



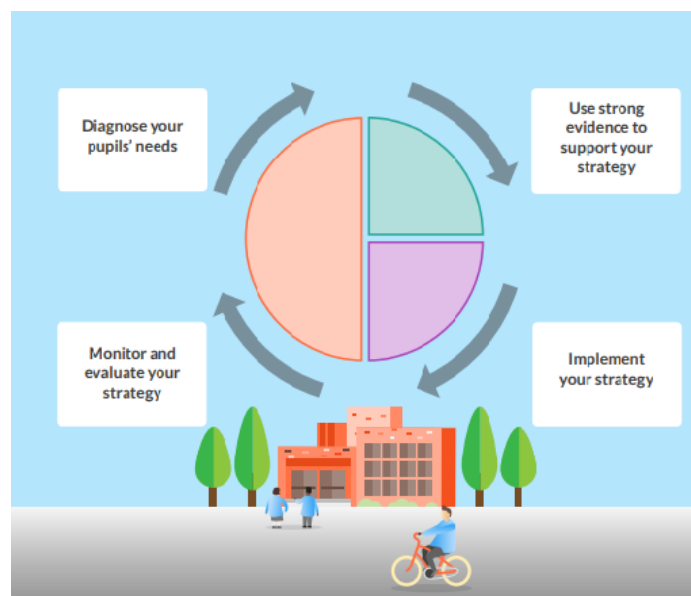
## **BARKING ABBEY SCHOOL**

### **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 \(educationendowmentfoundation.org.uk\)](https://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	<b>BARKING ABBEY</b>
Number of pupils in school (years 7-11)	1829
Proportion (%) of pupil premium eligible pupils	499 (27.3%)
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2024-27
Date this statement was published	OCTOBER 2024
Date on which it will be reviewed	SEPTEMBER 2025
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	£523,950
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	<b>£523,950</b>

# 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.

Challenge number	Detail of challenge												
1	<p>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.</p> <p>15% of Year 8 Pupil Premium students had a Reading Age of below 9 when they joined in Year 7.</p> <p>On average, there was a <u>4 month</u> Reading Age Gap in Year 8 between the PP/ non-PP.</p> <p>16% of Year 8 Pupil Premium students had a Reading Age below 10.</p> <p><b><u>Year 7 2023 Reading Age Average Score:</u></b></p> <p>Pupil Premium: 100</p> <p>Non-Pupil Premium: 105</p>												
2	<p>There is an historical attainment gap at Grade 5+ and Grade 4+ EM between Pupil Premium and other pupils.</p> <p style="text-align: center;"><b><u>Year 11 2022-23</u></b></p> <table border="1" data-bbox="432 1424 1342 1715"> <thead> <tr> <th></th> <th><b>5+ EM</b></th> <th><b>4+ EM</b></th> </tr> </thead> <tbody> <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><b>DIFFERENCE</b></td> <td><b>8%</b></td> <td><b>4%</b></td> </tr> </tbody> </table>		<b>5+ EM</b>	<b>4+ EM</b>	PUPIL PREMIUM	43	63	OTHER	51	67	<b>DIFFERENCE</b>	<b>8%</b>	<b>4%</b>
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3	<p>Grades 9-7 EM for Disadvantaged High Ability pupils has been less compared to other pupils.</p> <p style="text-align: center;"><b><u>Year 11 2022-23</u></b></p> <table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th></th> <th style="text-align: center;"><b>7+ EM</b></th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">PUPIL PREMIUM</td> <td style="text-align: center;">8</td> </tr> <tr> <td style="text-align: center;">OTHER</td> <td style="text-align: center;">18</td> </tr> <tr> <td style="text-align: center;"><b>DIFFERENCE</b></td> <td style="text-align: center;"><b>10%</b></td> </tr> </tbody> </table> <p style="text-align: center;"><b><u>Year 11 2023-24</u></b></p> <table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th></th> <th style="text-align: center;"><b>7+ EM</b></th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">PUPIL PREMIUM</td> <td style="text-align: center;">4</td> </tr> <tr> <td style="text-align: center;">OTHER</td> <td style="text-align: center;">16</td> </tr> <tr> <td style="text-align: center;"><b>DIFFERENCE</b></td> <td style="text-align: center;"><b>14%</b></td> </tr> </tbody> </table>		<b>7+ EM</b>	PUPIL PREMIUM	8	OTHER	18	<b>DIFFERENCE</b>	<b>10%</b>		<b>7+ EM</b>	PUPIL PREMIUM	4	OTHER	16	<b>DIFFERENCE</b>	<b>14%</b>
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4	<p>Pupil Premium pupils are more likely to be persistently absent from school: they make up <b>27%</b> of the school population but <b>29%</b> of the PAs are PP%. <b>65%</b> of Serious Absences are PP pupils.</p> <p>Average attendance for PP in 2024: <b>87%</b>. Average attendance for Non-PP: <b>92%</b>.</p> <p>The school has significantly narrowed the attendance gap, but this remains a key challenge post-Covid.</p>																
5	<p>Pupil Premium Pupils are unable to access the same levels of extra-curricular and Enrichment opportunities as their Peers.</p>																

	28% LAC pupils accessed an Enrichment Opportunity in 2023-24.
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## 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 All Pupil National Average 4+ English (61.6%) and Maths (59.6%).
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
<p>Reading Tests introduced throughout Key Stage 3 and 4; New Reading Age Tests to be piloted.</p> <p>Literacy lessons introduced in Years 7 and 8 (by creating carousel of Music/ Drama/ PDC).</p> <p>We will fund teacher release time to lead Maths Mastery Hub</p> <p>Appointment of an AHT “Character, Aspirations and Independent Learning” to improve More Able outcomes and increase retention</p>	<p><a href="https://app.literacyassessment.co.uk/">https://app.literacyassessment.co.uk/</a> Wasted Years report</p> <p>To improve early intervention for students in all years in the core subjects</p> <p><a href="https://www.educationendowmentfoundation.org.uk/ks2-ks3-maths-guidance-2017">KS2 KS3 Maths Guidance 2017.pdf (educationendowmentfoundation.org.uk)</a></p> <p><a href="https://www.gov.uk/teaching-mathematics-at-key-stage-3">Teaching mathematics at key stage 3 - GOV.UK (www.gov.uk)</a></p> <p><a href="https://www.educationendowmentfoundation.org.uk/mastery-learning-eeef">Mastery learning   EEF (educationendowmentfoundation.org.uk)</a></p> <p><a href="https://www.ucl.ac.uk/news/2017/06/disadvantaged-students-less-likely-attend-more-selective-university-courses">Disadvantaged students less likely to attend ‘more selective’ university courses   UCL News - UCL – University College London</a></p> <p><b>NB</b> Research into aspiration interventions is extremely weak, therefore we will carefully monitor the impact on attainment.</p>	<p>1</p> <p>6</p>
<p>Mainstream SENCO appointed</p> <p>LAC, PLAC and Ever CIN Co-ordinator appointed</p>	<p><a href="https://www.sec-ed.co.uk/send-pupil-premium-parents">SEND, Pupil Premium &amp; parents (sec-ed.co.uk)</a></p> <p><a href="#">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”.</a></p>	<p>1, 2</p>



<p>SENCO upskilled to Exam Dispensation assessor.</p> <p>Parallel Pathway to be embedded</p>	<p><a href="https://www.educationendowmentfoundation.org.uk">Small group tuition   EEF (educationendowmentfoundation.org.uk)</a></p>	
<p>CPD will be run through the year to support new colleagues and existing colleagues on specific needs.</p> <p>SEND Lead Practitioner appointed</p> <p>All SSAs to undergo comprehensive CPD training (buy in to BD SIP)</p> <p>New SSAs to be appointed including ARP specialists</p>	<p><a href="https://www.educationendowmentfoundation.org.uk">Teaching Assistant Interventions   EEF (educationendowmentfoundation.org.uk)</a></p> <p><a href="https://www.educationendowmentfoundation.org.uk">One to one tuition   EEF (educationendowmentfoundation.org.uk)</a></p>	1,2
<p>Members of Challenge Partners</p>	<p><i>“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”.</i></p>	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
<p>Literacy Pirates places for 30 struggling readers each year</p> <p>Bedrock Learning accounts for set 4 literacy students</p> <p>Development of additional <b>Intervention English and Maths group at Key Stage 4</b> to support learning in smaller groups.</p> <p>ALL Year 11 students to be allocated an English or Maths tutor.</p>	<p>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:  <a href="#">Reading comprehension strategies   Toolkit Strand   Education Endowment Foundation   EEF</a></p> <p>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:  <a href="#">Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	<p>1</p> <p>2, 3</p> <p>2, 3</p>
<p>Unifrog to be embedded, to support Key Stage 5 students with UCAS applications; build an Alumni support network.</p>	<p><a href="#">Disadvantaged students less likely to attend 'more selective' university courses   UCL News - UCL – University College London</a></p> <p><b>NB</b> Research into aspiration interventions is extremely weak, therefore we will carefully monitor the impact on attainment.</p>	<p>3</p>
<p>Remote Learning: laptops loaned to PP students without computer access at home</p>	<p><a href="#">Children without internet access during lockdown   Children's Commissioner for England (childrenscommissioner.gov.uk)</a></p> <p><a href="#">Covid-19: The challenges of home-schooling - BBC News</a></p>	<p>4</p>

## Wider strategies (for example, related to attendance, behaviour, well-being)

Budgeted cost: £100,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Traded Services for Attendance and Welfare.</p> <p>Admin staff at all 3 Campuses to chase absences.</p> <p>Increase Office capacity</p> <p>Associate Heads of Year appointed to lead on attendance.</p> <p>Appoint a full time School Counsellor</p> <p>Appoint a Mental Health Lead</p>	<p><a href="#">Adolescent mental health: A systematic review on the effectiveness of school-based interventions   Early Intervention Foundation (eif.org.uk)</a></p> <p><a href="#">Improving School Attendance</a> advice.</p>	4
<p>Appoint a Director of Enrichment</p>	<p><a href="#">Extending school time   EEF (educationendowmentfoundation.org.uk)</a></p>	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 2023-24 academic year.

***"These students are unique - the first to have spent every secondary year in the midst, or the wake, of the pandemic".***

The Attainment 8 Gap narrowed from 7 points in 2023 to **4.5** points in 2024.

**73%** target students made positive progress in terms of APS in their exams.

Pupil Premium pupils achieved **124** GCSE Grades of 7 and above, including **15** Grade 9s. There were also **17** Distinction Grades in Vocational Subjects (with 9 in Digital i-Media).

Pupil Premium pupils achieved **55%** Grade 5+ in all GCSE Subjects, and **71%** Grade 4+.

The National Tutor Programme was used to target Grade 3 Maths students: **53%** achieved a Grade 4+. This figure rises to **83%** of those that attended every session of tutoring.

**Literacy impact:** Of the pupils targeted for Literacy Pirates, 61% showed a significant improvement in their SAS scores.

By the end of the academic year 2023/24 the Bedrock data was as follows:

- 23% average improvement by EAL learners
- 20% average improvement by Pupil Premium learners
- 28% average improvement by SEND learners

By the end of the academic year 2023/24:

- PP students SAS score of 105
- Non-PP students SAS score of 106
- 76% of PP students making at least expected progress from autumn to summer

**Attendance Impact:** PP attendance increased from 86% in 2023 to **88.6%** in 2024. Pupil Premium Persistent Absences decreased from 50% in 2023 to **45.3%** in 2024.

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

## 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*

<b>Programme</b>	<b>Provider</b>
School Led tutoring (NTP)	My Tutor
Peer Review	School Partnership Programme
Literacy Pirates	<a href="#">Literacy Pirates – Literacy, confidence and perseverance</a>

## 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**

	Monday	Tuesday	Wednesday	Thursday	Friday
<b>Bravery</b>	<b>KS3 BA Movement</b> - Dance studio SR  <b>Upcycling Club</b> - SE03	<b>KS3 &amp; 4 Drama Club</b> - LR - Drama studio	<b>Dance Academy Boy Blue Training</b> - SR Dance Studio  <b>Pop Up Art Events &amp; Celebrations</b> - LB18	<b>Singing Club</b> - SR Main Hall  <b>KS4 &amp; KS5 BA Movement</b> - SR Dance studio  <b>Pop Up Art Events &amp; Celebrations</b> - LB18	<b>School Band</b> - SK14
<b>Excellence</b>	<b>Yr 7 - 10 Debate Mate</b> - SK12	<b>Physics Society</b> - Yr 7-11 SD27		<b>Yr 11 Geography Grade 7-9</b> - Thursday on Teams 4.15pm  <b>Art and Science Library Project</b> - SE01	
<b>Self Discipline</b>	<b>Year 11 Maths Intervention - Foundation</b> - LB35  <b>Year 11 Maths 'complete a paper' night</b> - LR Canteen	<b>Year 11 English Revision - Filling in the gaps</b> - SA51	<b>Year 11 English Revision - Filling in the gaps</b> - LD04  <b>Year 11 Maths Intervention Foundation</b> - SA11  <b>Higher</b> - SA08  <b>Higher</b> - LB46  <b>Year 11 Maths 'complete a paper' night</b> - SR Canteen	<b>Year 10 &amp; 11 D&amp;T Coursework Development</b> - SC01  <b>Year 11 Triple Physics Intervention</b> - SF20	
<b>Team BA</b>	<b>Yr 7 Boys Football</b> - LR Field	<b>Yr 10 Boys Football</b> - SR MUGA  <b>Yr 9 Boys Basketball</b> - LR	<b>Yr 7/8/9 Netball</b> - SR MUGA  <b>Yr 10 Netball</b> - LR courts  <b>All years Badminton</b> - SR Green Gym  <b>Yr 8 Boys Football</b> - LR field	<b>Yr 10/11 Girls Basketball</b> - SR  <b>All years Girls football</b> - LR Field	<b>Yr 9 Boys Football</b> - LR Field  <b>Yr 7 Boys Basketball</b> - LR



# BARKING ABBEY SCHOOL

## ENRICHMENT OPPORTUNITIES 2024-25

### BEFORE SCHOOL ENRICHMENT

	Monday	Tuesday	Wednesday	Thursday	Friday
7.15 – 8am	<b>SR AAP Basketball</b> sports hall	<b>Boys AAP football</b> 3G pitch  <b>Girls AAP football</b> 3G Pitch  <b>Yr 7&amp;8 Indoor cricket</b> LR sports hall  <b>Yr 8 Boys Basketball</b> SR Green gym	<b>LR AAP Basketball</b> sports hall	<b>Yr 8&amp;9 Girls Basketball</b> SR sports hall  <b>Yr 8 Boys Basketball</b> SR Green gym  <b>Yr 7 Girls Basketball</b> LR sports hall	<b>Yr 10 &amp;11 Boys Basketball</b>





# BARKING ABBEY SCHOOL

## ENRICHMENT OPPORTUNITIES 2024-25

### LUNCHTIME ENRICHMENT

	Monday	Tuesday	Wednesday	Thursday	Friday
1.20 - 1.55pm	<b>Basketball Shooting</b> LR  <b>Yr 11</b> <b>Art and Graphic Design</b> <b>Support</b> SE02	<b>Basketball Shooting</b> LR  <b>Yr 10</b> <b>Art and Graphic Design</b> <b>Support</b> LB16	<b>SPARX Support</b> SR SB20 LR LA27  <b>British Physics Olympiad</b> <b>Yr 10-13</b> SD27  <b>Basketball Shooting</b> LR	<b>British Physics Olympiad</b> <b>Yr 10-13</b> SF07  <b>Basketball Shooting</b> LR	<b>Basketball Shooting</b> LR