

Pupil premium strategy statement – Headlands School

This statement details our school's use of pupil premium (and recovery 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 (Yr7-Yr13)	1087 (Yr7-11 991)
Proportion (%) of pupil premium eligible pupils	37.6% (409) (Yr7-Yr11 40.2%)
Academic year/years that our current pupil premium strategy plan covers	2023-2026
Date this statement was published	October 2025
Date on which it will be reviewed	September 2026
Statement authorised by	Amy Stamford/Sarah Bone
Pupil premium lead	Alexandra McKean
Governor / Trustee lead	Gary Thomas

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£362,275.00
Recovery premium funding allocation this academic year <i>Recovery premium received in academic year 2023/24 cannot be carried forward beyond August 31, 2024.</i>	N/A
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year <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>	£362,275.00

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all students, irrespective of their background or the challenges they face, become successful in their learning and enjoy school to make good progress and fulfil their potential.

The focus of our Student Premium strategy is to support disadvantaged students to achieve that goal, including progress for those who are already high attainers. We will consider the challenges faced by vulnerable students, such as those who have a social worker and young carers. We are careful not to generalise about barriers and needs, and recognise that the wide-ranging challenges that our students may face will not exclusively be the preserve of the economically disadvantaged. Context is important to us and knowing our student population and responding to their changing needs is key.

We aim:

- To know our students
- To identify and act early on barriers to progress, and individual needs
- To adopt a whole school approach in which all staff take responsibility for disadvantaged students' challenging them to achieve their full potential
- To review and evaluate our approach

The Pupil premium team is high profile in the way it works with staff, students and parents, ensuring that we work collaboratively, creatively, and with positivity to achieve our goals. This along with high-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged students require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged students in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged students' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our strategy is also integral to wider school plans for education recovery, notably in its targeted support through the National Tutoring Programme for students whose education has been worst affected, including non-disadvantaged students. Our approach

will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. We are not 'catching up' or filling gaps, we are moving our students forward, supporting, encouraging, praising and celebrating progress in all its guises.

Challenges

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

Challenge number	Detail of challenge
1	PP students on average have lower attendance than that of other students
2	PP students on average have lower literacy and/or numeracy skills or lack confidence in these areas
3	Aspirations amongst our PP population can sometimes be lacking, as they do not realise their own potential. This could be linked to a cultural capital deficit causing a lack of educational ambition to succeed in studies.
4	PP students continue to have an attainment and progress gap when compared to their peers
5	PP students on average have more referrals for mental health support than their peers
6	PP students on average have more behavioural points than their peers

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 of disadvantaged students, narrowing the gap relative to other students	Disadvantaged student's attendance will be in line with the national average. Students targeted by attendance improvement strategies increase their % attendance and PA amongst PP students drops
Increased literacy and numeracy skills and/or increased confidence in literacy/numeracy	Improved outcomes at KS4 broadly in line with peers Reading comprehension tests demonstrate improved comprehension skills among disadvantaged students and a smaller disparity between the scores of disadvantaged students and their non-disadvantaged peers. Teachers should also have recognised this improvement through engagement in lessons, pupil voice and book scrutiny.
Greater self-efficacy and increased levels of motivation accelerate progress and increase attainment	Improved outcomes at KS4. Improved A8 and P8 (2027 results) Destinations are appropriate.
To achieve and sustain improved wellbeing for all students, including those who are disadvantaged.	Sustained high levels of wellbeing from 2025/26 demonstrated by: <ul style="list-style-type: none">qualitative data from student voice, student and parent surveys and teacher observations.a significant increase in participation in enrichment activities, particularly among disadvantaged students.

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 (for example, CPD, recruitment and retention)

Budgeted cost: £ 159,401

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase of standardised diagnostic assessments such as Boxhall profiles. Training will be provided for staff to ensure assessments are interpreted correctly	Standardised tests can provide reliable insights into the specific strengths and weaknesses of each student to help ensure they receive the correct additional support through interventions or teacher instruction: Standardised tests Assessing and Monitoring Student Progress Education Endowment Foundation EEF	2, 4,6
Curriculum continues to be focused on CPD time, in terms of design and delivery to ensure students lessons are adapted to suit their needs. Make it stick retrieval, Over to me activities for independence, and I do, We do, you do for modelling and scaffolding is embedded. Staff continue to work on whole class engagement with choral response, hinge questions and cold call as examples of techniques.	‘Being responsive to information about learning, then adjusting teaching to better match pupil needs’, The focus of teaching on the science of learning benefits the disadvantaged the most. EEF blog: Five-a-day for pupils with SEND – a cluster of adaptive approaches The science of learning By Edward Watson and Bradley Busch	2, 4,6
Continue to develop metacognitive and self-regulation skills in all students. This will involve ongoing	Teaching metacognitive strategies to students can be an inexpensive method to help students become learners that are	2, 3, 4

<p>teacher training and support and release time. With a focus on improving disadvantaged outcomes in the classroom?</p> <p>Deliver CPD to Develop writing-through-reading across the curriculum: Implement a set of school-wide approaches to combining writing instruction with reading tasks, using the Writing Sequence and “I Do–We Do–You Do” modelling to make writing processes explicit</p> <p>(National College, Walkthrus CPD)</p>	<p>more independent. There is particularly strong evidence that it can have a positive impact on maths attainment:</p> <p>Metacognition and self-regulation Toolkit Strand Education Endowment Foundation EEF</p> <p>Reading Strategy</p>	
<p>Enhancement of our maths teaching and curriculum planning for mastery in line with DfE KS3 and EEF guidance. We will fund teacher release time to embed key elements of the guidance in school, and to access Maths Hub resources and CPD offers (including Teaching for Mastery training within white rose curriculum).</p>	<p>The DfE non-statutory KS3 guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches:</p> <p>Teaching mathematics at key stage 3 - GOV.UK (www.gov.uk)</p> <p>To teach maths well, teachers need to assess students' prior knowledge and understanding effectively, employ manipulatives and representations, teach problem solving strategies, and help students to develop more complex mental models:</p> <p>KS2_KS3_Maths_Guidance_2017.pdf (educationendowmentfoundation.org.uk)</p>	<p>2, 3, 4, 6</p>
<p>Improving literacy in all subject areas in line with recommendations in the EEF Improving Literacy in Secondary Schools guidance.</p>	<p>Acquiring disciplinary literacy is key for students as they learn new, more complex concepts in each subject:</p> <p>Improving Literacy in Secondary</p> <p>Reading comprehension, vocabulary and other literacy skills are heavily linked with attainment in maths and English:</p>	<p>2, 3, 4, 6</p>

<p>Fully implemented forensic reading curriculum across key stage 3. Staffed by literacy specialists and CPD given to support. Delivery in the ARC started</p> <p>Rapid reads are fully implemented across all subject areas at Key stage 3 in mainstream and the ARC.</p>	<p>Reading Strategy</p>	
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Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £79,700

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Salaries funded for Associate Assistant Head and team from PP as a reflection of the fact that a significant part of their job remit is the monitoring of progress and well-being of the school's PP cohort. Allowing them to create student passports as an aid to class teachers</p>	<p>Having one key member of staff meeting regularly with each PP student; really knowing them and getting a good understanding of any barriers to their progress is very powerful. Liaison can then take place with class teachers. Teachers benefit from gaining an improved understanding of students' needs and use this to inform teaching.</p> <p>MentoringEEF</p>	1,2,3,4, 5, 6
<p>YARC test used by trained assessors to identify weaknesses in students reading. Specialist teachers delivering key intervention in terms of fluency, decoding and comprehension both in main stream and ARC</p>	<p>Reading comprehension strategies can have a positive impact on students' ability to understand a text, and this is particularly the case when interventions are delivered over a shorter timespan:</p> <p>Reading comprehension strategies Toolkit Strand Education Endowment Foundation EEF</p>	2, 6
<p>Salaries to fund staff for a smaller behavioural tutor group and support for intervention</p>	<p>Students feel cared for as part of the 4 cornerstones and able to regulate better to make better choices</p>	

CPD in relational behaviour to support teachers	<p>Improving behaviour in schools - EEF</p> <p>Attachment in the Classroom Christi Bergin & David Bergin</p>	
Assessments have been reviewed in given CPD time to ensure iterative at all key stages with a switch to current working grade at KS4 and KS5 using exam board boundaries and Rank difference at KS3 (comparing KS2 rank to current rank in a subject) to allow use of data to inform intervention	<p>The use of the assessments allows for checking that teacher approaches are ensuring long-term retention of knowledge, supporting staff to achieve the best outcomes for all pupils, particularly the most disadvantaged among them.</p> <p>High-quality teaching - EEF</p> <p>Iterative assessment</p>	2,4,6
<p>Sparx homework at Key stage 3 for science, maths and english. Sparx maths is also used for numeracy intervention.</p> <p>Staffing of homework clubs, intervention and in some cases help with resources to access</p>	<p>Homework has a positive impact on average (+ 5 months), particularly with pupils in secondary schools.</p> <p>Homework-EEF</p> <p>Homework must be supported to ensure the gap does not widen but will not exacerbate any gap if done correctly. And has positive outcomes for all students</p> <p>Sparx maths - key findings</p>	2,4
Curriculum Trips and activities (Inc. resources for subjects such as DT, Food nutrition and preparation)	<p>We must ensure a level playing field in terms of access for all students to activities that provide support and ideas/inspiration that can benefit progress in curriculum subjects. Ensuring all students can engage in educational visits will positively impact on their progress in class and build their cultural capital. Examples include theatre visits to support English/Drama, Geography GCSE Field Trip, support with cost of materials for Design Technology projects.</p> <p>Positive link between enrichment and attendance</p>	All

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

Budgeted cost: £123,153

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Adoption of a cognitive behavioural therapy (CBT) intervention for specific students who require support with regulating their behaviour and emotions. (SDO)</p> <p>This includes training for school staff, collaboration with our local behaviour hub and teacher release time.</p>	<p>There is evidence to suggest that CBT can have a high impact on risk behaviours and behavioural difficulties:</p> <p>Cognitive Behavioural Therapy - Youth Endowment Fund</p> <p>EIF's report on adolescent mental health found good evidence that CBT interventions support young people's social and emotional skills and can reduce symptoms of anxiety and depression:</p> <p>Adolescent mental health: A systematic review on the effectiveness of school-based interventions Early Intervention Foundation (eif.org.uk)</p>	5 and 6
<p>Continued time and staffing to help with relational behaviour consistency of delivery of the school behaviour policy via teacher in class support or whole school CPD reminders of approaches, or individual students teaching teams identified for specific training</p>	<p>Pupil behaviour has multiple influences, some of which teachers can manage directly. Understanding a pupil's context will inform effective responses to misbehaviour. Every pupil should have a supportive relationship with a member of school staff</p> <p>Improving behaviour in schools - EEF</p>	1,2,3,4,5 and 6
<p>Embedding principles of good practice set out in DfE's Improving School Attendance advice.</p> <p>Staff will get training and release time to develop and implement new procedures. Attendance/support officers appointed to improve attendance.</p>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced persistent absence levels</p> <p>Impact of Attendance Mentors in secondary schools</p> <p>“Quick wins”: Pupils where mentorship is most likely to improve attendance and/or with a single short-term barrier (60% of wave cohort)</p>	1

Mentoring with SLT and canteen tokens to help with “Quick Wins” attendance pupils Youth endowment fund strategy School mini bus to offer transport to disadvantaged students Minibus Driver Salary		
Disadvantaged students focus on increasing participation in extracurricular activities (providing support if needed) to enhance student wellbeing. <ul style="list-style-type: none"> • Breakfast club for disadvantaged students • Homework club which includes access to computers to complete work. With subject specific support at KS3 to enable participation in spark homework • Financial support for resources, uniforms and trips. 	In line with the EEF Healthy Minds curriculum, it is important to fully support the well-being of disadvantaged students. This in turn supports improved attendance and improved progress and attainment. Healthy Minds EEF Levelling the playing field chartered college Against the odds – Government report	All
Contingency fund for acute issues-for example prison me no way	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: £362,275

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Whilst student attainment and progress is lower than that pre pandemic and where we hope to be, due to this past cohort not having sat KS2 SATs progress 8 can not be used to determine the Gap so Attainment 8 has been looked at from 2024 to 2025 to allow comparison of cohorts 2024 A8 DA = 30.63 in line with national of 34.6 and Gap was -14.24 whilst national was -15.4. In 2025 A8 DA = 29.9 with national at 34.9 and Gap was -14.81 whilst national was -15.4

26.1% of disadvantaged students achieved 9-5 in English and maths in 2025 (national 29.6%), which improves on last year 2024 (18.4%), while 34.4% of disadvantaged students achieved 9-4 in English and maths which is a slight decrease from last year at (39%)

45.9% of disadvantaged students achieved 9-4 in English and 31.7% of disadvantaged students achieved 9-5 in English in 2025.

39.3% of disadvantaged students achieved 9-4 in maths and 27.8% of disadvantaged students achieved 9-5 in maths in 2025 This has shown the impact of the priority given to maths in the last academic year.

The average English attainment 8 grade of disadvantaged students is 6.52

The average maths attainment 8 grade of disadvantaged students 6.00

The above figures include the ARC (our SEMH provision) and that our mainstream disadvantage headlines were broadly in line with national.

Internal data suggest progress has been made in literacy at KS3 however, the impact of programmes started in KS3 have yet to reach GCSE outcomes.

100% of students went on to higher education but more work on the segregation needs to be done

Student voice of disadvantaged students gave positive response to how students can access support for themselves in terms of their mental wellbeing. (113 referrals were made in 24/25 which is significantly higher than last year's 94) 33 students accessed high level

external support for mental health last year (this is in line with last year's 36), with 80 accessing our new internal support in school reducing the need for appointments to outside agencies and allowing us to address our students needs immediately. This continues to be an area of high priority in 2025/2026

Externally provided programmes

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

Programme	Provider
Forensic Reading	GORSE
Revision Guides	CPG

Further information

Additional activity

Our Student Premium strategy will be supplemented by additional activity that is not being funded by Student Premium or recovery premium. That will include:

- ✓ embedding more effective practice around feedback. EEF evidence demonstrates this has significant benefits for students, particularly disadvantaged students.
- ✓ ensuring students understand our 'catch-up' plan by providing information about the support they will receive (including targeted interventions listed above), how the curriculum will be delivered, and what is expected of them. This will help to address concerns around learning loss - one of the main drivers of student anxiety.
- ✓ utilising support from our local Mental Health Support Team to support students with mild to moderate mental health and wellbeing issues, many of whom are disadvantaged.
- ✓ offering a wide range of high-quality extracurricular activities to boost wellbeing, behaviour, attendance, and aspiration. Activities (e.g., The Duke of Edinburgh's Award), will focus on building life skills such as confidence, resilience, and socialising. Disadvantaged students will be encouraged and supported to participate.

Planning, implementation, and evaluation

In planning our new Student Premium strategy, we evaluated why activity undertaken in previous years had not had the degree of impact that we had expected. We also commissioned a Student Premium review to get an external perspective.

We triangulated evidence from multiple sources of data including assessments, engagement in class book scrutiny, conversations with parents, students and teachers in order to identify the challenges faced by disadvantaged students. We also used the EEF's families of school's database to view the performance of disadvantaged students in school similar to ours and contacted schools with high-performing disadvantaged students to learn from their approach.

We looked at a number of reports and studies about effective use of Student Premium, the impact of disadvantage on education outcomes and how to address challenges to learning presented by socio-economic disadvantage. We also looked at a number of studies about the impact of the pandemic on disadvantaged students.

We used the EEF's implementation guidance to help us develop our strategy and will continue to use it through the implementation of our activities.

We have put a robust evaluation framework in place for the duration of our three-year approach and will adjust our plan over time to secure better outcomes for students.