Barley Lane School
Ready, Respectful, Safe.

Headteacher: Mr D. Jones

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Website: www.barleylaneschool.org.uk

Pupil premium strategy statement – Barley Lane School, Exeter

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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	84
Proportion (%) of pupil premium eligible pupils	73%
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)**	2026-27
Date this statement was published	10th October 2026
Date on which it will be reviewed	10th October 2027
Statement authorised by	D Jones
Pupil premium lead	D Jones
Governor / Trustee lead	Liz Shinn

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£75,270
Pupil premium funding carried forward from previous years *(enter £0 if not applicable)*	£0
Total budget for this academic year *If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year*	£75,270

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Part A: Pupil premium strategy plan

Statement of intent

All pupils / students have an EHCP for Social, Emotional and/or Mental Health (SEMH) needs at the core of a complex range of additional need. This complexity of need has often previously precluded them from succeeding and/or achieving their full potential within other provision. Many have been out of full-time schooling for a considerable period, either refusing / not attending provision that has been provided or having been excluded or 'moved' without successful replacement. At least 63% are involved in or have previous involvement with social care and consequent associated challenges. The degree and complexity of each individual's need necessitates the continuity, stability and support either provided by our specialised term time provision or by our separate community links and partners. The aim of both is to enable each child to stand every chance of achieving their full potential by successfully accessing a high quality broad and balanced education on a consistent basis, in a safe and stable environment, with consistent boundaries and expectations. The school also has a major ethos focus on personalisation to meet each individual student's holistic needs. As in previous years, Barley Lane School continue to use the pupil premium to help us achieve and sustain positive whole child outcomes for our disadvantaged learners. Whilst socio-economic disadvantage is not usually the primary challenge our SEND pupils / students face, this important aspect can compound:

- Academic attainment
- Progression to further and higher education
- Employability
- Social opportunities

At the heart of our approach and decision making is inclusion, high-quality teaching scaffolded and supported by relational and restorative practices where disadvantaged pupils require it most, targeted support based on diagnostic assessment and review of needs, and helping pupils to access a broad and balanced interesting and stimulating curriculum that includes vocational and personal development pathways. Although our strategy is focused on the needs of disadvantaged pupils, it will benefit all pupils in our schools where funding is spent on whole-school approaches, such as high-quality teaching, vocational, and mental health support strategies. Implicit in the intended outcomes detailed below, is the intention that outcomes for non-disadvantaged pupils will be improved alongside progress for their disadvantaged peers. We will also provide disadvantaged pupils with support to develop independent life and social skills and continue to ensure that work experience, careers guidance and further and higher education guidance is available to all. Our strategy will be driven by the needs, strengths,

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aptitudes and interests of each young person, based on formal and informal assessments, not assumptions or labels. This will help us to ensure that we offer them the relevant skills and experience they require to be prepared for adulthood.

Challenges

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

Challenge number	Detail of challenge
1	Our assessments show that disadvantaged pupils generally make expected progress albeit less progress from their starting points when entering school than their mainstream peers. Whilst the types of barriers to learning and the difficulties disadvantaged pupils experience vary, their overall academic progress tends to be lower in most subjects compared to non-disadvantaged pupils. This trend is most recognisable in core academic outcomes. Social, Emotional and/or Mental Health (SEMH) needs, frequently resulting in attention, emotional regulation control and behavioural issues.
2	Complex Social, Emotional and/or Mental Health (SEMH) needs, frequently resulting in attention, emotional regulation control and behavioural issues. The complexity of need in many instances includes one or more of the following: Additional special educational needs include (but not limited to): • Autism Spectrum Condition (ASC) (42.5%) • Dual diagnosis (14%) • Attention Deficit Hyperactivity Disorder (ADHD) 27.5% • Pathological Demand Avoidance • Attachment Disorder • Speech, Language & Communication Needs (SLCN) • Sensory Impairment • Moderate Learning Difficulties (MLD) • Significant learning delays (especially with literacy & reading) • Post-Traumatic Stress Disorder (PTSD) • Oppositional Defiance Disorder (ODD)

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	Our observations and discussions with key stakeholders show that disadvantaged pupils are generally more likely to have language comprehension difficulties compared to non-disadvantaged pupils in our school leading to; • Poor Attendance • Low attainment in a core subject not letting them access the rest of the curriculum. • Confidence and resilience • Parental aspirations • Access to tech and therefore homework
3	Prior disruption to learning opportunities in previous educational settings, combined with SEMH and additional complex needs, frequently causes gaps in learning and/or learning delay. (Bruce Perry, Paul Dix)
4	Complex additional needs - Our assessments, observations and key performance indicators (KPI) and discussions with pupils show that disadvantaged pupils generally have greater challenges around communicating and expressing their needs than their peers, including non-verbal, limited language and social interaction difficulties.
5	Our assessments, observations and conversations with pupils indicate that disadvantaged pupils often require additional support to develop personal skills, e.g., interpersonal, independent travel, etc.

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
Meeting pupils emotional and social needs at the outset on a personalised basis, reducing incidents before they manifest into negative behaviours and further disrupt learning. Effective learning can only take place when a person is calm, in control and emotionally, socially and behaviourally stable. These measures have been deployed to help to address such needs on a targeted individual basis to stabilise behaviour	The following criteria measured by consultation, baseline on-entry assessment followed by, speech and language assessments, regular in year progress assessment and final achievement, attainment and destination outcomes: Improved attendance for reluctant attenders (all categories). Significantly improved consistent engagement with learning.

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and maximise learning opportunities, progress, achievement and attainment. Pupils will continue to feel safe, grounded, a sense of belonging, empowerment, hopeful, comfortable in their own skin and connected. They will be better able to engage with the whole curriculum.	Significantly reduced negative behaviour. Positive, aspirational progress in all areas: - Social - Emotional - Academic - Vocational - Skills based Good levels of achievement and attainment that are contextually maximised to each student's potential ability. Positive non-NEET post 16 transition destinations that are maximised on a personalised, aptitude and preference basis. Observations and key measures show that pupils who feel safe and have a sense of belonging have improved mental health and physical well-being, less behavioural incidents and quicker and sustained resolution. They can then develop the curiosity to learn.
Generally, re-shape educational experiences and re-engage disaffected students with their learning to maximise progress, achievement, attainment and positive transition destinations	
Pupils mental health and well-being significantly improves	The mental health lead supports the schools' mental health strategy that includes, ELSA, emotional logic, mental health first aid and school curriculum personal development curriculum. Levels of engagement with learning and pastoral care outside the classroom can positively impact on pupils' achievements within the classroom. Behavioural incidents decline alongside improvements across all key school measures including attendance, SI and PI, FTE. Halfway point 26-27 should evidence improved key measures.
Pupils accessing literacy intervention make greater progress in reading and wider learning	Literacy intervention will generate gains in reading and writing and impact greater access to the wider curriculum and outcomes
Intervention classes for highly complex SEMH and Trauma	In house employees and continued growth in this area have generated significant improvements and reduction in in external costs and successful reintegration. Improved attendance and curricular approaches and offer.
Enhancing curriculum access	Embedding Read, Write Inc, fluency and Evidence for Learning are two recent examples. Accelerated reader and Devon Library services

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	have been commissioned to improve reading and literacy to access the wider curriculum.
Disadvantaged pupils feel better prepared for further education, employment or training.	All disadvantaged pupils can access high quality careers input (where viable). By the end of the academic year, disadvantaged pupils are progressing to further education in the same proportions as their peers.
Careers education and post 16 transition	Extending our core offer allows pupils to demonstrate an aptitude for both academic and practical hands on learning and developmental growth, confidence and self-esteem that reduces post-16 NEET transitions.

Activity in this academic year

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

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £7500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Staff CPD	High-quality CPD is the most effective lever for improving outcomes for disadvantaged pupils. Targeted CPD ensures staff have the expertise to meet pupils' complex SEMH and SEND needs, remove barriers to learning and deliver consistently effective teaching, resulting in improved engagement, wellbeing, progress and achievement.	1,2,3,4

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

Budgeted cost: £20500 (*inc. on-costs*)

Activity	Evidence that supports this approach	Challenge number(s) addressed
Contribution of £10000 towards - Recruitment of a Forest School (outdoor ed Lead)	Outdoor learning provides: • Safe risk-taking opportunities. • Confidence-building activities. • Opportunities to develop resilience and independence, team work and leadership skills. • Reduced stress and anxiety. • **Impact:** • Improved emotional wellbeing. • Increased confidence. • Better self-regulation in class. • Develop vocabulary through real-life experiences. • Build speaking and listening skills. • This can be particularly beneficial for disadvantaged pupils with: • Speech and language delays. • Limited vocabulary. • Low confidence in communication. During 2026-27, targeted outdoor learning provision to reduce behavioural incidents, improved attendance and increased engagement among identified SEMH pupils.	1,2,3,4
Contribution of £5000 for training towards - Expanded pastoral safeguarding provision to	A pastoral safeguarding lead can identify pupils experiencing: • Neglect	All 6

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include: Two additional PRICE Trained Instructors	• Domestic abuse • Parental mental health difficulties • Family instability • Young carer responsibilities • Poverty-related challenges • Emotional wellbeing concerns • By providing early support, issues can be addressed before they affect attendance, behaviour and academic progress. • Strong emotional dysregulation • **Impact:** • Earlier intervention • Reduced escalation of concerns • Improved pupil wellbeing • Safety and safeguarding • Improved conflict and resolution, empathy and resilience. Additional PRICE instructors will increase capacity to safely support pupils exhibiting high levels of dysregulation, reducing lost learning time, suspensions episodes of strong emotional dysregulation.	
Contribution of £3000 - Maintenance of Accelerated reader and RWI packages	AR and RWI encourages: • Independent reading. • Goal setting. • Reading routines. • Recognition and celebration of achievement. • **Impact:** • Increased reading frequency. • Greater enjoyment of reading. • Stronger reading habits at home and school. • Improved writing. • Better comprehension.	All 6

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	• Stronger achievement across the curriculum. • Faster acquisition of phonics knowledge. • Improved decoding skills. • Earlier reading success.	
Contribution of £2500 - Maintenance of a SENCO role (SEN 2) to develop and lead and monitor the effectiveness of provisions that individual pupils require and support pedagogy further in the classroom.	The sustained development of a school wide SENDCO role will develop provisions including: • Oral Language Interventions, • Reading Comprehension Strategies and one to one tutoring where required. • This will also continue to reduce SLT workload as consults will be considered by the SENCO • Embed Zones of Regulation that helps pupils identify and connect with feelings and emotions, be able to self-regulate and empathise. • SENCO leadership will ensure interventions are accurately targeted and evaluated, resulting in improved literacy outcomes, reduced barriers to learning and improved classroom engagement.	1,2,3

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

Budgeted cost: £47270

Activity	Evidence that supports this approach	Challenge number(s) addressed
Maintenance of Family Liaison Officer role	Examples of children and families who have accessed this provision have made measurable improvement in attendance,	1,2,3,4

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	engagement, wellbeing, safeguarding, behaviour, parental involvement and ultimately achievement.	
Contribution of £4000 New Roots	To provide vocational and life skills training to young people at risk of becoming NEET (Not in Education, Employment, or Training). By offering a supportive workshop environment where they learn practical construction skills alongside problem-solving, critical thinking, and interpersonal skills. To help these young people secure pathways to further education, apprenticeships, or employment.	1,2,3,4
Contribution of £4000 College vocational Courses	To provide vocational and life skills training to young people at risk of becoming NEET (Not in Education, Employment, or Training). By offering a supportive workshop environment where they learn practical construction skills alongside problem-solving, critical thinking, and interpersonal skills. To help these young people secure pathways to further education, apprenticeships, or employment. Careers guided learning and opportunities in work placement.	1,2,3,4
Contribution of £4200 - Shallowford Farm and Sound Comms	To provide significant personal development opportunities in agricultural farming and music making that boost confidence, self-esteem and speaking and listening skills. Vocational and life skills training to young people at risk of becoming NEET (Not in Education, Employment, or Training). By offering a supportive workshop environment where they learn practical construction skills	1,2,3,4

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	alongside problem-solving, critical thinking, and interpersonal skills. To help these young people secure pathways to further education, apprenticeships, or employment. Careers guided learning and opportunities in work placement. During 2025-26, targeted outdoor learning provision contributed to reduced suspension, improved attendance and increased engagement among identified SEMH pupils.	

Total budgeted cost: £*75,270*

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Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Outline the performance of your disadvantaged pupils in the previous academic year and explain how it has been assessed. You should draw on:

- The curriculum is sequential and improved
- Pupils accessing literacy intervention made significant progress
- Pupils making expected progress from relative starting points
- Increase in ARE relating to reading ability across KS2 & KS3
- Read Write Inc and Phonics intervention programmes are significantly improving reading and access to the wider curriculum – independent 'free' readers
- Reduced suspension from 22 days lost (24-25) to 6 days (25-26)
- Attendance data for 25-26 maintained 85.7%,
- Outcomes across a wide range of accredited programmes increased – 178 UAS qualifications, Entry level, functional skills and GCSE.
- Personal development strengthened due to participation in KS3-KS4 residentials – Performances at the Devon County Show and awards from the High Sheriff of Devon
- Association for Physical Education Awarded by the DFE to the school
- Gold Sports Mark award awarded for 2026
- KPI's in behaviour and suspension, attendance, outcomes consolidated and improved throughout 2025-26
- The SENDCO role is streamlining and co-ordinating the provisions offered to our young people. Agencies have a point of contact and SENCO is co-ordinating all outside agencies.
- Vulnerable pupil role is coordinating with families and external agencies to address persistent and severe absence.

- CPD relating to Rosenshines' principles of Instruction, IN Reach and other targeted CPD is having a direct improvement on Teacher skills and knowledge in order to meet pupils' needs in the classroom.

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Externally provided programmes

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

Programme	Provider
Duke of Edinburgh Award	Duke of Edinburgh – pupils in KS 4 achieved Bronze award
Chroma Music Therapy	Reduced serious incident and suspension in core cohort.

Service pupil premium funding (optional)

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**
Additional pastoral support/emotion well-being as required.
The impact of that spending on service pupil premium eligible pupils
Pupils more able to communicate their thoughts and feelings.

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