Pupil premium funding carried forward from previous years	£0
Total budget for this academic year	£35,560

Part A: Pupil premium strategy plan

Statement of intent

Overall Intent & Context:

Our primary goal and intention is to make the full benefits of a Henrietta Barnett School education available to every student, no matter her socioeconomic background. We are committed to ensuring equal access to excellent GCSE and A-level attainment, successful entry into leading Russell Group universities/other prestigious and transformative futures pathways, vibrant and diverse extracurricular opportunities, and strong student leadership roles that empower future female role models.

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 approx 3% to 6% between 2021 and now, and we would like to increase this further.

Our proportion of Pupil Premium students remains significantly below the national average, and is historically very low; this means national reporting measures are not always fully robust or instructive, in highlighting performance trends or issues. Indeed, those figures have often been suppressed in public DfE communications. However, this means we aim to work with each student and their family on an individual basis to identify the best support we can offer across the year. We conduct detailed, granular evaluations of both the academic and pastoral support provided to our disadvantaged learners to ensure high-impact outcomes and given the relatively low numbers of students concerned, can offer a personalised approach on a case by case basis.

Attendance

Attendance amongst our disadvantaged students is excellent. Year on year, attendance figures are very high for disadvantaged students with either a gap of less than 1% or disadvantaged attendance being higher than whole cohort, as it was in both 2025-6 and 2023-4 Latest DfE data for 2025-6 indicates that our FSM attendance stood at 94.9%, 0.1% higher than the whole school Y7-11 and over 7% higher than national. Internal tracking for 2025-6 by year group illustrates the level at which disadvantaged attendance was above whole cohort:

	Y7	Y8	Y9	Y10	Y11
Disadvantaged	+0.66%	+1.79%	+0.12%	+0.77%	-0.45%

Attainment

Our disadvantaged students attain and achieve exceptionally well, not only significantly above national averages but above those for disadvantaged students in similar schools.

Attainment 8 Data (max 90 points)

Year	School A8	Disadvantaged Students A8	Similar schools disadvantaged A8*
2026	87.2	83.7	74.7

2025	87.3	83.5	74.3
2024	86.4	89.0	74.1
2023	87.6	86.0	

All Pupil Premium students in 2026 achieved grades 7-9 in GCSE English and Maths, significantly above the national average.

Progress 8 Data

Year	School P8	Disadvantaged Students	Similar schools disadvantaged*
2024	1.09	0.93	0.59
2023	1.10	1.07	0.59
2022	0.98	0.74	0.42

- Asterisks indicate a recognition by DfE of small cohorts

All of these figures are extremely significantly above national averages for all students, national averages for girls and similar schools performance. There are sometimes gaps in overall A8/P8 between disadvantaged/non-disadvantaged pupils within school but there is no clear sustained pattern, with disadvantaged attainment sometimes outstripping non-PP attainment (e.g. 2024), and progress gaps consistently narrow, becoming as small as 0.03 in 2023.

Using an analytics system, the school has been able to produce an indication of progress scores 2026 during the Covid gap and this indicates that PP progress for 2026 would again be significantly above national and similar school averages, perhaps in the region of +0.8. Gaps this year in some subjects have not been the case in previous years and any identified patterns are a reflection of the students that are within that cohort, which we monitor using our analytics system.

<u>Key Principles:</u>

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 and university visits. (Wider strategies: extra-curricular activities).

Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils at the outset of the strategy plan in Autumn 2024:

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/wellbeing 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	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. 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. Marksheets with a range of student information available for all teachers and used in SIMS. Individual interventions having been implemented relevantly.
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: £5,334 for this year only

Activity	Evidence that supports this approach	Challenge number(s) addressed
Further embed systematic tracking of Pupil Premium student progress within school monitoring processes, empowering Subject Leaders and Heads of Department to use actionable progress as well as attainment data for targeted academic interventions.	Diagnostic assessment, using data from internal and external assessments, is vital for identifying the specific areas where intervention and support will improve each pupil's academic progress. Education Endowment Foundation (EEF) Pupil Premium Guidance: High-impact strategies rely on robust internal tracking data to diagnose individual academic gaps and deploy targeted support.	1, 2, 3
Implementing a centralised monitoring framework to track Pupil Premium student participation in extracurricular activities, clubs, and careers guidance, enabling targeted	Optional additional time runs the risk of not engaging all groups. Where pupils attend voluntarily, it can be helpful to monitor attendance to ensure that the pupils who need additional support are benefitting... Combining academic learning with other types of activity, such as physical, cultural/artistic, vocational or social activities, can increase outcomes for pupils from	1,3,4

outreach to ensure equitable access.	disadvantaged backgrounds (+2 to +4 months progress). EEF Teaching & Learning Toolkit — Extending School Time & Enrichment Studies	
Continue to embed student passports to ensure key staff are engaging with the provided data over a longer period of time (across the school years) to inform higher-quality adaptive teaching and sustained support.	The Education Endowment Foundation (EEF) emphasises that effective use of pupil data to inform targeted, adaptive instruction within high-quality teaching is the most impactful lever for improving outcomes for disadvantaged students. Sustained engagement with learner profiles ensures interventions and classroom adaptations remain responsive to individual needs over time. The EEF Guide to the Pupil Premium.(2021) London: Education Endowment Foundation.	2, 3
Implement highly targeted, data-informed academic interventions for exam year cohorts to address individual learning gaps and maximise attainment at the highest grade boundaries (Grades 8 & 9.)	The Education Endowment Foundation (EEF) finds that targeted academic support and high-frequency small-group tuition provide up to +4 to +5 additional months of progress. Furthermore, high-attaining disadvantaged students are historically at greater risk of underperforming relative to their non-disadvantaged peers, making tailored, subject-specific academic intervention essential to secure top grade performance. Education Endowment Foundation (EEF) (2021). Small Group Tuition & High-Attaining Disadvantaged Pupils Research Briefing. London: Education Endowment Foundation.	1

Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £19,558

Activity	Evidence that supports this approach	Challenge number(s) addressed
Automatically paid cost of T & L resources which non-disadvantaged students as follows: • Revision guides, student planners, online resources,	Ensures that there is no gap in access to the quality of teaching and learning for disadvantaged students.	1

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 ● Subscription to SaveMyExams for Y10 and Y11 students.	Child poverty: The Hidden Costs of School Spelt out	
Individually-tailored 1:1 or small group academic support	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) Additional reading comprehension strategies are considered to be some of the most impactful interventions in EEF 2021.	1,3
IT equipment support and expansion/strengthening of Wifi ● Additional purchase of chromebook for students at £250 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 (Hassler, Huntingdon et al) 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
Administrative support to facilitate and monitor peer mentoring at subject level	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. 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.	1 & 3
Provide bespoke, high-quality revision materials, including revision guides and digital platform subscriptions (e.g. Save My Exams), to remove financial barriers and support targeted, self-directed independent study for disadvantaged pupils.	The Education Endowment Foundation (EEF) indicates that targeted digital resources and high quality revision materials support metacognition and self-regulated learning, generating up to +7 months of additional progress when integrated with clear teacher instruction. Removing financial barriers to essential revision tools ensures disadvantaged pupils have equal capacity	1

	for independent preparation leading up to terminal examinations. (EEF) (2021). Metacognition and Self-Regulated Learning & Digital Technology Toolkit. London: Education Endowment Foundation.	

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

Budgeted cost: £10, 668

Activity	Evidence that supports this approach	Challenge number(s) addressed
Automatic financial subsidy for enrichment, co-curricular and trip participation per year This includes: • residential trips subsidy of £500 • LAMDA or MUSIC up to £300 per academic year	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. Oral Language Arts Physical Activities	4
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	The EEF's research shows that peer tutoring can boost self-confidence and motivation for learning. EEF Furthermore, foundational research by Roscoe & Chi (2007) demonstrates how interactive engagement deepens learning.	2
Financial Support provided to careers programme	All Pupil Premium students will be offered at least one personal guidance session with Sally Greene in Year 11 to support choices into KS5. Independent and impartial careers guidance helps break down barriers to opportunity and supports disadvantaged learners in making well-informed decisions. Careers Guidance for Young People	1 & 4

	Careers guidance for students from lower socioeconomic backgrounds 'variable' – new report	
Counselling costs supported	Socio-Emotional Challenges for Disadvantaged Pupils: The Education Endowment Foundation (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. Designed to be Unfair	1
Automatic payment for any mobile phone pouch system if introduced	DfE guidance, underpinned by case studies, indicates that absence of mobile phones can improve attendance, educational performance, mental health and behaviour.	1

Part B: Review of the previous academic year

The PP budget available in 2025-6 was: £35,475

Impact Summary December 2026

There is evidence of extremely good outcomes for our disadvantaged students in 2025-6.

For a breakdown of educational performance and attendance, see pp2-3 of this document.

The 2025-6 Pupil Premium Strategy focused on, and delivered:

	2025-6 Objective	Completion Status	Examples/indicators
1	'Pupil Premium First' mindset embedded consistently in staff approach to students through regular briefings and instructions regarding organisation of trips, teaching and learning approaches.	FULLY ACHIEVED	All disadvantaged students are given priority places for all trips and events which are subsidised according to this strategy at origin. Families of disadvantaged students are proactively communicated with on an individual basis detailing the support that is being offered and there was a positive amount of uptake. Disadvantaged families are also given priority booking for Consultation Evenings which has had an over 50% uptake; as this is a new initiative which has been well received and for some year groups all families have engaged in this offer. Quality assurance indicates active addressing of disadvantaged students in teaching and learning is widespread.

2	CPD programme on independent learning and scaffolding delivered.	FULLY ACHIEVED	The T&L priorities were to: embed AFL strategies to ensure consistency of students' experience within departments (checking for understanding, adaptive strategies for inclusion of SEND/FSM students and high quality, personalised written feedback.); adapt pedagogy to ensure a phased introduction to independent learning as students move up through the school and consider how technology and AI may be used by staff and students to aid efficiency and reduce workload, without compromising academic integrity. Quality assurance indicates this has been integrated well.
3	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.	FULLY ACHIEVED	We are confident, but not complacent about our systems for monitoring progress and access to opportunities available to students in school. We have a smaller number of students who are disadvantaged allowing us to operate a bespoke, individual programme of support depending on need from ensuring all disadvantaged students have the resources and subject support that is required to enhance their success and limit barriers to their learning.Quality assurance already over-represented PP and SEN student experience, and this system has now been formalised in 2025-6.
4	Data manager role and systems contribution in terms of tracking progress of students and helping to swiftly identify gaps.	FULLY ACHIEVED	Appointment of a full time data manager has enabled us to monitor and track disadvantaged students with even more depth in term of progress within and between subjects as well as attendance and attainment- allowing any gaps to be swiftly identified and addressed in collaboration with the pastoral team where appropriate.
5	Automatically paid cost of T & L resources which non-disadvantaged students as follows: ● 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	FULLY ACHIEVED	Educational visits and key enrichment opportunities have been automatically funded at source. Strong monitoring systems combining SISRA analytics and Data Manager oversight ensure pupil progress is tracked effectively. The implementation of EVOLVE has enhanced visibility of extracurricular engagement, allowing us to proactively resolve financial barriers. Moving forward, work is underway to capture internal co-curricular participation in a way that aligns with school values. This strategy also successfully maintains

	£90 and drama theatre trips £30) per year		funding for home IT equipment and subsidies for instrumental music and LAMDA lessons.
6	Individually-tailored 1:1 or small group academic support if needed/ as required, especially for English, Latin and MFL	PARTIALLY ACHIEVED	Positive information regarding small group tuition has been captured within specific departments; future efforts will focus on capturing data more robustly to assess how effectively these interventions drive pupil progress.
7	Individual PP Passports have been created and disseminated to staff for all students receiving Pupil Premium (PP) support, incorporating insights from the parent survey and student/staff feedback.	FULLY ACHIEVED	Passports are available and signposted to staff on the Staff shared area. These are updated regularly following data capture including attendance and behaviour monitoring giving the most uptodate information regarding specific disadvantaged individuals as is available. This is in line with our approach to bespoke and individual support.
8	IT equipment support and expansion/strengthening of Wifi ● Additional purchase of chromebook and/or wifi for students at £150 per device where students do not have access.	FULLY ACHIEVED	WiFi has been extended throughout the school and additional devices are available to families that require to use them. There has been some uptake to this service enabling a small number of disadvantaged students to access online resources needed for study.
9	Peer mentoring at subject level for KS4 students	PARTIALLY ACHIEVED	While peer mentoring has been successfully embedded across some departments where appropriate, future efforts will focus on capturing data more robustly to assess how effectively these interventions drive pupil progress- and on following up attendance for these sessions.
10	Automatic financial support up to maximum £500/student for enrichment, co-curricular and trip participation per year This includes: ● residential trips subsidy of £200 ● LAMDA or MUSIC up to £200 per academic year	FULLY ACHIEVED	There is a proactive approach to supporting disadvantaged students for residential trips and LAMDA / Music lessons in line with this strategy. There are a number of students who receive help towards music tuition and also subsidies towards residential trips. In Year 10 disadvantaged students have been able to participate in residential trips to support language learning in the classroom. The clubs census in May 2026 indicated that on a specific given day, 3% of disadvantaged students attended clubs on that day as a proportion of all students attending on that day. In November 2026, this figure is 6.7%

11	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	FULLY ACHIEVED	Additional accounts to FROG in this year were purchased indicating the demand for students who qualified for this resource.
12	Senior leaders will receive targeted training to develop the knowledge and skills necessary to lead the school's Pupil Premium strategy effectively.	FULLY ACHIEVED	Senior Lead for Pupil Premium attended the annual conference and developed knowledge and skills to move the strategy forward.
13	Financial Support provided to careers programme	FULLY ACHIEVED	All disadvantaged students are fully subsidised for careers education. All students in Y11 are given a careers counselling appointment informing them of pathways and disadvantaged students are prioritised in this process. Disadvantaged students in Y11 are given priority in looking for / being allocated work experience places.
14	Counselling costs supported	FULLY ACHIEVED	Pupil Premium funding is partially allocated to counselling services in the school as there is some overlap between these two aspects of school.