



## Pupil premium strategy statement – Friern Barnet School

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.

### School overview

Detail	Data
School name	Friern Barnet School
Number of pupils in school	650
Proportion (%) of pupil premium eligible pupils	41.5%
Academic year/years that our current pupil premium strategy plan covers	Three
Date this statement was published	December 2024
Date on which it will be reviewed	October 2025 October 2026 October 2027
Statement authorised by	Governing Body
Pupil premium lead	Simon Horne
Governor / Trustee lead	Ann Woodhall

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£340 000
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b>	<b>£340 000</b>

## Part A: Pupil premium strategy plan

### Statement of intent

We want to ensure that disadvantaged students achieve and flourish at school, enjoying a broad and balanced curriculum, developing a love for art, culture and sport and becoming independent learners who are also engaged and responsible citizens.

To this end we will:

- support the quality of teaching, providing effective staff professional development and ensuring all staff take responsibility for the education of disadvantaged students
- provide targeted academic support, such as tutoring
- deal with non-academic barriers to success in school, such as attendance, behaviour and social and emotional support

### Challenges

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

Challenge number	Detail of challenge
1	Lower attendance to school compared to non-PP peers
2	Low literacy skills on entry to Year 7 in a significant group of PP pupils, slowing progress across the curriculum
3	Poor extended writing skills, especially amongst boys who make slower rates of progress than their peers
4	Poor resilience in attempting challenging activities, requiring better independent study skills
5	Lack of family engagement with learning
6	A higher percentage of PP students experience social, emotional and mental health issues (SEMH) which affects behaviour and attendance and therefore

	has a detrimental effect on progress. We have an increasing number of social care involvements with a significant minority of families
7	Mobility – students moving between schools and, at times, moving from alternative provision into mainstream education

## 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 attendance and reduced persistent absence	Attendance in line or better than national averages; persistent absence data to be at or better than national data
Improved attainment	KS3 – students reach age related expectations KS4 – progress data to be at national averages (ensure sufficient challenge for each prior attainment group, including high ability)
Better reading comprehension	Closing the gap between actual reading age and age-expected reading age so that students can access an appropriate curriculum
Social, emotional and behavioural needs of students are met	Early intervention in place; number of fixed term exclusions at or below national averages; restorative justice established; PSHE programme enhanced with external agency support

## 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

Budgeted cost: £160 000

Activity	Evidence that supports this approach	Challenge number(s) addressed
More personalised use of support for students with greater needs to enable faster progression and higher attainment.	EEF – individualised instruction - moderate impact for very low cost EEF – teacher assistant interventions – moderate impact for moderate cost	2 3 4
Enhanced KS4 offer to ensure the curriculum is relevant and tailored to the needs of each student	Ofsted – curriculum research	1 4
Whole school focus on increasing the degree of challenge in lessons to ensure students achieve or exceed their potential. This will involve ongoing staff training in our PLCs	EEF – metacognition – very high impact for very low cost EEF – feedback – very high impact for very low cost	2 3 4
‘Able and ambitious’ programme across the school	EEF – collaborative learning approaches – high impact for very low cost EEF – parental engagement – moderate impact for very low cost EEF – metacognition – very high impact for very low cost	4 5
Maximising arts participation across the school	EEF – arts participation - moderate impact for very low cost	1 4

## Targeted academic support

Budgeted cost: £100 000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Appointment of a Lead Practitioner for literacy to lead reading intervention across all KS3 year groups to improve comprehension; phonics training for all staff involved in the programme	EEF - reading comprehension strategy – very high impact for very low cost	2 3
Use external academic tuition to provide more challenge for disadvantaged students in maths	EEF - small group tuition – moderate impact for low cost	3 4
Use peer mentors from Woodhouse College for more able students	EEF - one to one tuition – high impact for moderate cost	3 4
Using targeted KS3 intervention in maths and English	EEF - small group tuition – moderate impact for low cost EEF - reading comprehension strategy – very high impact for very low cost	2 3 4
Internal mentors for targeted students to maximise potential	EEF - small group tuition – moderate impact for low cost	4

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

Budgeted cost: £150 000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Develop the KS3 support in the Inclusion Hub to provide early intervention for specific students who require behavioural and emotional support and to provide parental support	EEF - social and emotional learning – moderate impact for very low cost. EEF – small group tuition – moderate impact for low cost EEF – parental engagement – moderate impact for very low cost	1 6 7
Enhanced pastoral support to ensure good home/school communication; attendance monitoring; pastoral care for specific students most impacted by the pandemic	EEF - behaviour interventions – moderate impact for low cost	1 5 6 7
EWO support for regular monitoring and family intervention	EEF – parental engagement – moderate impact for very low cost	1 5
Increased capacity for counselling sessions by enhancing current provision by working with Terapia – including parental support	Psychotherapeutic research from Terapia EEF – parental engagement – moderate impact for very low cost	4 5 6

**Total budgeted cost: £410 000**

## 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.

The 2023 exams were the first set of results to be graded in line with 2019 guidelines after the pandemic. The 2025 results show a decrease in the gap between disadvantaged students when compared to non-disadvantaged students. The PP students' A8 has remained fairly constant over these three years. Targets this year were set by teachers as no KS2 data was available. PP students' results were just under one half of a grade below targets; the non-PP A8 was only one fifth of a grade below target. The maths results made the biggest difference in attainment data.

2025

A8 English overall:9.9; disadvantaged: 9.0

A8 maths overall: 7.7; disadvantaged: 6.3

A8 all students: 45.2; non-PP students 48.6; PP students 39.8 (gap 8.8)

2024

A8 English overall:10.1; disadvantaged: 8.9

A8 maths overall: 8.4; disadvantaged: 7.6

A8 all students: 44.6; non-PP students 49.2; PP students 38.9 (gap 10.3)

Overall P8 for cohort: +0.01; P8 for PP students -0.35

2023

A8 English overall:9.5; disadvantaged: 9.1

A8 maths overall: 8.0; disadvantaged: 7.3

A8 all students: 43.3; non-PP students 45.8; PP students 39.6 (gap 6.2)

### Externally provided programmes

Programme	Provider
Brilliant Club Scholars programme	Brilliant Club
Able and ambitious programme	Various external providers
Literacy support	Reading Wise
Maths support	Maths Makers Imperial College maths school