

Pupil Premium Strategy 2024-25

Statement for 2023-24

Heathcote School & Science College



Approved by the Governing Board: Spring 2025

To be reviewed: Annually

Next review date: Spring 2026

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	Heathcote School
Number of pupils in school	1125
Proportion (%) of pupil premium eligible pupils	265
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2023-2026
Date this statement was published	September 2024
Date on which it will be reviewed	September 2025
Statement authorised by	Sonia Close
Pupil premium lead	Krista Mitchell / Julie Vazquez
Governor / Trustee lead	James Bore

Funding Overview

Detail	Amount
Pupil premium funding allocation this academic year	£292, 950.00
Recovery premium funding allocation this academic year	£0
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	£292, 950.00

Part A: Pupil Premium Strategy Plan

Statement of Intent

- We are absolutely committed to the life chances of our disadvantaged pupils and this is a key value of the school, evident in our website, recruitment advertising, CPD and all staff are aware of this drive to ensure the best outcomes for these pupils.
- Our approach is not to make assumptions about disadvantaged pupils but to ensure we are robust in our identification of need, ensure the barriers to learning are removed and clear that all staff need to take responsibility for outcomes for these pupils.
- Our main strategy is to ensure highly effective learning and teaching for all pupils. The education endowment foundation identified high quality teaching as having the biggest impact on the progress of disadvantaged pupils whilst maintaining the progress of all pupils. We have adopted Rosenshine's principles to support the curriculum and have focused support on feedback and marking and how to do this effectively in a 'live' fashion. Challenge Weeks, 3 times a year, identify pupils that are not making the desired progress in class and lessons can be adapted to support these learners.
- Staff complete seating plans for all classes carefully taking into account pupil needs and information from recent formal and informal assessments. This year the school has introduced scatter groups for KS4 and KS5 classes ensuring that teachers know which pupils are achieving their target grades and which pupils are falling behind. Teachers use this information to design and deploy appropriate interventions.
- We invest in a variety of intervention and booster programmes for pupils who may be falling behind their peers. Disadvantaged pupils are a key focus of all intervention groups.
- We will ensure every department has 3 in-depth Department Reviews identifying areas of strength and areas for development.
- School Leaders at all levels ensure that a focus is given to the quality of learning and teaching for disadvantaged pupils and this is a focus of quality assurance exercises such as the centralised MER activities, our RAP meeting, ECS learning walks and the Department Reviews.
- In each year group, we strategically deploy staffing to create smaller class sizes in key focus areas. For example, in Year 10 and 11, English, Maths and Science groups allow for smaller numbers to ensure foundation pupils are supported.
- All pupils are supported in their core subjects with access to personalised homework enabling all pupils to access work to close gaps or to accelerate progress for the more able. The main programmes deployed are Lexia (Y7 and Y8), Sparx Reader (Y9 and Y10) and Sparx Maths (Y7-Y11).
- The school has additionally recognised that challenge for HAPs is a key priority and this has been the drive for departments during the year based on Challenge Week and other assessment outcomes, with a particular focus on disadvantaged HAP pupils.
- We have also focused on widening the participation and experiences of disadvantaged learners. We have therefore targeted trips to central London, theatre trips and have prioritised disadvantaged learners for opportunities such as Duke of Edinburgh and trips abroad, as well as careers events in both National Career Week events and a variety of employer interactions. This is being logged and monitored on both Arbor and Unifrog.
- We understand that disadvantaged pupils may need help to access resources for specialist areas of the curriculum and so we provide additional funding to some departments to ensure our disadvantaged do not fall behind because they cannot access the curriculum. An example is providing art materials for pupils who are studying GCSE Art so that they can

create art using a variety of materials.

Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils. This data is taken from the academic year 2023-2024.

Challenge number	Detail of challenge			
1 - Attainment on entry	Our Pupil Premium pupils join us with lower levels of attainment as evidenced below (cohort who joined us in September 2024).			
	Measure	All	PP	Non-PP
	Av. Maths Scaled Score	106.4	104.1	107.2
	Av. Reading Scaled Score	106.0	104.3	106.7
	% APS above 100	80.90	69.80%	82.40%
2 - Outcomes	Our final outcomes for 2024 showed that disadvantaged pupils achieved a Progress Eight score of -0.76 (versus the whole cohort as -0.37). 21% of our disadvantaged pupils achieved 5+ in English & Maths (vs 38% for the whole cohort).			
3 - Pupil Engagement	We report on pupils' effort and homework on a 4-point scale in each progress capture. 4 is characterised as Excellent with 1 as Cause for Concern.			
	Measure		PP	NPP
	KS3 Effort across all subjects		2.93	3.07
	KS3 Maths Effort		2.89	3.08
	KS3 English Effort		2.94	3.08
	KS3 Homework across all subjects		2.83	2.99
	KS4 Effort across all subjects		2.67	3.02
	KS4 Maths Effort		3.23	3.20
	KS4 English Effort		2.73	2.89
	KS4 Homework across all subjects		2.38	2.79
4 - Behaviour & Sanctions	<p>Motivation and engagement of disadvantaged pupils in relation to their learning results in poor behaviour within lessons. Internal data for 2023-2024 shows that pupils who are disadvantaged pupils are more likely to be sanctioned.</p> <p>PP pupils received 39% of our lowest level of sanction (L1), and 41% of our highest level of sanction (Level 5). In terms of praise, our Pupil Premium pupils received 22% of the total number of praise points given which is broadly in line with the school population.</p>			

5 - Attendance	In line with national data, our disadvantaged pupils are less likely to be regular attenders at school. In 2023, our disadvantaged attendance was 90% vs 94% for non-disadvantaged. Our disadvantaged were also more likely to be PA 30% vs 20%.
6 - Enrichment	Our disadvantaged pupils are less likely to experience a wide and rich extra-curricular diet which builds their resilience and cultural capital. This can depress aspirations and make it difficult to access aspects of the curriculum which require pupils to be familiar with a wide range of environments and contexts.
7 - Punctuality	Pupil premium pupils are more likely to be late for school. In 2023-2024, PP pupils were late 4667 times which equates to 45% of all late marks.

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. These outcomes tie in with our School Improvement Plan and can be cross referenced.

	Intended Outcome	Success Criteria
1	To ensure that curriculums are ambitious and challenging to empower all pupils to achieve their potential at all key stages	A curriculum that is knowledge rich, challenging, but accessible to all will continue to be developed Departments will act on feedback from RAPs, MER activities and Departmental Reviews The curriculums are adapted to ensure that they are ambitious, relevant and engaging for Heathcote pupils
2	To see a significant improvement over the year in the data and pathways of pupils identified as disadvantaged in our school with clear actions at all levels	The attainment and progress scores of disadvantaged pupils improves closing the gap with our non-disadvantaged pupils.
3	To ensure targeted exam intervention, resources and tutoring programmes are in place which supports our most disadvantaged pupils	Pupils have access to intervention and resources to ensure that any knowledge gaps are eliminated and pupils are prepared to sit exams.
4	To establish a process for monitoring enrichment for disadvantaged pupils and ensuring an increase in opportunities.	Pupil enrichment is tracked by departments and there is a clear rise in opportunities for pupils across year groups. This includes activities in and out of school.
5	To have a clear structure in place for all pupil leadership activities in school which are published for all pupils and for there to be a plan for an increase in the number of disadvantaged pupils involved in leadership which shows impact by end of year	Disadvantaged pupils are represented proportionally in leadership activities
6	By end of July 2024, for all pupils to have attended at least 2 curriculum trips to	Disadvantaged pupils are supported to attend trips by planning trips which are low cost,

	Intended Outcome	Success Criteria
	support the learning and ensure disadvantaged pupils have financial support where needed to access the trip/ event	offering discounts to disadvantaged pupils and establishing payment plans for more expensive trips.
7	Ensure disadvantaged pupils are proportionally represented in KPIs such as restorations, regulations, reflections and suspensions etc. This will be achieved using the targeted support of PSAs, Year Leads and through referral meetings.	High expectation and standards within lessons and continual behavioral and emotional support lead to a reduction in figures for this group. Maintain high levels of praise for disadvantaged pupils to support and motivate
8	Improve the attendance and punctuality of disadvantaged pupils	Narrow the gap for attendance figures for disadvantaged pupils for both PA and attendance. Reduce the number of lates

Activity in this academic year

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

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 160,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Challenge Week assessment and activities	<p>Feedback is information given to the learner about the learner's performance relative to learning goals or outcomes. It should aim to (and be capable of producing) improvement in students' learning.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback</p> <p>All pupils entitled to EAA are support in exams to ensure best outcomes</p> <p>Equity or unfair advantage? Impact of access arrangements on students' performance Cambridge Assessment</p> <p>All data summaries to include disadvantaged as key focus group</p>	1, 2, 3

Activity	Evidence that supports this approach	Challenge number(s) addressed
Developing pupils' reading skills and also supporting reading for pleasure	<p>Explicitly teaching reading comprehension strategies and vocabulary within lessons.</p> <p><u>Reading comprehension strategies Toolkit Strand Education Endowment Foundation EEF</u></p> <p><u>Improving literacy in Key Stage Two (EEF)</u></p> <p>Ensure all pupils reading ages are shared with staff to enable the pitch and planning of lessons to be appropriately challenging</p> <p>Providing a wide range of reading material at a range of different levels enables more pupils to select a book which they will enjoy.</p> <p><u>Reading for Pleasure: Reviewing the Evidence</u></p>	1, 2, 4
TLR Postholders in English and Maths at KS3	<p>Increasing the number of Middle Leaders in a team allows us to increase the amount of curriculum development, monitoring and tracking. It means that key postholders are constantly looking beyond critical exam classes to close gaps earlier ensuring earlier targeted intervention for our disadvantaged pupils.</p> <p>NCFE Report: <u>A practical guide to what middle leaders can do to improve learning in secondary schools</u></p> <p>The postholder roles are also a key part of our succession planning as they ensure that individuals are familiar with subject leadership before stepping up to be a core DL.</p> <p>National College: <u>Identify and grow your own leaders</u></p> <p>Additional postholders also helps to spread the load of core subject leadership supporting department leads with large teams preventing burnout by allowing distributed leadership.</p> <p><u>Pressures on Middle Leaders in Schools</u></p>	1, 2, 3, 4
Additional classes in Maths and English to support progress – additional staffing including the employment of primary specialists to deliver SEND-specific Maths / English	<p>Reducing class size is an approach to managing the ratio between pupils and teachers, as it is suggested that the range of approaches a teacher can employ and the amount of attention each student will receive will increase as the number of pupils per teacher becomes smaller.</p> <p><u>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reducing-class-size</u></p>	1, 2, 3

Activity	Evidence that supports this approach	Challenge number(s) addressed
Improving literacy in all subject areas in line with recommendations in the EEF Improving Literacy in Secondary Schools	Embedding a school-wide approach to disciplinary literacy focused on conscious teaching of Tier 2 and Tier 3 language Improving Literacy in Secondary Schools Why closing the word gap matters: Oxford Language Report	1, 2, 3

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

Budgeted cost: £ 66, 475

Activity	Evidence that supports this approach	Challenge number(s) addressed
Providing access to personalised programmes to support the development of key skills in English / Maths	Providing pupils in Y7-Y11 with personalised Maths homework via Sparx Maths Independent analysis of the relationship between Sparx Maths and maths outcomes Providing pupils in Y7 and Y8 with access to Lexia EEF blog: Lexia Reading Core5 - What does the research tell us? Providing pupils in Y9-10 with access to Sparx Reader Sparx Reader Testimonials	1,2
After- school Booster programme	Extending school time involves increasing learning time in schools during the school day or by changing the school calendar. This can include extending core teaching and learning time in schools as well as the use of targeted before and after school programmes. Primarily, we use a targeted booster approach which allows us to group pupils with similar needs. Extending school time EEF	2, 6

Activity	Evidence that supports this approach	Challenge number(s) addressed
Literacy identification including standardised Reading Age testing, LASS screening and whole school literacy including TA intervention	<p>Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction:</p> <p><u>Standardised tests Assessing and Monitoring Pupil Progress Education Endowment Foundation EEF</u> <u>Lucid Assessment System for Schools (LASS 11–15)</u></p> <p>Teaching assistants (also known as TAs, classroom support assistants or teachers' aides) are adults who support teachers in the classroom. Teaching assistants' duties can vary widely, but they are generally deployed in two ways; to support the teacher in the general classroom environment, or to provide targeted interventions, which are often delivered out-of-class.</p> <p><u>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions</u></p>	1, 2, 6
Whole school literacy work to support the language acquisition of EAL learners from EAL lead	<p>Dedicated EAL lead is able to implement best practice by assessing learners on entry, providing specialist support in lessons, acting as a social / emotional support, providing dedicated support for teachers and providing specific interventions as are deemed necessary e.g. to acquire specific academic vocabulary.</p> <p><u>Effective Teaching of EAL Learners - The Bell Foundation</u></p>	1, 2, 6
Whole-school homework strategy	<p>The Education Endowment Foundation's (EEF): “The evidence shows that the impact of home learning, on average, is five months’ additional progress.”</p> <p><u>Homework EEF</u></p>	1,2,3
Small group tuition	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one:</p> <p><u>One to one tuition EEF</u> <u>educationendowmentfoundation.org.uk</u> And in small groups:</p> <p><u>Small group tuition Toolkit Strand Education Endowment Foundation EEF</u></p> <p>Use of academy 21 for pupils who cannot engage in school learning.</p>	1, 2, 3

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

Budgeted cost: £66,475

Activity	Evidence that supports this approach	Challenge number(s) addressed
Trips and activities to support disadvantaged pupils.	<p>Arts participation approaches can have a positive impact on academic outcomes in other areas of the curriculum.</p> <p><u>Arts participation EEF</u></p> <p>The Sutton Trust reported how parents from more affluent backgrounds were more likely to give their children a wider variety of extracurricular experiences including visits to museums / historical sites which has been linked to better GCSE performance.</p> <p><u>parent power 2018</u></p>	6
Contribution to pastoral support assistants, staffing for specific behaviour interventions and 2ics	<p>Behaviour interventions seek to improve attainment by reducing challenging behaviour in school. This entry covers interventions aimed at reducing a variety of behaviours, from low-level disruption to aggression, violence, bullying, substance abuse and general anti-social activities.</p> <p><u>Behaviour interventions EEF</u></p>	5
Onsite EWO	<p>To improve school attendance, we have invested in an Educational welfare officer for 3 days a week. This person has become the link between home and school and undertakes home visits, meetings and sets up support to get pupils back into school.</p> <p>Attendance has an impact on pupil outcomes and pupils eligible for PP currently have lower attendance than non PP pupils.</p> <p>Embedding principles of good practice set out in <u>Working together to improve school attendance - August 2024 - GOV.UK</u> advice.</p> <p>The DfE guidance has been informed by engagement with schools that have significantly reduced persistent absence levels.</p>	5
HLTA	<p>We have higher - level teaching assistant attached to year groups to support with SEN needs. They provide intervention and in class support for pupils with SENK and those who are also PP</p>	5
Returns Strategy	<p>Our returns strategy is designed to support families and children who may be experiencing temporary issues with uniform. Pupils can borrow items of uniform allowing for a positive start to lessons and a greater sense of inclusion in school.</p>	

	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions	
Contribution to counsellor	<p>School-based humanistic counselling is effective and should be considered as a viable treatment option for children suffering from mental health issues despite its costs, new research has found</p> <p><u>Effectiveness of school counselling revealed in new research News from BACP</u></p>	5
Contingency fund for acute issues.	Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.	All

Total budgeted cost: £292, 950

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 to 2024 academic year.

The data suggests that the gap between disadvantaged and non-disadvantaged is a concern.

Progress and Outcomes Data					
Breakdown	Cohort	Progress 8 adjusted score	A8	En & Ma 5+	Ebacc APS
All pupils	194	-0.37	43.4	38.76	3.92
Disadvantaged	66	-0.76	34.5	21.2	3.00

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

Programme	Provider

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	
What was the impact of that spending on service pupil premium eligible pupils?	

Further Information (optional)

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