

# Pupil premium strategy statement – Heartlands High School

Before completing this template, read the Education Endowment Foundation's [guide to the pupil premium](#) and DfE's [pupil premium guidance for school leaders](#), which includes the 'menu of approaches'. It is for school leaders to decide what activity to spend their pupil premium on, within the framework set out by the menu.

All schools that receive pupil premium are required to use this template to complete and publish a pupil premium statement on their school website by 31 December every academic year.

If you are starting a new pupil premium strategy plan, use this blank template. If you are continuing a strategy plan from last academic year, you may prefer to edit your existing statement, if that version was published using the template.

Before publishing your completed statement, delete the instructions (text in italics) in this template, and this text box.

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	1151
Proportion (%) of pupil premium eligible pupils	43%
Academic year/years that our current pupil premium strategy plan covers	25-26
Date this statement was published	November 2025
Date on which it will be reviewed	September 2026
Statement authorised by	Elen Roberts
Pupil premium lead	Huw Levis
Governor / Trustee lead	

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£518,136
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£ 0
<b>Total budget for this academic year</b> <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£518,136

# Part A: Pupil premium strategy plan

## Statement of intent

At Heartlands High School, we believe that every pupil regardless of their background or circumstance should have the opportunity to make excellent progress and achieve highly across the curriculum. We are fully committed to closing the disadvantage gap through an integrated approach that combines strong pastoral care with high quality curriculum support.

The central aim of our Pupil Premium strategy is to ensure that every eligible student receives the right support at the right time. We do this by identifying and focusing on key groups of students throughout the year, ensuring that every Pupil Premium learner is prioritised and closely monitored across the academic year.

Our strategy is built around three core strands:

1. **High-quality teaching and learning**
2. **Targeted academic support**
3. **Specific intervention strategies**

We know that high-quality teaching has the greatest impact on pupil outcomes. Therefore, we invest in professional development to ensure that all teachers and support staff are skilled in meeting the needs of Pupil Premium learners. There is a strong focus on core subjects from Year 7 through to Year 11, with an emphasis on early intervention to prevent gaps from widening.

Our SEARCH ethos and strong pastoral system play a vital role in this strategy ensuring that students have the tools, support, and confidence they need to succeed, while also strengthening parental engagement.

Finally, our HHS Pupil Premium Charter reflects our unwavering commitment to supporting every Pupil Premium student to thrive academically, socially, and personally.

## Challenges

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

Challenge number	Detail of challenge
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1	Disadvantaged students not having a workspace or IT access outside of school to complete home learning or revision at home
2	<p>Closing the disadvantaged gap which is growing Nationally, by reducing the gap at Heartlands from when students arrive at the school to when they leave. In 2023, students in Year 7 who are disadvantaged arrived with a average KS2 score of 103.3 compared with a Non disadvantaged students score of 107.4, a gap of 4.1pts</p> <p>In 2024 students in Year 7 who are disadvantaged arrived with an average KS2 score of 104.6 compared with a Non disadvantaged students score of 106.0. A much smaller gap than last year at 1.4 pts.</p> <p>Disadvantaged students have a lower reading age when compared to their peers in the same year group. STAR reading test data for PP students joining in Year 7 the average reading age is 9 years and 9 months compared to 10 years and 9 months for non disadvantaged students.</p>
3	<p>PP Gap for attainment 4+ E&amp;M is 13% and for 5+ E&amp;M is 7% Last year this was 13% and 21%. Significantly closed the gap at 5+E&amp;M Subject Gaps at Grade 4+ and Grade 5+</p> <ul style="list-style-type: none"> <li>• English 15% and 6%</li> <li>• Maths 13% and 9%</li> <li>• Science 2% and 4%</li> <li>• Humanities 7% and 9%</li> <li>• Languages 15% and 13%</li> </ul>
4	Attendance for disadvantaged students was 91.24% compared to non disadvantaged students at 93.10, a gap of 1.86%, compared to a gap 2.9% 23/24.

## 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
All students with access to a suitable device so they can complete online home learning and revision	100% of PP students have a chromebook they can use at home
To close the gap in attainment- no progress this academic year	A reduction in the Pupil premium gap for attainment in the core subject areas as well as the whole school.
Close the attendance gap between PP and non PP	To significantly reduce the attendance gap to less than 1% between PP and non PP students.
To increase participation of Pupil Premium students in enrichment activities	For 90% of all PP students to have attended 1 enrichment activity a week
To reduce the number of Pupil Premium students who receive a school suspension	A reduction in suspension numbers of PP students for the year compared to the previous year.

## 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: £237790

Activity	Evidence that supports this approach	Challenge number(s) addressed
Use of HLTAs to support PP30 students in lessons with a training programme delivered to support this	Teaching assistant deployment adds an additional 4 months progress <a href="#">Teaching assistant interventions</a>	3
To drive Teaching & Learning improvements through key writing strategies, improving feedback and marking, and focussing on positive narration	<a href="#">Rosenshine's Principles of instruction</a> <a href="#">The Research base for formative assessment</a>  <a href="#">Teacher feedback to improve pupil learning</a>  <a href="#">Improving literacy in secondary schools</a>	2
Identify any PP student who does not have IT access at home and intervene	<a href="#">EEF Remote Learning: rapid evidence assessment</a>  <a href="#">NCES study into student access to digital learning resources outside of the classroom</a>	1

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

Budgeted cost: £74611

Activity	Evidence that supports this approach	Challenge number(s) addressed
To focus on a specific 30 PP students per year		1,2,3,4,5

group each term. These will be grouped by ability		
For all PP students in year 11 to receive revision guides and workbooks	<a href="#">Study skills: Effective use of revision guides</a>	3
One to one/ three to one tutoring for underperforming students in years 10 delivered by Action tutoring	EEF suggests that one to one and small group tuition can have an impact of 5+ months <a href="#">EEF one to one tuition</a> <a href="#">Small group tuition</a>	3
Additional tuition and interventions for English and Maths for key stage 3 students	EEF suggests that one to one and small group tuition can have an impact of 5+ months	3
To improve reading ages of students through additional books and the Letterbox club	<a href="#">Letterbox club evaluation reports</a> Reaching the Unseen children - Jean Gross	2
Ensure that HPA PP students are in the correct sets	<a href="#">EEF report on setting and streaming</a> suggests that disadvantaged pupils may suffer from lower teacher expectations which increases their chances of being placed in lower sets <a href="#">Setting high expectations of disadvantaged students Supporting the attainment of disadvantaged pupils NFER</a>	3
Pupil premium leads in English, Maths and Science to drive attainment of PP students in their subject and to share good practice across their department and the school		3
To deliver an outstanding Beyond Words programme and review of Beyond Words data for PP	Reading comprehension strategies have a high impact, on average +6 months <a href="#">Reading comprehension strategies</a>	2

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

Budgeted cost: £205735

Activity	Evidence that supports this approach	Challenge number(s) addressed
To create a Digital library which can be accessed remotely by all PP students	<a href="#">National Literacy Trust</a>	2
To use a range of software packages to support PP students learning at home e.g Sparx, Everleaner, Tassomai, Times Tables Rockstars	<a href="#">EEF Best evidence on supporting students to learn remotely</a>	3
To provide the Debate Mate programme to PP students	Improving social mobility by teaching key skills through after school debate programmes <a href="#">Debate Mate</a>	6
To create school clubs for High Prior Attainers in Maths and English as well as signing students up to the Brilliant Club	<a href="#">Brilliant club programmes evaluation</a>	6
To strategically use our Pastoral manager Community link officer and Engagement officers to support PP students at risk of suspension and PP families most in need.		6
Provide access to the Brilliant Club Scholars Programme to raise aspirations amongst high ability disadvantaged students.	<a href="#">Poorer young people more likely to have career aspirations that don't match their educational goals</a>	6
Increased contact both in person and virtually with parents/carers of PP students	Parental engagement has a positive impact of 4 months <a href="#">EEF Parental engagement</a>	All
For Pupil Premium students in year 7 and 8 to participate in the First Story programme enabling them to develop their confidence in writing and public speaking.		6

Access to music lessons for all GCSE Music students	Participating in the Arts can have a positive impact on academic outcomes in other areas of the curriculum <a href="#">EEF Arts participation</a>	3,6
Be Her Lead programme to develop girls leadership (year 9)	<a href="#">Promoting girls leadership development in secondary schools</a> <a href="#">Be Her lead</a>	6
To contribute towards the funding of an Attendance officer and analysis of data showing PP v non PP	<a href="#">EEF Rapid evidence assessment on attendance intervention</a>	4
To support PP students with equipment and opportunities to attend educational visits. Pupil Premium leads to have this as a key focus in Core subjects.	<a href="#">EEF life skills and enrichment</a>	6
To offer all Pupil Premium students a free Breakfast on site before school	<a href="#">National School breakfast programme</a>	All
To increase our Post 16 support to ensure that all students have suitable offer and no students are identified as NEET in September 2025	Targeted and individualised support for year 10 and 11 students has a significant impacts on destinations at Post 16	6

**Total budgeted cost: £**



## 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:*

- *Data from the previous academic year's national assessments and qualifications, once published.*
- *Comparison to local and national averages and outcomes achieved by your school's non-disadvantaged pupils (a note of caution can be added to signal that pupils included in the performance data will have experienced some disruption due to Covid-19 earlier in their schooling, which will have affected individual pupils and schools differently).*
- *Information from summative and formative assessments the school has undertaken.*
- *School data and observations used to assess wider issues impacting disadvantaged pupils' performance, including attendance, behaviour and wellbeing*

*You should state whether you are on target to achieve the outcomes of your strategy (as outlined in the Intended Outcomes section above) and outline your analysis of what aspects of your strategy are/are not working well.*

*If last year marked the end of a previous pupil premium strategy plan, you should set out your assessment of how successfully the intended outcomes of that plan were met.*

### 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

**Service pupil premium funding (optional)**

<i>For schools that receive this funding, you may wish to provide the following information:</i> <b>How our service pupil premium allocation was spent last academic year</b>
<b>The impact of that spending on service pupil premium eligible pupils</b>

## Further information (optional)

*Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, implementation and evaluation, or other activity that you are delivering to support disadvantaged pupils that is not dependent on pupil premium funding.*