

Pupil Premium Grant Expenditure 2025/2026



Number of pupils and Pupil Premium Grant (PPG) received

Total number of pupils on roll	302 (incl. Nursery)
Total number of pupils eligible for PPG currently on roll at Barons Court	76
Amount of PPG received per pupil	£1,515
Total amount of PPG received	£132,001.00
Total amount (including carry forward)	£132,001.00
Total amount spent 2025-2026	£132,001.00
Total remaining	£0.00

Summary of PPG spending 2025-2026

Project 1: To improve attendance for all pupils, removing barriers particularly for pupils who are at risk of becoming Persistently Absent.

Project 2: To improve outcomes at statutory assessment points for under-resourced pupils.

Project 3: To strengthen access to meaningful educational experiences which lead to improved outcomes for under-resourced pupils with SEND.

Project 4: To enhance the Social, Emotional and Mental Health (SEMH) of under-resourced pupils by equipping them with effective tools and creating nurturing environments that build confidence, emotional regulation, resilience and social communication.

Project 5: To establish a culture of engagement, aspiration and belonging for under-resourced pupils and families, by mitigating the impact of socio-economic barriers and improving access to educational opportunities, support and enrichment.

Project 1

Cost: £17,966

To improve attendance for all pupils, removing barriers particularly for pupils who are at risk of becoming Persistently Absent.

During 2025–2026, we continued to prioritise attendance as a key driver for improving outcomes for our under-resourced pupils. We recognise that consistently high attendance enables pupils to fully access high-quality teaching, wider curriculum opportunities and pastoral support, and is fundamental to securing strong academic and personal outcomes.

Throughout the year, we strengthened our attendance systems through rigorous monitoring and the early identification of pupils at risk of becoming persistently absent. Regular analysis of attendance data enabled leaders to identify concerns quickly and implement timely, personalised interventions before attendance patterns became established.

Our Pastoral Team continued to provide targeted pastoral support, working closely with pupils and families to identify and overcome barriers to attendance. Regular communication, home visits, attendance plans and daily check-ins helped build trusting relationships and establish positive routines, ensuring families felt supported while improving pupils' engagement with school.

Where additional support was required, our Team Around the Child and Family (TACAF) process brought together school staff and external professionals to provide coordinated, multi-agency support. This enabled barriers relating to family circumstances, emotional wellbeing, housing, health and financial pressures to be addressed holistically. Alongside this, our redesigned Barons Court Community Hub strengthened parental engagement by providing more responsive support, practical advice and improved access to wider services following consultation with families.

Throughout this work, we maintained high expectations while continuing to build strong relationships with families. Our attendance strategy remains rooted in partnership, recognising that sustained improvements are achieved by working collaboratively with parents and carers to remove barriers and secure the best possible outcomes for every child.

Success Criteria: By 2026/27, the percentage of under-resourced pupils who are at risk of becoming persistently absent will be reduced so that there is no significant gap between under-resourced pupils and their peers.

IMPACT

Attendance continues to be a significant strength of the school. Overall attendance increased to 95.5%, while attendance for under-resourced pupils reached 95.6%, demonstrating that disadvantaged pupils attend school at rates comparable with, and slightly exceeding, the whole-school average.

Persistent absence reduced further during the year to 7.8%. Of the school's 76 under-resourced pupils, only 10 are currently identified as persistently absent. Importantly, attendance trends for these pupils continue to improve through the personalised support and intervention provided by the school.

Targeted pastoral intervention has remained highly effective. During the year, 20 families, representing 30 children, have received coordinated support through the school's TACAF process. As a result of successful multi-agency working, many of these families are now approaching the point of stepping down from intensive support, demonstrating improved attendance, stronger family routines and increased stability.

Following the redesign of the Barons Court Community Hub in response to parental feedback, engagement with the school's wider support offer has remained strong. Families have increasingly accessed support at an earlier stage, enabling barriers to attendance to be addressed before they escalate.

Collectively, these outcomes demonstrate that our investment in attendance systems, pastoral support and family engagement continues to reduce barriers to learning and ensure that our under-resourced pupils attend school regularly, enabling them to fully benefit from the high-quality education and wider opportunities available at Barons Court.

"The school has really listened and supported us. The regular check-ins and practical support have made such a difference to getting my child into school."

Project 2

Cost: £35,468

To improve outcomes at statutory assessment points for under-resourced pupils.

During 2025–2026, we continued to invest in the quality of teaching as the most effective way of improving outcomes for our under-resourced pupils. Through a carefully planned programme of professional development, instructional coaching and curriculum refinement, we sought to ensure that all pupils experienced consistently high-quality teaching, enabling them to build secure knowledge, develop confidence and achieve strong outcomes.

All teachers, including Early Career Teachers, participated in regular instructional coaching through Steplab to strengthen inclusive pedagogy, adaptive practice and communication-rich teaching. Coaching cycles focused on small, evidence-informed improvements to classroom practice, supporting teachers to embed effective teaching strategies consistently over time. This work was complemented by the continued development and implementation of the Barons Court Teaching and Learning Toolkit, providing staff with a shared understanding of the core pedagogical approaches that underpin effective teaching across the school.

Alongside instructional coaching, teachers engaged in a carefully sequenced programme of whole-school professional development focused on explicit instruction, adaptive teaching, effective communication and responsive assessment. Staff continued to strengthen their use of modelling, structured classroom discussion, vocabulary instruction and formative assessment to ensure learning was accessible, ambitious and appropriately scaffolded for all pupils, particularly those who are under-resourced.

We also continued to strengthen the quality of early reading provision through Read Write Inc. training, ensuring consistent assessment and delivery across the school. Learning Support Assistants received targeted professional development to develop their expertise in scaffolding learning, delivering structured interventions and supporting pupils effectively within lessons. Together, these approaches have strengthened the consistency and quality of teaching across Barons Court, ensuring pupils experience high expectations and high-quality learning in every classroom.

Success Criteria: By 2026/27, outcomes at statutory assessment points for under-resourced pupils will have improved, narrowing the gap between these pupils and their peers at the early stages of their development.

IMPACT

Monitoring throughout the year, including learning walks, lesson observations, book looks, instructional coaching records and Trust reviews, demonstrates that high-quality teaching has become increasingly consistent across the school. This reflects the positive impact of our professional development programme and instructional coaching model.

Trust reviews recognised the quality of teaching, pupil engagement and consistency of classroom practice as significant strengths. Pupil voice further demonstrated that children value the consistency of routines, expectations and teaching approaches across classrooms, enabling them to engage confidently in learning and understanding of how to be successful.

Our continued investment in high-quality teaching has contributed to strong outcomes across the school, with statutory assessment outcomes remaining above national averages at the end of Key Stage 2. These outcomes demonstrate that the strategic use of Pupil Premium funding to strengthen teaching, professional development and classroom practice has successfully improved educational experiences and outcomes for our under-resourced pupils.

"I like that all of the teachers teach us in similar ways because I know what to expect and it helps me concentrate and learn."



Project 3

Cost: £37,170

To strengthen access to meaningful educational experiences which lead to improved outcomes for under-resourced pupils with SEND.

During 2025–2026, we continued to strengthen access to high-quality teaching for our under-resourced pupils with SEND by developing teachers' understanding of inclusive pedagogy, adaptive teaching and communication-rich classrooms. Through a carefully planned programme of professional development, instructional coaching and specialist support, we have ensured that pupils with SEND are increasingly able to access ambitious learning alongside their peers.

Teachers participated in whole-school CPD focused on adaptive teaching, effective communication and responsive assessment, enabling them to refine their classroom practice and respond more effectively to pupils' individual needs. This work was supported through the continued implementation of the Barons Court Teaching and Learning Toolkit, which provides staff with a consistent framework for inclusive teaching and learning. As a result, teachers have become increasingly confident in using adaptive strategies, explicit instruction, scaffolding and formative assessment to ensure learning is accessible whilst maintaining high expectations for all pupils.

Targeted professional development was further strengthened through partnership working with specialist professionals, including the Specialist Teacher Team, Educational Psychologist and Speech and Language Therapy services. Staff continued to develop their understanding of evidence-informed approaches such as Colourful Semantics, structured communication strategies, visual supports and pre-teaching, enabling pupils to access learning more successfully and participate confidently within lessons.

Learning Support Assistants also participated in a structured programme of professional development to enhance their skills in scaffolding learning, delivering targeted interventions and providing effective in-class support. This has strengthened consistency between teacher and Learning Support Assistant practice, ensuring that pupils receive high-quality, well-planned support throughout the school day.

Together, these approaches have created increasingly inclusive classrooms where communication is optimised, barriers to learning are reduced and under-resourced pupils with SEND are able to engage successfully with the curriculum and achieve positive outcomes.

Success Criteria: By 2026/27, teachers will have strengthened their understanding of inclusive pedagogy and will consistently implement school-wide strategies that optimise communication. This will lead to increased engagement, participation and meaningful learning experiences for our under-resourced pupils.

IMPACT

Monitoring throughout the year, including learning walks, book looks, lesson observations and Trust reviews, demonstrates that adaptive teaching has become increasingly embedded across the school. Teachers are confidently implementing school-wide approaches that optimise communication, scaffold learning and respond effectively to pupils' individual needs, resulting in increasingly inclusive classroom practice.

Professional development has significantly strengthened staff confidence in delivering adaptive teaching and supporting pupils with SEND. Learning Support Assistants are working more effectively alongside teachers to deliver consistent, evidence-informed support, ensuring pupils are able to access learning successfully and make sustained progress.

These improvements have contributed to excellent progress for pupils with SEND across all year groups, including at statutory assessment points. Pupils are demonstrating increased engagement, participation and independence within lessons, with Trust reviews recognising inclusive practice and adaptive teaching as significant strengths of the school.

The strategic investment of Pupil Premium funding has strengthened the quality of teaching experienced by our under-resourced pupils with SEND, ensuring they are able to access ambitious learning, participate fully within the curriculum and achieve positive educational outcomes.

"The strategies we have developed through our CPD have given us much greater confidence in adapting learning whilst maintaining high expectations for every pupil."



To enhance the Social, Emotional and Mental Health (SEMH) of under-resourced pupils by equipping them with effective tools and creating nurturing environments that build confidence, emotional regulation, resilience and social communication.

During 2025–2026, we continued to invest in a comprehensive programme of SEMH support to ensure that under-resourced pupils were equipped with the emotional tools, resilience and confidence needed to thrive both academically and personally. We recognise that many of our pupils experience multiple barriers to learning, including Adverse Childhood Experiences (ACEs), attachment needs and social, emotional and mental health difficulties. Through a graduated and relational approach, we have continued to ensure that pupils receive the right support at the right time.

Our three-tiered pastoral model has remained central to this work, enabling pupils to access a range of targeted interventions that respond to their individual needs. These have included the DESTY programme, Play Therapy, counselling, Forest School and small-group pastoral interventions, all designed to strengthen emotional regulation, self-esteem, confidence and social communication. Through these carefully targeted interventions, pupils have developed practical strategies to understand and regulate their emotions, build positive relationships and engage more successfully in school life.

Alongside targeted intervention, we have continued to strengthen our relational approach across the whole school. Staff have received ongoing professional development to further develop their understanding of trauma-informed practice, emotional regulation and relational approaches, ensuring that pupils experience consistent, nurturing support throughout the school day. This has enabled children to feel increasingly safe, understood and confident in seeking support when needed.

Regular monitoring of behaviour, wellbeing and pastoral provision has enabled leaders to identify pupils requiring additional support at an early stage and adapt provision accordingly. Close partnership working with families and external agencies has ensured that pupils receive coordinated support, reducing barriers to learning and enabling them to access the curriculum with greater confidence and success.

Success Criteria: By 2026/27, behaviour and inclusion data will show a reduction in incidents involving under-resourced pupils, while pupil voice, surveys and learning walks will demonstrate that pupils can confidently articulate strategies to support their emotional regulation and social communication.

IMPACT

Our investment in SEMH provision has continued to have a positive impact on pupils' wellbeing, engagement and readiness to learn. Behaviour data demonstrates a continued reduction in incidents involving under-resourced pupils, with no fixed-term suspensions implemented throughout the academic year. Pupils are increasingly able to regulate their emotions, resolve conflict positively and return to learning more successfully following periods of dysregulation.

Strengths and Difficulties Questionnaire (SDQ) outcomes demonstrate measurable improvements for targeted pupils, reflecting increased emotional resilience, confidence and wellbeing. Pupil voice further evidences this impact, with children reporting that they feel safe, supported and increasingly confident in using strategies to manage their emotions independently.

Learning walks and pastoral monitoring demonstrate that nurturing, relational practice is embedded throughout the school, enabling pupils to access learning with greater confidence and engagement. The strategic use of Pupil Premium funding has strengthened both universal and targeted SEMH provision, ensuring that under-resourced pupils are better equipped to manage challenges, develop positive relationships and flourish both socially and academically.

"I know what helps me when I'm feeling worried now. I can use the strategies I've learned and there is always someone who will help me if I need it."



To establish a culture of engagement, aspiration and belonging for under-resourced pupils and families, by mitigating the impact of socio-economic barriers and improving access to educational opportunities, support and enrichment.

During 2025–2026, we continued to strengthen our pastoral and family engagement offer to ensure that under-resourced pupils and their families could access the guidance, support and wider opportunities needed to overcome barriers to learning. We recognise that developing strong partnerships with families is fundamental to improving attendance, wellbeing, aspiration and long-term educational outcomes, and have continued to invest in approaches that build trust, confidence and belonging across our school community.

A targeted programme of parental engagement enabled families to work more closely with the school and become active partners in their children's education. Through our redesigned Barons Court Community Hub, parents were able to access practical advice, parenting support, SEND guidance, behaviour and SEMH support, alongside signposting to wider agencies where appropriate. Following consultation with families, our Community Hub offer was further developed to ensure that support was accessible, responsive and reflective of the needs of our community.

Alongside this, our pastoral team continued to work proactively with families experiencing additional challenges. Through our graduated pastoral support and Team Around the Child and Family (TACAF) processes, we coordinated support from a range of external agencies, enabling families to access timely interventions relating to housing, health, financial pressures and emotional wellbeing. This coordinated approach has helped reduce barriers to learning whilst strengthening relationships between home and school.

We also continued to provide a wide range of enrichment opportunities that broaden pupils' experiences and raise aspirations. Opportunities such as the Brilliant Club Scholars Programme, Learning Together events and wider curriculum experiences ensured that under-resourced pupils could access high-quality enrichment, develop confidence and experience success beyond the classroom. These opportunities have helped strengthen pupils' sense of belonging while increasing cultural capital and encouraging high aspirations for the future.

Success Criteria: By 2026/27, pastoral and wellbeing support will help remove key barriers by enabling families to access timely guidance, build confidence and develop more consistent routines. Measures of aspiration and belonging, including pupil voice, parental feedback and engagement data, will demonstrate sustained improvement, with reduced gaps in access to wider opportunities between under-resourced pupils and their peers.

IMPACT:

Our investment in pastoral support and parental engagement has strengthened relationships between home and school, enabling families to access support earlier and engage more confidently with their children's education. The redesigned Barons Court Community Hub has seen strong engagement, reflecting the success of our responsive approach and the trust families place in the support available.

Through coordinated pastoral and multi-agency support, families have received timely, personalised intervention, leading to increased confidence, stronger home routines and greater engagement with school. Staff have also reported improved parental involvement in children's learning and an increased willingness to seek support before difficulties escalate.

Our commitment to providing wider opportunities has ensured that under-resourced pupils continue to benefit from enrichment experiences that raise aspiration, build confidence and develop cultural capital. Participation in initiatives such as the Brilliant Club, Learning Together events and wider school activities has strengthened pupils' sense of belonging while broadening their educational experiences.

These outcomes demonstrate that our strategic use of Pupil Premium funding has strengthened pastoral provision, parental engagement and access to enrichment, helping to reduce the impact of disadvantage and enabling under-resourced pupils and their families to thrive.



"The support we've had from the school has made such a difference. We know who to talk to, we feel listened to and we feel like we're working together to help our child succeed."