

Pupil premium strategy statement – The Heys School

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	538
Proportion (%) of pupil premium eligible pupils	47.6%
Proportion (%) of pupil premium recipient pupils	42.2%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2025-2026
Date this statement was published	November 2025
Date on which it will be reviewed	November 2026
Statement authorised by	
Pupil premium lead	E. Whitfield
Governor / Trustee lead	Wendy Jackson (Link Governor)

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£274,125
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>	£0
Pupil premium funding carried forward from previous years (<i>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>	£274,125

Part A: Pupil premium strategy plan

Statement of intent

At The Heys School, our primary aim is to bridge the performance gap between our disadvantaged students compared to non-disadvantaged students nationally. Our expectation is to provide excellent teaching for all our students, support their specific needs, as well as providing a variety of opportunities for students to grow and mature.

We pledge to create a whole-school culture that demands success, where aiming high is actively encouraged, and high levels of achievement are the expectation for all. As a school, we reward and applaud success of all kinds. We set high standards for all students, breaking down the barriers that financial inequality creates, to ensure that high aspirations are the expectation for all. We remember that disadvantage does not equate to low ability.

At The Heys School, we set challenging targets which are appropriate to the ability level of the student, irrespective of their financial background. We ensure staff understand that more-able disadvantaged students may find it significantly more difficult to catch up if they fall behind, than their more advantaged peers may.

We ensure disadvantage has a high profile within the school and that it does not become an invisible issue. Quality first teaching along with a strong intent and implementation of the curriculum are at the heart of everything we do and this is achieved by ensuring our evaluation of school is accurate. This strategy is an example of this, where interventions to reduce barriers to learning are tailored towards the individual needs of the students.

At The Heys School, we use evidence-based research to guide intervention choices. We ensure interventions are time-limited to maximise their impact. We set realistic but challenging success criteria based on aspirational targets and attainment data. The Heys School recognises and looks at ways to overcome barriers to learning, which could impact upon success. We actively link interventions to day-to-day teaching.

Challenges

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

Challenge number	Detail of challenge
1	<p>Literacy/below chronological reading age</p> <p>Some pupils have limited reading and writing skills which can impact upon learning. 50.6% of all students in Y7 were below chronological reading age based upon the most recent NGRT tests. However, 63.2% of PP students had a reading age below their chronological, in comparison to 40.4% of non PP students.</p>
2	<p>PP students underperform when compared to non PP students</p> <p>Historically at The Heys School, PP students underperform when compared to non-PP students. In the academic year 24-25, PP students overall achieved an A8 on average 6.4 below non PP students. PP Boys in particular saw a drop in attainment compared to last academic year.</p> <p>In our school that year, we recognise that the proportion of high, middle and low attainers changed compared to the 24-25 cohort, with the proportion of low attainers increasing and high attainers decreasing. High standards were expected of all students (“Never confuse eligibility for pupil premium with low ability” <i>Pupil Premium: How Schools Are Spending The Funding – Ofsted</i>).</p>
3	<p>Attendance and punctuality lower for PP students</p> <p>The attendance gap between disadvantaged and non-disadvantaged students in the school is evident. The attendance gap between PP and non-PP at the time of reporting is 7.1%.</p>
4	<p>Behaviour issues greater for PP students</p> <p>At the time of reporting, 95.6% of suspensions this academic year have been from PP students. Of the students suspended, 86.1% were PP. This was an increase on last academic year.</p>
5	<p>PP students in the school historically access the school’s mental health and pastoral support systems more than other students</p> <p>Our assessments, CPOMS referrals, observations and discussions with students and families have identified social and emotional issues for many students, such as anxiety, depression (diagnosed by medical professionals) and low self-esteem.</p> <p>Historically, students accessing the school’s mental health and pastoral support services have shown a higher percentage of PP students than non-PP.</p>

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
1. Improve literacy and numeracy skills of students who are disadvantaged.	<ul style="list-style-type: none"> • Reading age of PP students to increase. The average percentage of students with a reading age matching their chronological age to be in line PP compared to non PP. • Books show students know more and remember more. Equally high expectations evident for PP students when compared to non-PP.
2. Improve outcomes of disadvantaged students to close the disadvantaged gap, especially those who are boys, through quality first teaching.	<ul style="list-style-type: none"> • GCSE outcomes – A8 gap between PP and non-PP to show a reduction. • A8 of disadvantaged students to be at least 40 for cohort 25-26. • Improved A8 of PP students, especially boys. • Book reviews show high expectations of learning in line with non-PP at all ability levels. • Middle leaders are held to account for PP students during link and exams analysis meetings.
3. Increase in the attendance/punctuality of disadvantaged students and the gap to be in line or better than the national average.	<ul style="list-style-type: none"> • Reduction in the percentage attendance gap between PP and non-PP to be less than 4%. • PP punctuality and attendance to show improvement. • Evidence of rigorous monitoring of PP students' attendance.
4. Develop further pro-active interventions to improve behaviour for all groups with a focus on disadvantaged students.	<ul style="list-style-type: none"> • PP students to increase number of positive achievement points. • PP students to reduce the number of negative behaviour points. • Reduce number of days lost to suspension for PP students. • Reduce the gap between the number of suspensions and percentage of students suspended between PP and non-PP.
5. Further develop the mental health provision in the school through the taught curriculum, form tutor program and a whole school approach to support positive emotional well-being.	<ul style="list-style-type: none"> • Data shows that students have accessed counselling and found this beneficial. • Student voice shows that PSHCE provides a good understanding of how to look after your mental health, spot signs of poor mental health and how to access support both in and out of school.

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: £97,345

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase of standardised diagnostic assessments (NGRT and WRAT).	Standardised tests can provide reliable insights into the specific strengths and areas for development of each student to help ensure they receive the correct additional support through interventions or teacher instruction. https://educationendowmentfoundation.org.uk/news/eef-blog-assessing-learning-in-the-new-academic-year-part-1	1/2
Curriculum to be developed to ensure students receive a consistent diet across all faculties. Continue to develop the curriculum to ensure it is fully accessible to all students including disadvantaged and SEND through meetings with leaders and SENCO, audit of SEND actions, CPD and student voice.	All students, regardless of need, should have access to the same standard of education, regardless of the teacher in front of them, in order to ensure the PP to non-PP gap does not widen further.	1/2
Develop the option process to encourage more students to study transferable skills through extra language GCSEs. Enhance parental engagement through the options process. Ensure students are well informed about options choices and where these subjects may lead later in	Selecting appropriate options for students and ensuring they are fully informed throughout the process will raise aspirations, support individuals' needs further and increase the number of students taking appropriate languages whilst working to their strengths.	1/2/3/4/5

life through careers appointments and discussions with leaders.		
Deliver CPD on independence and resilience to ensure all teachers and students believe that students can be stretched and have limitless abilities to raise aspirations.	Schools need systems that ensure regular communication between teachers, families and the young people themselves to understand barriers and to share effective strategies. https://educationendowmentfoundation.org.uk/news/eef-blog-assess-adjust-adapt-what-does-adaptive-teaching-mean-to-you	1/2
Deliver CPD on summative assessment to ensure that staff can confidently and effectively adapt their teaching to respond to gaps in learning.	Appropriate forms of assessment that measure progress towards targets yield more influential feedback that help to improve attainment. 50740_ch_14.pdf (sagepub.com)	1/2

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

Budgeted cost: £49,928

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>NGRT tests completed by all students at the start of Y7 and end of Y9, as well as new starters when they join the school.</p> <p>Results for students to be inputted into Arbor and shared with all staff to identify range of reading ages in cohorts.</p> <p>Literacy lead to take staff briefings and training about how to teach vocabulary and some reading strategies that will aid support of reading in lessons and form time.</p>	EEF identifies that reading and comprehension strategies can improve progress by 6+ months.	1/2

<p>Year 7 and 8 targeted reading intervention during form time (NGRT 18months+ behind).</p> <p>Year 7 paired reading targeted intervention during form time (NGRT12-18 months behind).</p> <p>KS3 targeted reading/phonics intervention during intervention sessions (October onwards) (NGRT 24months+ behind).</p> <p>KS3 and Y10 form time reading twice a week.</p>	<p>EEF identifies that peer tutoring can improve progress by 5+ months.</p>	
<p>Targeted interventions provided by the Inclusion faculty led by SENCO for those who enter school below the expected standard in terms of numeracy, literacy and speech and language (1 x full time HLTA).</p> <p>Targeted interventions provided by the Inclusion faculty led by SENCO for those who enter school on the SEND register (1 x TA).</p> <p>Numeracy – Use of IDL Numeracy.</p> <p>Literacy – Use of Wordshark, NGRT, BPVS, YARC, WRAT, RANRAS and Dyslexic screener.</p>	<p>“For one-to-one tuition led by teaching assistants, interventions are likely to be particularly beneficial when the teaching assistants are experienced, well-trained and supported – for example, delivering a structured intervention” (<i>EEF – Teacher Toolkit</i>)</p>	<p>1/2</p>

<p>Develop provision for students with EAL within SEND faculty and EAL lead to create clear programme of intervention (1 x HLTA).</p> <p>Use of Flash Academy to support EAL intervention.</p>	<p>The percentage of students with EAL in The Heys School is well above national average. The induction process ensures that expectations, in terms of attainment, for EAL students do not lower, and that language is minimised as a barrier to success.</p> <p>Individual tracking of EAL students' progress ensures they are making progress in line with their capabilities.</p>	1/2
<p>Delivery of revision and retention skills via explicit sessions for KS4 students.</p> <p>Year-round revision sessions during and after school delivered weekly to Year 11 students.</p>	<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>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition</p> <p>and in small groups:</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</p> <p>EEF have identified that small group tutoring can impact on progress by 4+ months.</p>	1/2

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

Budgeted cost: £124,025

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>All staff completed L1 Safeguarding and Prevent training at start of September delivered by designated member of staff responsible for CLA and safeguarding.</p> <p>Designated members of staff responsible for CLA and safeguarding. These members of staff to deliver key student briefings to make staff aware of cohort, and regular SLT updates.</p>	<p>Local authorities have a duty under the Children's Act 1989 to safeguard and promote the welfare of a child looked after by them. This includes a specific duty to promote the child's educational achievement, wherever they live or are educated (<i>Promoting the education of Looked After and Previously Looked After Children – DfE</i>).</p> <p>Early identification of CLA at primary liaison allows initial meetings with social care, foster carers and students in question.</p> <p>Quick responses to absenteeism ensures engagement in learning.</p> <p>Specific staff link for students to access emotional and academic support, as well as mentoring which aids pastorally.</p>	<p>2/3/4/5</p> <p>2/3/4/5</p>

	<p>Mentoring sessions include short and long term personal planning with CLA with clear support pathway to success.</p> <p>“Identifying each individual’s barriers to learning is the key to success with the Pupil Premium” <i>Effective Pupil Premium Reviews – Teaching Schools Council.</i></p>	
<p>Year 7 whole cohort to participate in six-week Hummingbird project to develop resilience and aid transition.</p> <p>#BeeWell surveys to be completed by students in October 2025 to recognise student’s lived experiences in the local area.</p> <p>Regular communication with parents about online safety, safe travel, mental health, etc.</p> <p>Tracking of PP attendance to Parents’ evenings and targeted calls to priority parents.</p>	<p>“Social and emotional skills support effective learning and are linked to positive outcomes later in life” <i>The EEF Guide to the Pupil Premium – EEF.</i></p> <p>“Levels of parental engagement are consistently associated with improved academic outcomes” – <i>The EEF Guide to the Pupil Premium – EEF.</i></p>	<p>3/4/5</p> <p>1/2/3/4/5</p> <p>2/3/5</p>
<p>Regular rewards assemblies and trips to celebrate student successes.</p> <p>Use a specific fund to contribute towards the cost of trips, extra equipment and resources to make these more accessible for all.</p> <p>The school’s Behaviour Working Party to review and adapt behaviour and rewards system to keep students in school and benefit them the most to enable everyone to access learning.</p>	<p>The EEF identifies that behaviour interventions can lead to 4+ months of progress.</p>	<p>2/4</p>
<p>Embed principles of good practice set out in DfE’s Working Together To</p>	<p>The DfE guidance has been informed by engagement with schools that have</p>	<p>3</p>

<p>Improve School Attendance advice.</p> <p>Half termly attendance assemblies to raise the profile of attendance/support officers to focus on PA students.</p> <p>Regular letters sent to parents of students with below expected attendance, informing them of the benefits of strong attendance and their child's individual figure.</p> <p>Weekly targeted Arbor messages to parents of students receiving regular U codes.</p> <p>Attendance officers to monitor specific cohort of students identified as needing intervention and feed this into assemblies, rewards, etc.</p> <p>Half termly attendance monitoring by pastoral staff for key cohorts of students.</p>	<p>significantly reduced persistent absence levels.</p>	
<p>Continue to use careers software to monitor opportunities for all students and track those that may have missed these in order to ensure all students receive this.</p> <p>Targeted one-to-one meetings with careers advisor for Y11s and Y9s to ensure disadvantaged students have the support they need.</p>	<p>Increased attendance at careers events by students and parents raises aspirations and future goals.</p> <p>Advice and support should be tailored to the needs of each pupil (Meet requirements for Gatsby Benchmark 3).</p> <p>Essential life skills (or 'character') are important in determining life chances and can be measured in a robust and comparable way (EEF).</p>	<p>2/3/4</p>
<p>Provide uniform to all new Y7 students in September 2025.</p>	<p>Removes financial barriers for parents/carers enabling all students including PP students to begin school with no noticeable disadvantage.</p>	<p>2/3/4</p>

Purchase spare uniform for students to borrow if their own is damaged, missing, etc.		
<p>Develop extra-curricular activities during lunch and after-school.</p> <p>Open the library for scheduled sessions for students to access books and a quiet space to work/revise after school.</p> <p>Targeted discussions with PP students for extra-curricular activities to ensure this is well-attended by all groups of students.</p>	Extra-curricular activities breed confidence and opportunities for curriculum progress outside of the classroom.	1/3/5

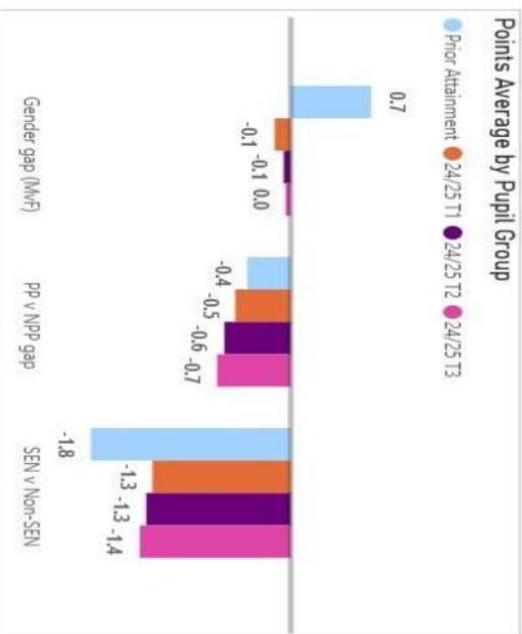
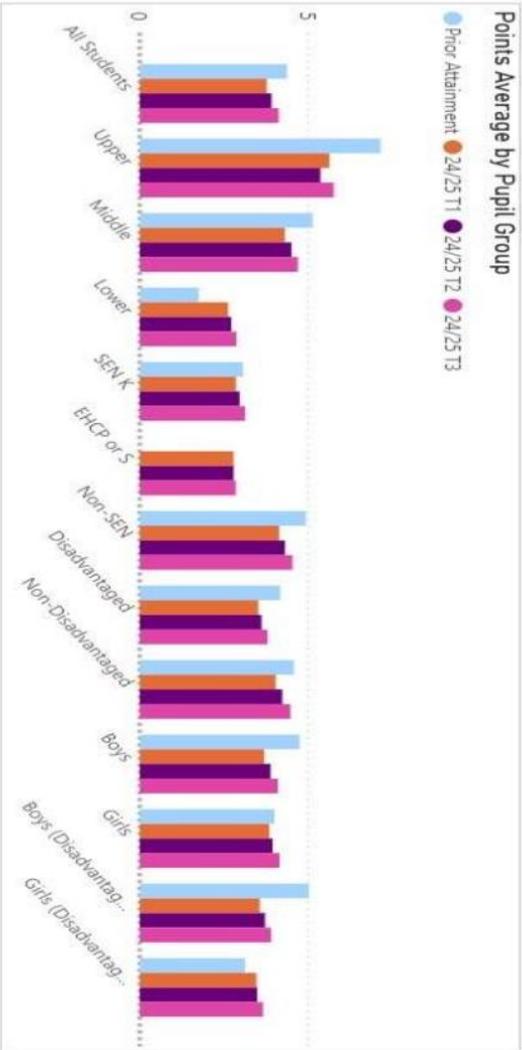
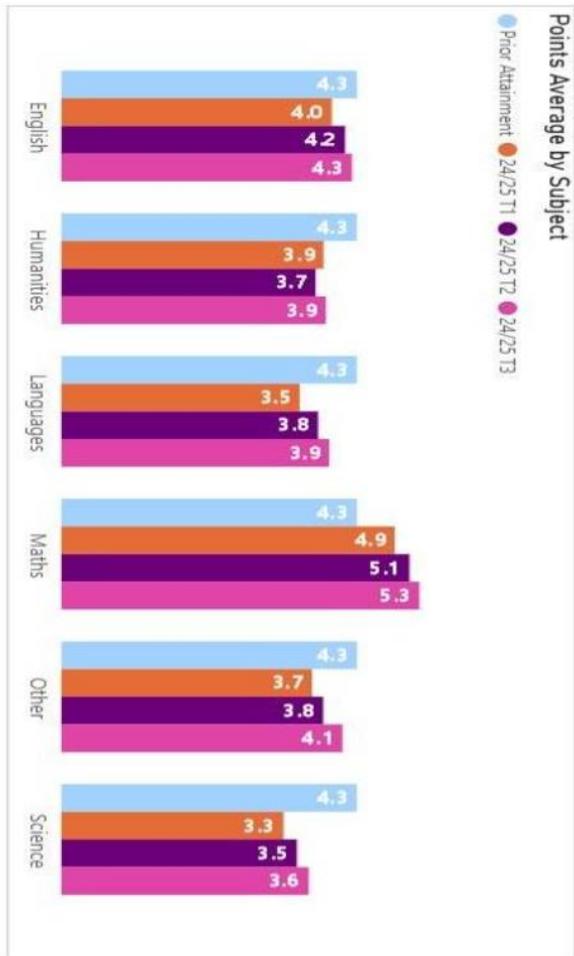
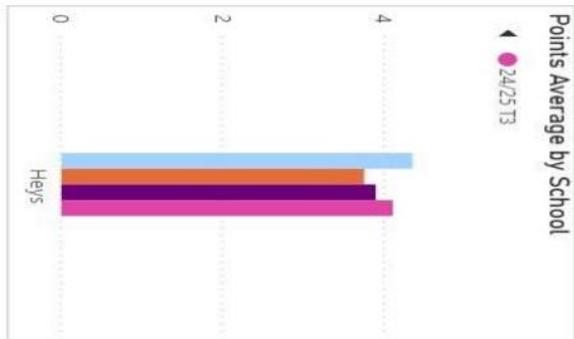
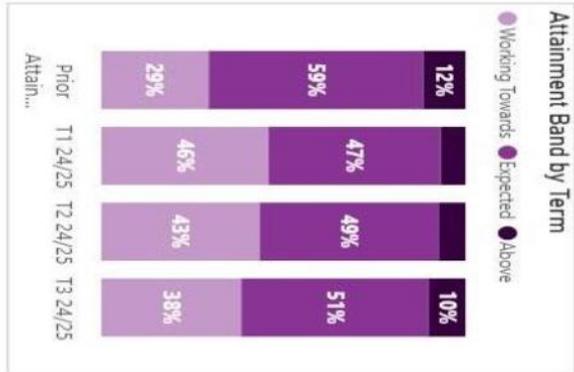
Total budgeted cost: £ 274,125

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Objective 1. Improve literacy and numeracy skills of students who are disadvantaged.

- Reading interventions last year proved generally successful, and as students made progress with reading, they were able to graduate to a different programme so that others could also access support. This will continue this year with interventions in different waves and with more students.
- Form time included literacy input from literacy TLR holders.
- Reading strategy has been produced and quality assured by Senior Leaders.
- Half termly literacy briefing has been established and developed system for tracking progress within reading interventions across the school. Students have been trained to support those younger with them within peer mentoring programme.



Objective 2. Improve outcomes of disadvantaged students to close the disadvantaged gap, especially those who are boys, through quality first teaching.

E-
PA Band

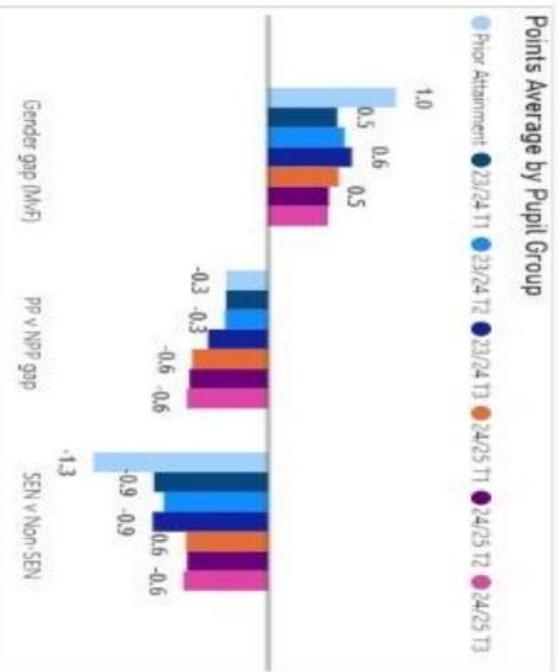
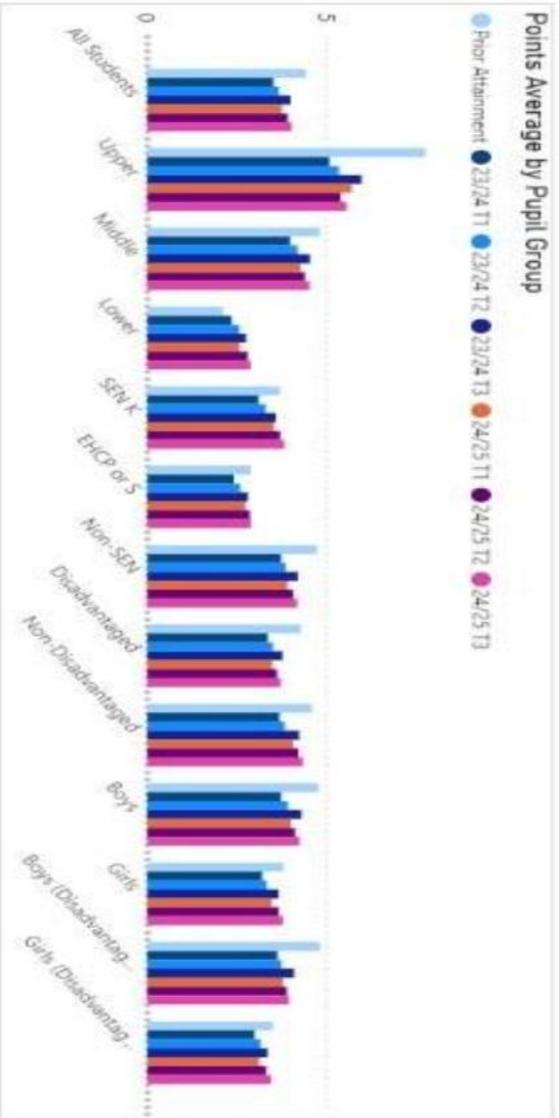
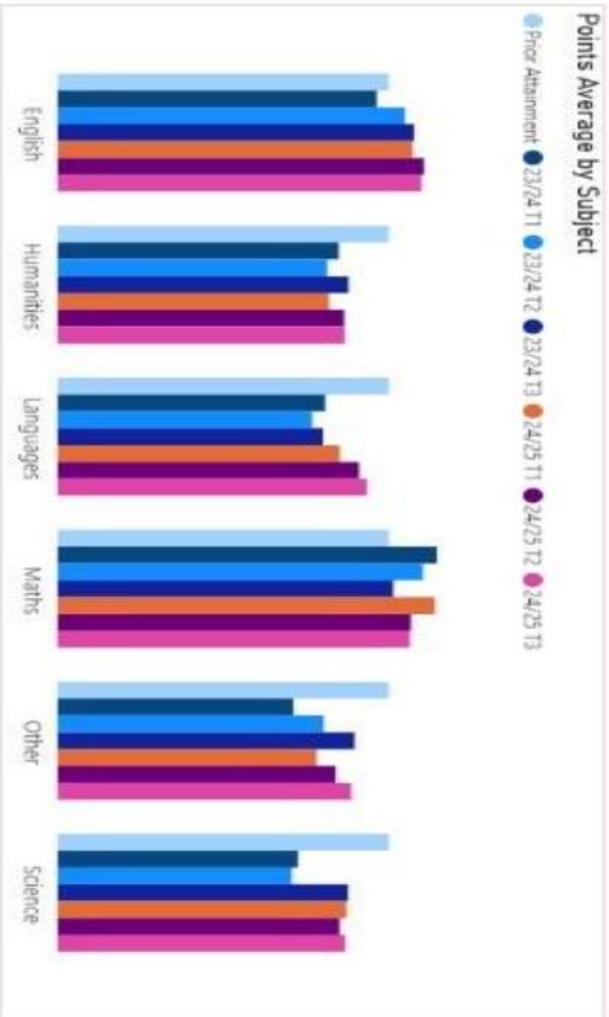
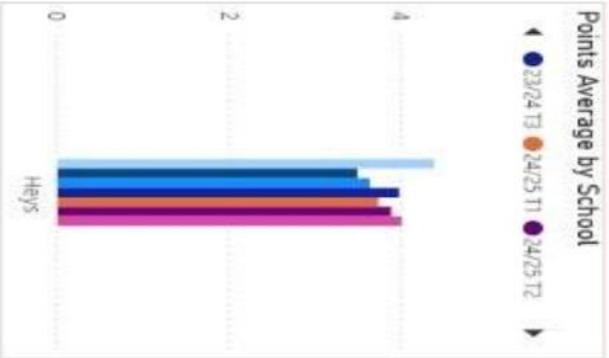
E-
24/25 T2 Band

Version
All

School
Heys

Year Group
Year 8

116 Pupils
61 Boys
55 Girls



E-
PA Band

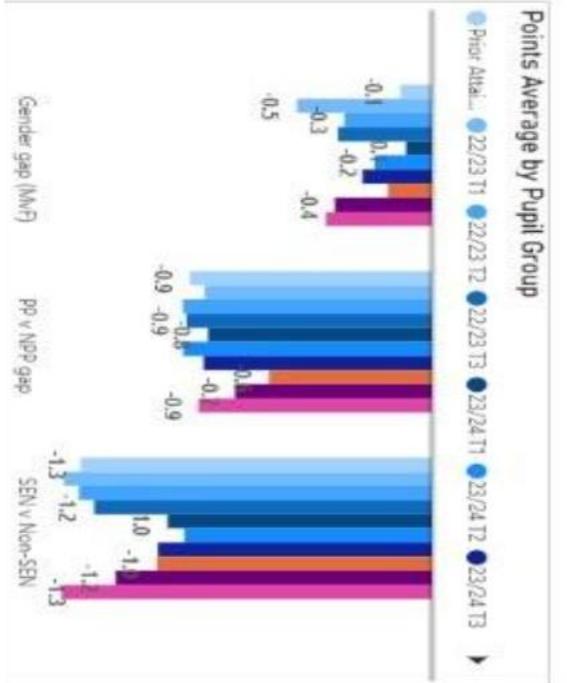
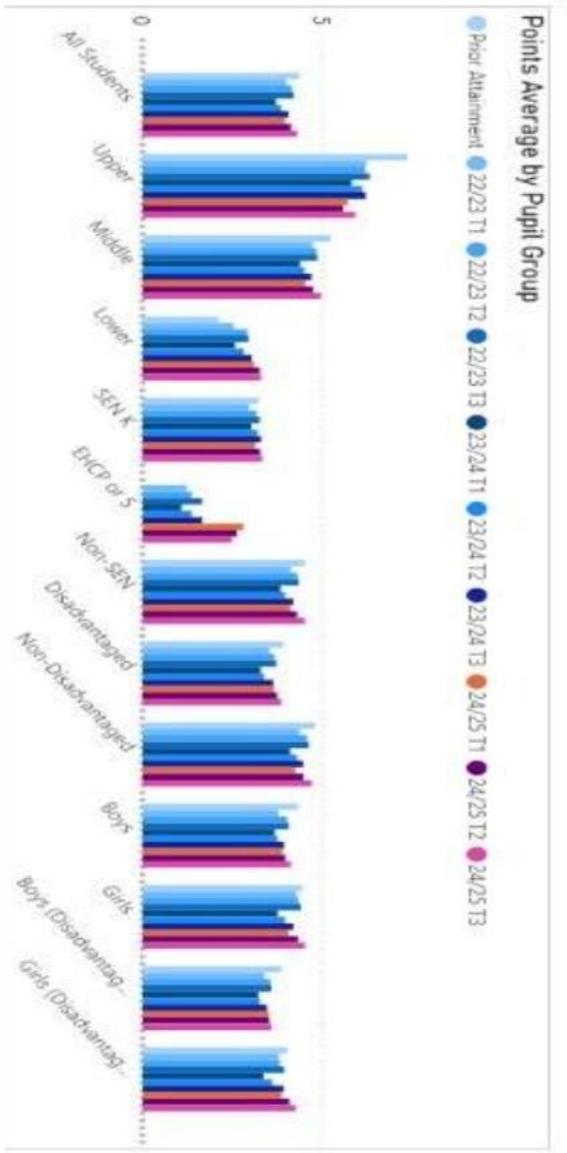
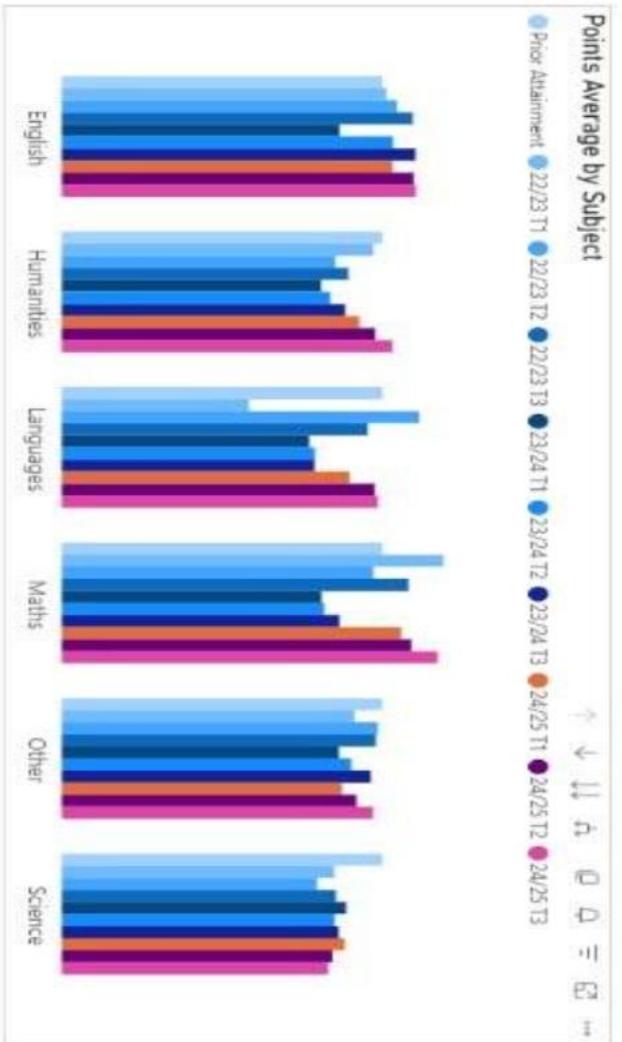
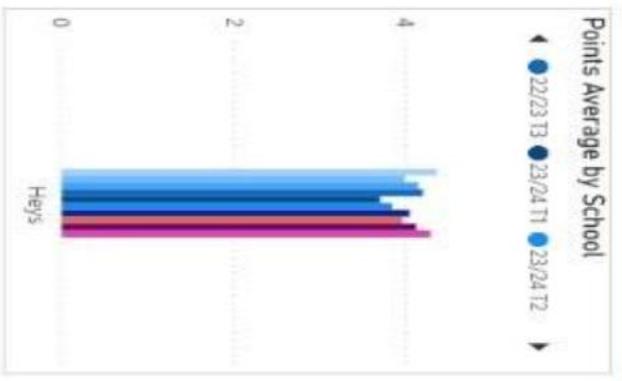
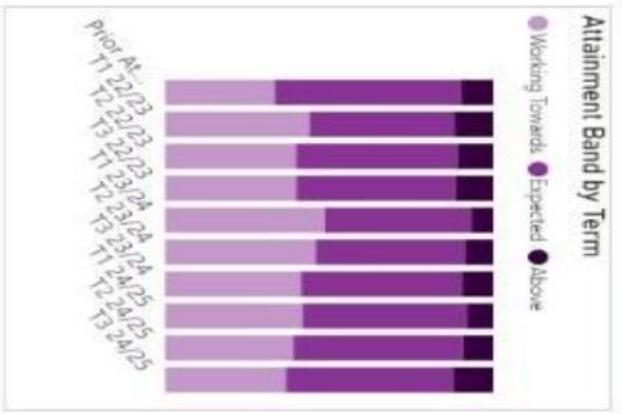
E-
24/25 T2 Band

Version
All

School
Heys

Year Group
Year 9

13 / Pupils
77 Boys
60 Girls



Year 7

Strengths

- Disadvantaged girls have made more progress than they were expected to make.
- There was no gap in attainment between disadvantaged girls and disadvantaged boys.

Areas for development

- Disadvantaged boys are currently a subgrade below the minimum of where they are expected to be (E-compared to expected E=) .
- The Pupil Premium gap was wider than expected to be, particularly from PP boys.

Year 8

Strengths

- Disadvantaged girls have made the amount of progress they were expected to make.
- There was no gap in attainment between disadvantaged girls and disadvantaged boys.
- The PP gap has stayed mainly the same instead of widening as it did at the start of the academic year.

Areas for development

- Disadvantaged boys are currently a subgrade below their minimum expected attainment (E-compared to expected E=) .
- The Pupil Premium gap was wider than expected to be, particularly from PP boys.

Year 9

Strengths

- Both disadvantaged girls and boys have made minimum expected progress and are at the same attainment level currently.
- Disadvantaged girls made slightly above minimum expected progress.

Areas for development

- The Pupil Premium gap was as it was expected to be, with PP students achieving one subgrade below non-PP students.
- The PP gap, although reduced at the start of the academic year, widened as time progressed.

Year 10

Group	Cohort	Term 3 Data Y11 2023-2024 (103)	Term 3 Data Y11 2024-2025 (111)	Difference
All Students	All	3.5 (103)	3.3 (111)	-0.2
SEN K	All	2.7 (7)	3.1 (10)	0.4
EHCP or S	All	1.8 (3)	1.8 (6)	0
Disadvantaged	All	3.2 (57)	2.3 (45)	-0.9
Other	All	3.8 (46)	3.9 (66)	0.1
Boys	All	3.3 (43)	3.0 (44)	-0.3
Girls	All	3.6 (60)	3.5 (67)	-0.1
Boys (Disadvantaged)	All	2.9 (17)	2.4 (18)	-0.5
Girls (Disadvantaged)	All	3.3 (40)	2.3 (27)	-1.0
Gender gap (MvF)		-0.3	-0.5	0.2
PP v NPP gap		-0.6	-1.6	-1.0
EAL	All	3.9 (30)	3.5 (38)	-0.4

Strengths

- PP boys, although weaker than last academic year, are outperforming the girls to aid the PP gender gap.

Areas for development

- Focus on disadvantaged girls and disadvantaged students overall who are showing biggest differences, which has led to a widening of the PP gap.

Year 11

Group	Cohort	Cohort Size 2023/2024	Actual results Y11 2023/2024	Cohort Size 2024/2025	Actual results Y11 2024/2025	Difference to 2023/2024
All Students	All	122	41.0	110	34.1	-6.9
SEN K	All	11	24.1	7	27.3	3.2
EHCP or S	All	2	42.3	3	18.3	-24
Disadvantaged	All	33	33.8	60	31.2	-2.6
Other	All	89	43.7	50	37.6	-6.1
Boys	All	71	38.3	45	32.2	-6.1
Girls	All	51	44.8	65	35.5	-9.3
Boys (Disadvantaged)	All	23	34.6	18	28.5	-6.1
Girls (Disadvantaged)	All	10	32.1	42	32.3	0.2
Gender gap (MxF)			-6.5		-3.3	3.2
PP v NPP gap			-9.9		-6.4	3.5
EAL	All	24	43.0	34	41.6	-1.4

Strengths

- PP girls showed a small improvement in overall attainment in comparison to last academic year.
- PP gap improved greatly in comparison to last academic year.

Areas for development

- Focus on disadvantaged boys and disadvantaged students overall, as these have shown a decline since last academic year.

Our GCSE results above show that our PP students are not getting outcomes in line with non-PP students. To combat this, The Heys School will

- Analyse Year 11 mock exam data to track PP performance.
- Identify target groups for intervention.
- Focus on Maths and English to begin to reduce the gap in outcomes for PP students compared to non-PP.
- Use KS3 data captures to track PP performance compared to non-PP performance and identify groups for intervention in Maths and English.

Objective 3. Increase in the attendance/punctuality of disadvantaged students and the gap to be in line with the national average.

Disadvantaged

The table below shows attendance figures for Pupil Premium (PP) and Non-Pupil Premium (NPP) students, separated by each half term.

	HT1			HT2			HT3			HT4			HT5			HT6		
	All	PP	NPP	AL	PP	NPP												
19/20	93.9	91.6	95.4	90.5	97.5	92.6	93	90.2	94.9									
20/21	94.3	92.5	95.6	92.9	90.8	94.4	43	28.2	62.9	90	85.4	93.4		85.2	91.1		84.3	89.6
21/22	91	87.6	93.5	89.2	84.7	92.5	86.7	82.4	89.9	89.3	85.4	92.1		84.3	90.4		82.1	89.5
22/23	91.1	87.6	93.4	89.2	85.7	91.5	88.1	83.9	90.7	86.4	80.4	90.0		77.8	88.7		77.8	89.5
23/24	88.5	83.2	92.1	85.7	78.1	91.5	85.9	78.9	90.7	86.9	79.2	92.1	86.8	79.4	91.8		77.3	89.6
24/25	89.7	84.7	94.1	88.0	82.9	92.4	87.4	82.1	92.2	85.4	79.2	91.0	86.8	80.6	91.8		78.0	87.0

The table above shows that:

- Compared to last year, there has been an increase in attendance for Pupil Premium (PP) students during HT1, HT2 and HT3, with an increase of 1.4%, 4.8% and 3.2%.
- Compared to last year, there has been an increase in attendance for Non-Pupil Premium (NPP) students during HT1, HT2 and HT3, with an increase of 2.0%, 0.9% and 1.5%.
- During HT4 attendance for Pupil Premium (PP) students remained the same compared to last year.
- The gap between PP and NPP students' attendance for HT1 has increased compared to last year, rising from an 8.9% to a 9.4% gap.
- The gap between PP and NPP students' attendance for HT2 has decreased compared to last year, decreasing from a 13.4% to a 9.5% gap.

Objective 4. Develop further pro-active interventions to improve behaviour for all groups with a focus on disadvantaged and SEND pupils.

- A free breakfast in the canteen for all students has continued and provision is brought to Year 11 students on the day of examinations.
- A separate provision is provided at break and lunch for SEND and vulnerable students in our Inclusion faculty.
- SEND students were included in sports teams, performing arts extra-curricular activities and other extra-curricular activities.
- Tracking system continued to be used with extra-curricular activities to monitor the percentage of PP students at each activity.
- Fund available for staff to place bids to access support for extra-curricular activities for PP students. This was used by a wide range of subjects.

Objective 5. Further develop the mental health provision in the school through the taught curriculum, the tutor program and a whole school approach to support positive emotional wellbeing.

- The school counsellor was available for all students including PP and SEND to access.

- Mental health awareness was raised regularly in PSHCE lessons, form time and assemblies.
- Specific PSCHE lessons now timetabled for all year groups to support wellbeing and preparation for life outside of school.

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.

The Heys School does not use any non-DfE programmes.