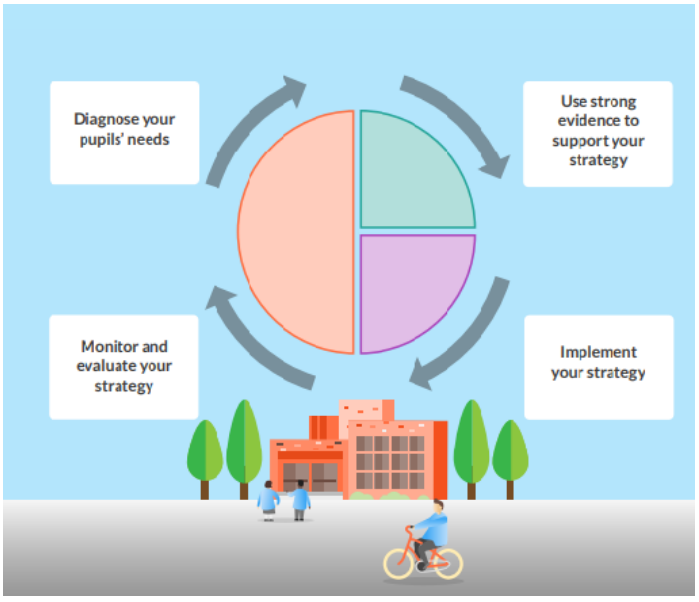
BARKING ABBEY SCHOOL

PUPIL PREMIUM STRATEGY 2024-27

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 effect that last year's spending of pupil premium had within our school.

We have focused on a small number of priorities in areas that are likely to make the biggest difference, with a focus on effective implementation. Our evidence for these strategies is based on research by the Education Endowment Foundation: Using pupil premium | EEF (educationendowmentfoundation.org.uk).We use a four-step approach:



(https://educationendowmentfoundation.org.uk/guidance-for-teachers/using-pupil-premium)

School overview

Detail	Data
School name	**BARKING ABBEY**
Number of pupils in school (years 7-11)	1872
Proportion (%) of pupil premium eligible pupils	610 (32.6%)
Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)**	2024-27
Date this statement was published	OCTOBER 2026
Date on which it will be reviewed	SEPTEMBER 2027
Statement authorised by	TONY ROE Executive Headteacher
Pupil premium Lead	PETE FLAXMAN Executive Deputy Headteacher
Governor / Trustee lead	Mr J Collins and Ms L Thomas Brown

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£579,425
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	**£579,425**

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, make good, sustained progress and achieve high attainment across the curriculum. As a school of Character, we also recognise the importance of preparing all our pupils for future pathways and lifelong learning. This is based around our BEST Habits: Bravery, Excellence, Self-Discipline and Teamwork.

The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including the Most Able. We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers. We are also aware that many within our community have suffered during and since COVID, and have experienced significant changes to their circumstances. Mental well-being is a particular focus, and additional funding has been allocated to increase support capacity. To achieve, our community need to be in school and in good health.

Quality First Teaching is at the heart of our approach. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our strategy is also integral to wider school plans for education recovery for pupils whose education has been worst affected, including non-disadvantaged pupils. The level of deprivation in our community meant that large numbers of families had limited online access during lockdown.

"***This is a large and diverse school where difference is valued. Pupils demonstrate a very positive attitude to their education. This is because leaders have set high expectations, which reflect the school motto 'give and expect the best'. Pupils, including those with special educational needs and/or disabilities (SEND), are exceptionally well supported. Staff know pupils well and ensure they all have access to the same opportunities. As a result, pupils achieve well and are fully prepared for the next stage of their education, employment or training***" (Ofsted Outstanding, 2024).

Challenges

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

<table>
<tr><th>Challenge number</th><th>Detail of challenge</th></tr>
<tr><td>1</td><td>Improve the literacy skills of disadvantaged pupils and improve engagement with reading. Literacy skills entering Year 7 are lower for all pupils post Covid, and particularly for those eligible for PP. Reading Age Tests are taking place in the Autumn Term using newly purchased software.

43 of Year 8 students had a Key Stage 2 Reading score of 90 or below when they joined in Year 7.

On average, there was a 4 month Reading Age Gap in Year 8 between the PP/ non-PP.

16% of Year 8 Pupil Premium students had a Reading Age below 10.

<u>Year 7 2024-25 Key Stage 2 Reading Score:</u>

Pupil Premium: 101.1

Non-Pupil Premium: 104.3</td></tr>
<tr><td>2</td><td>There is an historical attainment gap at Grade 5+ and Grade 4+ EM between Pupil Premium and other pupils.

<u>Year 11 2022-23</u>

<table><tr><th></th><th>5+ EM</th><th>4+ EM</th></tr><tr><td>PUPIL PREMIUM</td><td>43</td><td>63</td></tr><tr><td>OTHER</td><td>51</td><td>67</td></tr><tr><td>DIFFERENCE</td><td>8%</td><td>4%</td></tr></table></td></tr>
</table>

<table>
<tr><td></td><td>

Year 11 2023-24

	5+ EM	**4+ EM**
PUPIL PREMIUM	41	55
OTHER	48	69
DIFFERENCE	**7%**	**14%**

</td></tr>
<tr><td>3</td><td>

Grades 9-7 EM for Disadvantaged pupils has been less compared to other pupils.

Year 11 2022-23

	7+ EM
PUPIL PREMIUM	8
OTHER	18
DIFFERENCE	**10%**

Year 11 2023-24

	7+ EM
PUPIL PREMIUM	4
OTHER	16
DIFFERENCE	**12%**

</td></tr>
<tr><td>4</td><td>

Pupil Premium pupils are more likely to be persistently absent from school: in 2023-24 they made up **27%** of the school population but **29%** of the PAs were PP%. **65%** of Serious Absences were PP pupils.

Average attendance for PP in 2024: **87%**. Average attendance for Non-PP: **92% (5% Gap)**.

</td></tr>
</table>

5	Pupil Premium Pupils are unable to access the same levels of extra-curricular and Enrichment opportunities as their Peers. 28% LAC pupils accessed an Enrichment Opportunity in 2023-24.

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
Improved Reading Ages for PP students, to enable greater curriculum access	Average Reading age for current Year 7 PP will increase at a faster rate than non-PP students. PP students will make same Progress as non-PP students in Year 7 and 8.
Improved English and Maths outcomes for PP students at Key Stage 4.	PP students to match or exceed All Pupil National Average 4+ English and Maths (GCSE results 2025: The main trends in grades and entries - FFT Education Datalab).
Improved outcomes for Higher Attainers (all students) at Key Stage 4.	High Attainers to achieve 45%+ Grade 9-7 English and Maths and 60% 9-7 all GCSE subjects.
Improved Attendance rates for PP students, with a reduction in Persistent Absence.	PP Persistent Absence to reduce to below 40%.
Increased participation in Enrichment opportunities by PP pupils	Tracking and Monitoring will demonstrate increased participation

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: £300,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Reading Tests introduced throughout Key Stage 3 and 4; New Reading Age Tests to be piloted. Acceleration Groups introduced in Years 7 and 8 We will fund teacher release time to lead Maths Mastery Hub	https://app.literacyassessment.co.uk/ Wasted Years report Reading test for year 8s planned in schools white paper To improve early intervention for students and boost Literacy levels Reading comprehension strategies | EEF Setting and streaming | EEF KS2_KS3_Maths_Guidance_2017.pdf (educationendowmentfoundation.org.uk) Teaching mathematics at key stage 3 - GOV.UK (www.gov.uk) Mastery learning | EEF (educationendowmentfoundation.org.uk)	1
LAC, PLAC and Ever CIN Co-ordinator appointed SENCO upskilled to Exam Dispensation assessor. Parallel Pathway to be embedded	SEND, Pupil Premium & parents (sec-ed.co.uk) Supporting LAC Students in Schools: "*First and foremost it's not about laptops or tutoring. It's about that daily contact and intensive support from dedicated adults in the school".* Small group tuition | EEF (educationendowmentfoundation.org.uk)	1, 2
CPD will be run through the year to	Teaching Assistant Interventions | EEF (educationendowmentfoundation.org.uk)	1,2

support new colleagues and existing colleagues on specific needs. SEND Lead Practitioner appointed All SSAs to undergo comprehensive CPD training (buy in to BD SIP) New SSAs to be appointed including ARP specialists	One to one tuition | EEF (educationendowmentfoundation.org.uk)	
Members of Challenge Partners	*"Our mission is to reduce educational inequality and improve the life chances of all children. Through collaboration, challenge and leadership development, we are working to ensure every school community can benefit from the combined wisdom of the education system".*	1-6

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

Budgeted cost: £100,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Literacy Pirates to be used in Acceleration Groups	Reading comprehension strategies can have a positive impact on pupils' ability to understand a text, and this is particularly the case when interventions are delivered over a shorter timespan: Reading comprehension strategies | Toolkit Strand | Education Endowment Foundation | EEF	1 2, 3
Targeted Year 11 students to be allocated an English or Maths tutor.	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, in small groups: Small group tuition | Toolkit Strand | Education Endowment Foundation | EEF	2, 3
Unifrog to be embedded, to support Key Stage 5 students with UCAS applications; build an Alumni support network.	Disadvantaged students less likely to attend 'more selective' university courses | UCL News - UCL – University College London **NB** Research into aspiration interventions is extremely weak, therefore we will carefully monitor the impact on attainment.	3
Remote Learning: laptops loaned to PP students without computer access at home	Children without internet access during lockdown | Children's Commissioner for England (childrenscommissioner.gov.uk) Covid-19: The challenges of home-schooling - BBC News	4

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

Budgeted cost: £100,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Appointment of School-based Attendance and Welfare Officer. Admin staff at all 3 Campuses to chase absences. Increase Office capacity Associate Heads of Year appointed to lead on attendance. Appoint an MHST Lead in the School MHST Mental Health Team to be based in School Director of Enrichment to target increased PP participation	Adolescent mental health: A systematic review on the effectiveness of school-based interventions | Early Intervention Foundation (eif.org.uk) Improving School Attendance advice. Mental health support team school and college survey NHS England » Mental health support in schools and colleges Extending school time | EEF (educationendowmentfoundation.org.uk) New “compulsory” enrichment programme in Year 7. Compulsory enrichment programme for all Year 12 students.	4 5

Total budgeted cost: £500,000

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2024-25 academic year.

Achievement Impact: Pupil Premium pupils achieved **121** GCSE Grades of 7 and above, including **20** Grade 9s. There were also **12** Distinction Grades in Vocational Subjects.

A8, 5+ English and Maths (Top 14% Nationally) and 4+ English and Maths (Top 15% Nationally) were all **SIG+** compared to National in 2026 (FFT).

Disadvantaged Grade 4+: English Language 65.7% (National ALL Students 71.4%); Maths 68.7% (71.8%). Grade 5+: English Language 51.5% (55%); Maths 50.5% (53.8%).

Disadvantaged pupils were Significantly Above National for 15/17 Headline Measures (IDSR, 2026).

At Key Stage 5, 12 subjects were Graded ALPS 1-3 for **Disadvantaged** students. Overall ALPS 2 for A-Level (HIGHER than overall cohort) and Vocational; Average Grade B; APS 40.55 (HIGHER than overall cohort). 18% of FSM EVER 6 Grades were A*/A; 51% A*-B (National Average for ALL Students 55%).

Disadvantaged Destinations: 70% to a UK university (38% Russell Group); 5.4% to United States University; 5.4% to a degree apprenticeship (national average is between 1.2% and 2%).

Literacy impact:
Acceleration Groups
Pupil Premium students in the Acceleration Group achieved an average SAS of 93.3, slightly above the 92.9 average for non-Pupil Premium students.

These outcomes indicate that the intervention has been effective in supporting disadvantaged pupils to improve literacy attainment and reduce gaps in performance.

Y8 and Y9 whole cohort tests from summer 2026:

PP outcomes compare favourably with previous cohorts, particularly in Y8 where average SAS scores have improved despite a slight decline in overall cohort performance.

Y8

- 48% SAS over 100
- 76% SAS over 90
- 24% SAS below 90

Average SAS score: PP 96; non-PP 103.

Y9

- 41% SAS over 100
- 69% SAS over 90
- 31% SAS below 90

Average SAS score: PP 95; non-PP 97.

Enrichment impact (see 2025-26 provision below): Vulnerable cohort participation in an enrichment activity increase from 28% in 2023-24 to 39% in 2024-25; **52% in 2025-26.**

In October 2025, 100% of Year 7 Pupil Premium students attended the enrichment trip to the Natural History Museum.

64% of PP students participated in an enrichment activity in 2025/26

51% of LAC students participated in an enrichment activity in 2025/26

Attendance Impact: FSM Ever6 pupils:

2022-23	**88.6%**
2023-24	**89.7%**
2024-25	**90.7%**
2025-26	**90.73%**

"Attendance is high and systems for improving this further are well-established" (Ofsted, 2024).

The school has significantly narrowed the attendance gap, but this remains a key challenge post-Covid.

Health and Well-being Impact

Free School Meal uptake has increased from 72% to 94%.

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
Growing the Top	Challenge Partners
SEND Partnership	Challenge Partners
Learning Partnership	Seven Kings
PiXL	
Literacy Pirates	
Bedrock Learning	
UpLearn	

Further information

Additional activity

Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium or recovery premium, including:

- embedding more effective practice around feedback. EEF evidence demonstrates this has significant benefits for pupils, particularly disadvantaged pupils.
- offering a wide range of high-quality extracurricular activities to boost wellbeing, behaviour, attendance, and aspiration (see below). Activities (e.g., The Duke of Edinburgh's Award), will focus on building life skills such as confidence, resilience, and socialising. Disadvantaged pupils will be encouraged and supported to participate.

Planning, implementation, and evaluation

In planning our new pupil premium strategy, we evaluated which strategies have had the most impact historically, whilst recognising the impacts of COVID on our disadvantaged students. For example, we reviewed the Reading Age tests and decided to switch providers to gain additional detailed information.

We used evidence from multiple sources of data, including assessments, Learning Reviews, book scrutinies, student voice and lesson visits. We also used our partnerships with other schools to discuss best practice.

We used the EEF's implementation guidance to help us develop our strategy and will continue to use it through the implementation of our activities.

We have put a robust evaluation framework in place for the duration of our three-year approach and will adjust our plan over time to secure better outcomes for pupils.

BARKING ABBEY SCHOOL ENRICHMENT OPPORTUNITIES

BARKING ABBEY SCHOOL
ENRICHMENT OPPORTUNITIES
BEFORE SCHOOL ENRICHMENT

7.30am start unless indicated

Monday	Tuesday	Wednesday	Thursday	Friday
Sandringham AAP Basketball Boys & Girls - Sports Hall (SR) 7am start **AAP Boys Football** 3G Pitch (LR)	**Yr12 Maths Intervention** SD15 7.40am **Yr 8/9 Boys Basketball** Sports Hall (SR) 7am start **Yr 7/8/9 Indoor Cricket** Sports Hall (LR) **AAP Girls Football** 3G Pitch (LR)	**Longbridge AAP Basketball Boys & Girls** Sports Hall (LR) 7am start	**Yr13 Maths Intervention** SD16 7.40am **All Girls Basketball** Sports Hall (SR) Coach 7am start	**Year 10/11 Boys Basketball** Sports Hall (LR) 7 am start **AAP Netball** MUGA/Sports Hall (SR) **Fun Physics Challenges** LR 8am

BARKING ABBEY SCHOOL
ENRICHMENT OPPORTUNITIES
BREAKTIME SCHOOL ENRICHMENT

	Monday	Tuesday	Wednesday	Thursday	Friday
10.50 – 11.20am	**Basketball Shooting** Sport hall Both sites **Library activities** Both sites	**Basketball Shooting** Sport hall Both sites **Library activities** Both sites	**Basketball Shooting** Sport hall Both sites **Library activities** Both sites	**Basketball Shooting** Sport hall Both sites **Library activities** Both sites	**Basketball Shooting** Sport hall Both sites **Library activities** Both sites

During the above club days/times, the library will only be open to club members and closed for all other students.

BARKING ABBEY SCHOOL
ENRICHMENT OPPORTUNITIES
LUNCHTIME ENRICHMENT

	Monday	Tuesday	Wednesday	Thursday	Friday
1.20 - 1.55pm	**Basketball Shooting** Sport hall LR **Library Activities** Both sites **Table Tennis** SR green gym **SPARX Support Maths and Science** LB51 & SB20 **French Film Club** Yr 7 & 8 SB15	**Basketball Shooting** Sport hall LR **Library Activities** Both sites **Table Tennis** SR green gym **SPARX Support Maths and Science** LB51 & SB20 **Year 11 Spanish Support** LA09 **Graphic Design Club** SE04	**Basketball Shooting** Sport hall LR **Library Activities** Both sites **Table Tennis** SR green gym **British Physics Olympiad** Yr 12 & 13 SF07 **SPARX Support Maths and Science** LB51 & SB20 **Year 13 Physics Intervention/ Enrichment** SD27	**Basketball Shooting** Sport hall LR **Library activities** Both sites **Table Tennis** SR green gym **SPARX Support Maths and Science** LB51 & SB20	**Basketball Shooting** Sport hall LR **Library Activities** Both sites **Table Tennis** SR green gym **SPARX Support Maths and Science** LB51 & SB20

BARKING ABBEY SCHOOL
ENRICHMENT OPPORTUNITIES
AFTER SCHOOL ENRICHMENT

	Monday	Tuesday	Wednesday	Thursday	Friday
Bravery	**Year 11 Sociology Intervention** (LR) LA35	**STEM Discovery** SR **KS4 & 5 Dance Club** SR Dance Studio 3:15-4:45pm **Dungeons and Dragons** LB34	**Art and Well Being** 3-4.15pk (LR) **Yr 8 & 9 Art techniques Club** (LR) LB18 **KS3 Dance Club** Drama Studio/Old Gym (LR)	**What's your type (GRAPHICS)** 3-4.15PM (LR) **STEM Discovery** LR **Year 11 Sociology Intervention** (SR) SD36	
Excellence	**History Club** (LR) LA05	**Beginner piano lessons** SR Main Hall	**Cookery Club** LR (Invite only) **Physics Fun Challenge** 3 – 3.25pm SR **School Orchestra** SR Music Room	**School Band 1** SR Music Room	**School Band 2** SR Music Room
Self Discipline	**Yr 11 Art Intervention** (LR) LB18 **Yr 11 Maths Intervention** **Complete a Paper Night** Sandringham Canteen **Year 11 GCSE Art and Graphic Design Intervention** SR SE04	**Yr 11 English Language Intervention** LR canteen **Geography Paper 2** **Drop in Intervention** LR (LA63) **Geography Paper 2** **Drop in Intervention** SR (SE24)	**Year 10 Maths Intervention** SA13 **Year 11 English Language Intervention** SR Canteen **Dance Coursework Catch Up KS4 & 5** SR dance studio **Year 13 Physics Intervention/ Enrichment** SD7	**Year 11 Maths Intervention** SA13 **Yr 11 Maths Intervention** **Complete a Paper Night** Longbridge Canteen **Year 10 & 11 DT Project Intervention** SR C block	
Team BA	**Year 7 Boys Football** 3G Pitch/Field (LR) **Year 7 Girls Basketball** Sports Hall (LR) **Year 9/10 Netball** MUGA (SR)	**Year 9 Boys Football** 3G Pitch (LR) **Year 7/8 Netball** MUGA (SR)	**All Years Badminton** Green Gym (LR) **Year 8 Boys Football** 3G Pitch (LR)	**Optional AAP Basketball** **Open Shooting Session** Sports Hall (SR) **All Years Girls Football** 3G Pitch (LR) **Year 11 Boys Football** 3G Pitch (LR)	**Year 7 Boys Basketball** Sports Hall (LR) **Year 10 Boys Football** 3G Pitch (LR)