

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 students.

It outlines our Pupil Premium Strategy, how we intend to spend the funding in this academic year and the outcomes for disadvantaged students last academic year.

School Overview

Detail	Data
Number of students in school (Yr7-Yr13)	1060 (Yr. 7-11 966)
Proportion (%) of Pupil Premium eligible pupils	36.6% (387) (Yr. 7-Yr. 11 38.9%)
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
<i>Pupil Premium funding carried forward from previous years (enter £0 if not applicable)</i>	£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, enabling them to make good progress and fulfil their potential.

The focus of our Pupil Premium strategy is to support disadvantaged students in achieving this goal, including accelerating the progress of 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, recognising that the wide-ranging challenges our students may face will not exclusively be the preserve of the economically disadvantaged. Context is important; knowing our student population, understanding their barriers 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, creative and positive, working collaboratively with staff, students and parents to achieve our goals. Adaptive, high-quality teaching is at the heart of our approach, enabling teachers to identify and address areas where disadvantaged students require the most support. This is proven to have the greatest impact on closing the disadvantaged attainment gap, whilst also benefiting the non-disadvantaged students in our school. Implicit in the intended outcomes, detailed below, is the intention that the attainment of our non-disadvantaged students will be sustained and improved, alongside the progress of their disadvantaged peers.

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 students.

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 students' 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, student 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 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
<p>Purchase of standardised diagnostic assessments such as Boxhall profiles.</p> <p>Training will be provided for staff to ensure assessments are interpreted correctly.</p>	<p>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:</p> <p>Standardised tests Assessing and Monitoring Student Progress Education Endowment Foundation EEF</p>	<p>2, 4,6</p>
<p>CPD continues to prioritise curriculum, 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 strategies with choral response, hinge questions and cold call as examples of techniques.</p>	<p>'Being responsive to information about learning, then adjusting teaching to better match pupil needs', Basing teaching on the science of learning benefits the disadvantaged the most.</p> <p>EEF blog: Five-a-day for pupils with SEND – a cluster of adaptive approaches</p> <p>The science of learning By Edward Watson and Bradley Busch</p>	<p>2, 4,6</p>
<p>Continue to develop metacognitive and self-regulation skills in all students. This will involve ongoing</p>	<p>Teaching metacognitive strategies to students can be an inexpensive method to help students become learners that are</p>	<p>2, 3, 4</p>

<p>teacher training and support, and release time. 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>	2, 3, 4, 6
<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>	2, 3, 4, 6

<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. Monitoring enables 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>	<p>1,2,3,4, 5, 6</p>
<p>YARC test used by trained assessors to identify weaknesses in students' reading. Specialist teachers deliver key intervention in terms of fluency, decoding and comprehension both in mainstream 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>	<p>2, 6</p>
<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>	

<p>CPD in relational behaviour to support teachers.</p>	<p>Improving behaviour in schools - EEF Attachment in the Classroom Christi Bergin & David Bergin</p>	
<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>	<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 students, particularly the most disadvantaged among them.</p> <p>High-quality teaching - EEF Iterative assessment</p>	<p>2,4,6</p>
<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 students 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>	<p>2,4</p>
<p>Curriculum trips and activities (Inc. resources for subjects such as DT, Food Nutrition and Preparation).</p>	<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>	<p>All</p>

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: 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: Adolescent mental health: A systematic review on the effectiveness of school-based interventions Early Intervention Foundation (eif.org.uk)</p>	<p>5 and 6</p>
<p>Continued significant investment in CPD around Relational Behaviour to ensure all our students feel certain, cared for and confident.</p>	<p>Students' behaviour has multiple influences, some of which teachers can manage directly. Understanding a student'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>	<p>1,2,3,4,5 and 6</p>
<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": Students where mentorship is most likely to improve attendance and/or with a single short-term barrier (60% of wave cohort)</p>	<p>1</p>

<p>Mentoring with SLT and canteen tokens to help with “Quick Wins” for targeted PA students.</p> <p>Youth endowment fund strategy.</p> <p>School minibus to offer transport to disadvantaged students.</p> <p>Minibus Driver Salary.</p>		
<p>Disadvantaged students focus on increasing participation in extracurricular activities (providing support if needed) to enhance student wellbeing.</p> <ul style="list-style-type: none"> ● Breakfast club for disadvantaged students ● Homework club which includes access to computers to complete work. Subject specific support at KS3 to enable participation in Sparx homework ● Financial support for resources, uniforms and trips. 	<p>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.</p> <p>Healthy Minds EEF</p> <p>Levelling the playing field chartered college</p> <p>Against the odds – Government report</p>	All
<p>Contingency fund for acute issues- for example ‘Prison Me No Way’</p>	<p>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.</p>	All

Total budgeted cost: £362,275

Part B: Review of the previous academic year

Outcomes for disadvantaged students

We are ambitious for our disadvantaged students to achieve and are keen to drive their progress and attainment towards national averages for non disadvantaged students.

In terms of context, we have a 60 place SEMH ERP called the ARC. Therefore in this section we present our outcomes as overall (including the ARC) and mainstream (not including the ARC). In addition, above 95% of our disadvantaged cohort last year were white British. The more limited performance of this cohort across the nation is well documented. Therefore in this section, as well as benchmarking our results against national disadvantage, we also benchmark our results against national white British disadvantage.

In 2025 our overall attainment 8 for disadvantaged students was 29.94. In mainstream this figure stood at 34.55. The national average for all disadvantaged students was 34.9. The national average for white British disadvantaged students was 30.5. Our mainstream attainment 8 was in line with the national average for all disadvantaged students, and above the white British average. When we include the ARC, our attainment 8 was below national average but in line with the white British disadvantage.

The % of all our disadvantaged students achieving grades 9-4 in English and Maths was 34.4. In the mainstream, this figure was 42%. The national average for all disadvantaged students was 43.5%. The national average for white British disadvantaged students was 36%. Mainstream figures were in line with national average disadvantaged and above white British disadvantaged.

The % of all our disadvantaged students achieving grades 9-5 in English and Maths was 21.3. In the mainstream, this figure was 26%. The national average for all disadvantaged students was 25.6%. The national average for white British disadvantaged students was 18.9%. Mainstream figures were in line with the national average for all disadvantaged students. Both overall and mainstream figures were above the national average for white British disadvantaged students.

99% of our disadvantaged students have gone onto positive participation in education or employment. Through our strong careers offer, we continue to strive to make sure that our disadvantaged students are exposed to a wide range of ambitious next steps and ultimately choose the path which is best for them.

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 Pupil Premium strategy will be supplemented by additional activity that is not being funded by Pupil Premium. That will include:

- ✓ embedding more effective practice around feedback. EEF evidence demonstrates this has significant benefits for students, particularly disadvantaged students.
- ✓ 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 Pupil 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 Pupil 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 schools 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 Pupil 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.

