

Pupil Premium Strategy Statement – Barlby High School 2025 -26

This statement details our school's use of pupil premium (and recovery premium) funding to help improve the attainment of our disadvantaged students.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the outcomes for disadvantaged students last academic year.

School Overview

Detail	Data
Number of students in school	477
Proportion (%) of pupil premium eligible students	97 20.3%
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)	3
Date this statement was published	September 2025
Date on which it will be reviewed	September 2026
Statement authorised by	Anouska Gardner (Principal) Edward Vickerman (Executive Director of Education) Jen Mayne (Chair of Governors)
Pupil Premium lead	Tom McNaught-Roberts (AVP)
Governor / Trustee lead	Phillipa Gowland (Trustee)

Funding Overview

Detail	Amount
Pupil premium funding allocation this academic year	£105,830
Recovery premium funding allocation this academic year <i>Recovery premium received in academic year 2023/24 cannot be carried forward beyond August 31, 2024.</i>	£0
Pupil premium funding carried forward from previous years <i>(enter £0 if not applicable)</i>	£0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£105,830

Part A: Pupil Premium Strategy Plan

Statement of Intent

As a fully inclusive academy, our intention is to provide an inspirational learning environment with high quality teaching and learning for all. Our Trust ethos is *'life in all its fullness, a place to thrive'* and our goal is that all children within our schools will receive outstanding teaching and support throughout their time with us. Our aim is that no child is left behind socially or academically and we work continuously to remove low expectations, raise lifelong aspirations and focus on removing barriers to learning.

Leaders have established a culture in which all staff are highly vigilant in identifying students who may face barriers to their learning and/or well-being. Leaders have a keen understanding of the barriers that individual students face and tackle these swiftly and expertly. Adaptations are systematically reviewed and adjusted as needed, ensuring that they make a sustained difference to students' progress and sense of well-being. Leaders continually monitor the progress of the pupil premium strategy and make proactive, helpful adaptations when required. They use a rich set of well-analysed quantitative and qualitative data to understand the needs of disadvantaged students and this underpins the inclusive practices across the school so that all students feel welcome, valued and have a strong sense of belonging to their school and community.

We want all of our disadvantaged students to receive an equitable education in which we recognise that one size does not fit all and that we need to focus resources where they are most needed. We do this through rigorous tracking, careful planning, evaluation, targeted support and intervention, providing all our children with the access and opportunities to enjoy success and maximise their life chances. We focus extensively on times of transition to ensure that we understand the needs of the incoming students and that we communicate effectively with the next provider.

Our disadvantaged students enter the academy with lower overall attainment than their peers; therefore, adaptive teaching that is able to support and challenge each child regardless of their starting points is crucial. We focus extensively on 'quality first teaching' as this will have the most beneficial impact on all students. We have highlighted Rosenshine's principles of instruction to all staff throughout our CPD and have embedded an *Independent Learning Zone* within lessons to develop resilience and determination in all our learners at all stages. We have developed questioning techniques, including "Cold Calling", "Show-me Boards" and "Directed Questioning", in which questioning is pre-planned and carefully targeted. These strategies are designed to strengthen Wave 1 teaching and ensure high quality, explicit instruction.

We appreciate that we need to remove barriers to education in order for disadvantaged students to achieve equity with their peers. We focus carefully on the costs of the curriculum and extended opportunities within the Global Offer to ensure that all children have equitable access. We also recognise the importance of shared routines in school and have focused on simple routines in every lesson and at social times. All lessons follow the "I do, We do, You do" learning cycles and this repetition of simple structures benefits the learning of all.

We have invested significant time and effort in developing robust KS3 assessments and, crucially, in preparing students and parents/carers for those assessments. In order for students to have access to the high quality teaching and support that we provide, children need to be present in school and therefore we have focused on raising the attendance of all of our students. We ensure that disadvantaged students are targeted first for all interventions to ensure we can rapidly close the gap with their non-disadvantaged peers.

Through our assessment processes, we have identified that there are students for whom literacy and numeracy levels are a concern and a high proportion of these are disadvantaged students. We have put in place specific interventions for these students to ensure they improve and are able to fully access the curriculum. In order for

all students to be able to fully access the curriculum and to achieve the outcomes they are capable of, they need to be able to read fluently and to find it a pleasurable experience. As a school, we have invested heavily in ensuring that reading is placed at the centre of our provision, both as a wider strategy and in terms of specific interventions, to improve reading proficiency at all levels. This is achieved successfully through our use of *Reading Plus*.

We intend for all students to feel involved both within our school and local community and we have focused aspects of our provision on ensuring access to wide-ranging enrichment activities. We track this carefully to ensure that disadvantaged students are well represented in all aspects of school life.

We appreciate that the pandemic has had a more significant impact on children from disadvantaged backgrounds and we aim to continue to ensure that we identify and close any academic or social gaps as they arise. Our strategies are spread across all year groups, as disadvantage is not just focused on one particular group, which helps us to avoid 'initiative overload' on specific year groups. Our holistic approach also ensures that any students and their families living in hidden hardship can also receive support.

Challenges

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

Challenge number	Detail of challenge
1	Academic Outcomes for disadvantaged students continue to be lower than their non-disadvantaged peers, despite making greater improvements from their starting points.
2	Attendance for disadvantaged students is lower than that of their non-disadvantaged peers. We are working to improve attendance for all cohorts. Some of our disadvantaged students experienced significant difficulties during the Covid-19 pandemic and we continue to deal with the impact of this on attendance.
3	Access to enrichment activities . Nationally disadvantaged students have been less likely to go on trips/visits where there is a cost involved and subsequently miss out on a range of opportunities which would widen their cultural capital.
4	High levels of social, emotional and mental health difficulties continue to be prevalent amongst disadvantaged students.
5	Lower literacy levels continue to be prevalent for many disadvantaged students compared to their non-disadvantaged peers.

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
<i>Improved attainment for disadvantaged students across the curriculum with a focus on Ebacc subjects</i>	<p>We intend to see an improvement year on year in Attainment 8 and Progress 8 when it returns.</p> <p>By September 2026;</p> <p>Attainment 8 58.6</p> <p>4+ Achieving both English and Maths 84%</p> <p>5+ Achieving both English and Maths 68%</p> <p>7+ Achieving both English and Maths 32%</p> <p>Pupil Destinations - percentage of students staying in education or going into employment after Key Stage 4 98%</p>

Intended outcome	Success criteria
	The gaps between Attainment 8 for disadvantaged students and their peers will continue to reduce.
<i>Attendance for disadvantaged students to be in line with national average and gap narrowed significantly between them and their peers</i>	Improved attendance year on year and reaching national average this academic year.
<i>Disadvantaged students have improved participation in extracurricular events and trips</i>	All disadvantaged students, who wish to, participate in external trips and visits. Similar proportions attend extra-curricular sessions when compared to non-disadvantaged students. Disadvantaged students well represented on student council and other leadership/ambassador roles for the school.
<i>Social, Emotional and Mental health difficulties are identified early and relevant support (internal and/or external) in place when appropriate</i>	All students identified as needing support with their SEMH have a care plan in place and is shared with teaching staff via seating plan software and consistently with learning passports for SEND students. Improved dialogue between school and parents. Positive data from student voice, student and parent surveys and teacher observations.
<i>Higher percentage of students reading at or above expected levels due to effective testing and highly effective literacy strategy embedded throughout the school</i>	Disadvantaged students have similar reading ages to non-disadvantaged students. Students tested regularly and results information actioned by placing on correct interventions. Improvements seen in book scrutinies and engagement in lessons.

Activity in this academic year

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

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £52,915

Activity	Evidence that supports this approach	Challenge number(s) addressed
Teaching and learning focus on evidence based strategies to support Quality First Teaching. Development of shared approaches and routines using 'Walkthrus'.	<i>Supporting the attainment of disadvantaged students (DFE, 2015)</i> suggests high quality teaching as a key aspect of successful schools. EEF toolkit : collaborative learning + 5 months Feedback: + 6 months Metacognition and self regulation: + 7 months	1
Trust strategic RAG process (academic, inclusion and reading).	EEF toolkit : Individualised instruction: + 4 months Small group tuition: + 4 months	1, 2, 3, 4, 5

Activity	Evidence that supports this approach	Challenge number(s) addressed
Rigorous monitoring, tracking and intervention of student progress through faculties, SEND and SLT link. Disadvantaged first focus. Ongoing licensing of SISRA to allow for effective data analysis of disadvantaged students.	Extending school time: + 3 months	
Trust Director support for English, Maths and Science To support disadvantaged students to make positive progress. To monitor and implement appropriate interventions. <ul style="list-style-type: none"> Progress in each subject area is positive Support for curriculum leaders Cross Trust analysis of performance and sharing of good practice 1-1/small group interventions with disadvantaged students Aligned curriculums and assessment (2024/2025) 	EEF toolkit: Individualised instruction: + 4 months Small group tuition: + 4 months Extending school time: + 3 months	1, 3
Ongoing licence for Edulink to allow staff to access seating plans which have disadvantaged students clearly identified, key data such as reading age displayed and key documents to aid planning	Provides staff with essential information in an easy and accessible format.	1, 4, 5
Train all middle leaders to enable them to empower their teams to support disadvantaged students in their subject area or year team <ul style="list-style-type: none"> All middle leaders and senior links can clearly identify disadvantaged students and the support they require All middle leaders fluent with data for use in RAG meetings 	Empowering middle leaders and increasing their responsibility for the progress of all cohorts has a positive impact on outcomes. EEF toolkit: individualised instruction: + 4 months Small group tuition: + 4 months Extending school time: + 3 months	1, 2, 4, 5

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

Budgeted cost: £26,457

Activity	Evidence that supports this approach	Challenge number(s) addressed
Comprehensive literacy programme (Read, write, Inc. Reading Plus and Fresh start) to improve the reading ages of all learners so they can access the curriculum.	Reading comprehension, vocabulary and other literacy skills are heavily linked with overall attainment. EEF toolkit: Phonics: + 5 months Reading comprehension strategies: + 6 months TA interventions: + 4 months	1, 5

Activity	Evidence that supports this approach	Challenge number(s) addressed
	Acquiring disciplinary literacy is key for students as they learn new, more complex concepts in each subject: Improving Literacy in Secondary Schools EEF	
1:1 or small group tuition/interventions	EEF toolkit: 1:1: + 5 months Individualised instruction: + 4 months	1, 5
Key students mentored by members of SLT. Underperforming students identified and assigned a member of SLT as an academic mentor. Regular meetings with students and parents. Progress and attitude are closely monitored.	EEF toolkit: Mentoring: + 2 months Parental engagement: + 4 months	1, 2, 4, 5
All students are able to access curriculum and enrichment trips regardless of cost.	EEF toolkit: Arts participation : + 3 months	1, 3

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

Budgeted cost: £26,457

Activity	Evidence that supports this approach	Challenge number(s) addressed
Provision of attendance support team/officers Embedding principles of good practice as set out in DfE's Working together to improve school attendance - GOV.UK	EEF toolkit: Parental engagement + 4 months	2
Consistency through whole school behaviour and inclusion policy. Create a purposeful learning environment for all students. Clear expectations and boundaries for students.	EEF toolkit: Behaviour interventions + 4 months	1, 2, 4
Rewards and incentives for sustained attendance and achievement; attendance streaks, attendance at 45 Ahead and Period 6, end of term progress and attendance rewards, rewards trips.	EEF toolkit: Behaviour interventions + 4 months	1, 2, 4
Parental engagement - parents invited to Parent Focus Group, parent attendance at parents evenings including Y7 Keeping in Touch evening, Study Strategy evenings, and Work Experience launch events.	EEF toolkit: Parental engagement: + 4 months	1, 2, 3, 4, 5
Resources to enable students to access the curriculum and wider school life; uniform, additional learning resources (e.g. food technology practical ingredients, peripatetic lessons for GCSE Music, music	EEF toolkit: Parental engagement: + 4 months Arts participation : + 3 months Individualised instruction: + 4 months	1, 2, 3, 4

Activity	Evidence that supports this approach	Challenge number(s) addressed
instrument hire, revision guides), support to access CEIAG and further progression routes (e.g. additional IAG meetings, support to access open events and taster days, mentoring), etc.		

Total budgeted cost: £105,830

Part B: Review of the previous academic year

Outcomes for disadvantaged students

Focused interventions improved the Attainment 8 score of the disadvantaged students by 18% from March to their GCSE examinations. They ended on average 1.9 grades below their non-disadvantaged peers. 30% of students receiving the Pupil Premium achieved the 4+ in English and Maths compared to 63.6% for Non-PP students.

Disadvantaged students were targeted first for academic and SEMH interventions, with disadvantaged students being disproportionately affected by SEMH issues. Attendance of disadvantaged students ended 11% below other students.

We are currently on target to achieve the extra-curricular, SEMH and literacy outcomes of the strategy as outlined in the intended Outcomes section above. There is further work to do to achieve our attainment outcomes for current students, however each student has a detailed intervention plan to ensure they achieve well. The attendance aspect of the strategy is currently the most challenging area due to the high needs of some of the disadvantaged students, however we are optimistic that these targets will be met this year. Extensive work is being undertaken with external agencies to improve the attendance of these individual students and additional intervention measures are being implemented this year to improve disadvantaged attendance and the attendance of the cohort as a whole.

For students' leaving Barlby High School in June 2025, 2.0% of students are currently classed as NEET. North Yorkshire has an average of 3.4% and the UK average is 5.6%.

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.

Programme	Provider
Fresh Start	Ruth Miskin Training
Toe by Toe	Harry and Keda Cowling
Thrive Model	Thrive
Wellbeing in Mind	NHS

Service pupil premium funding (optional)

<i>For schools that receive this funding, you may wish to provide the following information: How our service pupil premium allocation was spent last academic year</i>
We had six students within the school who are in receipt of the service pupil premium funding. These students were provided with additional academic and social, emotional and mental health and well-being support.
The impact of that spending on service pupil premium eligible students
5 students made progress on average across their subjects. Across one student, very positive impacts were seen in Maths due to the implementation of Pionpoint. One student accessed a wide range of internal and external services to support their mental health and wellbeing. There was a positive impact for all students in their reading age through the Reading Plus intervention. The students who were at the end of KS3 have been

given support to choose appropriate GCSE Option subjects looking at future progression routes. The students who were at the end of KS4 have now all moved into Post-16 Education, Employment or Training.

Further information (optional)

In addition to the information contained in the strategy above, we also ensure that disadvantaged students are targeted first for Independent Careers Advice and Guidance, and (where appropriate) Wellbeing in Mind, and Thrive support.