

Pupil premium strategy statement – Hedingham School and Sixth Form

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

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

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

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

This statement details our school's use of pupil premium funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	1160
Proportion (%) of pupil premium eligible pupils	14.1%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended – you must still publish an updated statement each academic year)	2024-2027
Date this statement was published	19 December 2024
Date on which it will be reviewed	July 2025
Statement authorised by	Headteacher and Governing Body
Pupil premium lead	John Pearson
Governor / Trustee lead	Jeff Carlton

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£156,450
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>	£156,450

Part A: Pupil premium strategy plan

Statement of intent

Our intent for disadvantaged students sits “shoulder to shoulder” with that of all of our students at Hedingham School:

- For students to thrive within a vibrant learning environment where they are encouraged to “think” and develop a depth of knowledge and skills, regardless of their starting point.
- We value a holistic approach to developing the whole child, encouraging involvement in all facets of school life including a rich and varied enrichment/leadership programme.
- We aim to raise lifelong aspirations by removing barriers and broadening horizons.
- We encourage students to be active citizens that contribute positively to the school community and beyond.

We recognise that there are a multitude of circumstances in life that present our disadvantaged students with additional challenges, so the purpose of our pupil premium strategy is to tackle those challenges and overcome them together.

We endeavour to avoid labelling of students and provide support in a subtle way.

Our pupil premium strategy plan focuses on the following key strands:

1. Quality first teaching and access to the curriculum:
 - Our in-school belief is that the single factor that has the biggest impact on learning and progress is consistently excellent teaching. This is one that has been supported by a wealth of academic research. The recruitment, training and development of an excellent team of teachers is vital.
 - We work to provide a flexibility to the curriculum so to meet the specific needs of all of our disadvantaged students, ensuring that learning pathways are appropriate, aspirational and motivating.
 - Prioritising literacy and reading development
2. Supporting wider personal development and well-being
 - Broadening horizons through engagement in a highly effective PD programme
 - Supporting anxieties and wider mental health needs
 - Encouraging involvement in the broadness of the school offer (enrichment, leadership)
3. Targeting Academic Support

- Building staff capacity (primarily in the core subjects) to provide bespoke support to address misconception and learning barriers
- To support the diversity of student need (peer mentors, staff mentors, peer tuition)
- Engaging in the National Tutoring Programme

Challenges

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

Challenge number	Detail of challenge
1	Knowledge and Skills: Not all PP students are making progress at a comparable rate (to Non disadvantaged students) and securing positive P8 outcomes.
2	Attendance; Not all PP students attend school as regularly and consistently as Non PP students.
3	Motivation and Engagement: Lower participation levels in clubs, extra-curricular opportunities and enrichment sessions
4	Aspiration: Poorer parental engagement with some PPG students resulting in lower aspiration as well as increased levels of absence and PA with PPG students
5	Literacy and Vocabulary Levels: A disproportionate number of PPG students have a reading age below their chronological age.
6	Higher levels of challenging (Tier 3) behaviour from PPG students

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
<p>Knowledge and Skills:</p> <p>Some PPG students demonstrate poor resilience and focus in the classroom. Average data for attitude to learning score is lower with PPG students than all others indicating a lower degree of resilience when faced with challenge and an inability to maintain purposeful focus. Consequently, not all PPG students are making expected progress.</p> <p>Intended outcomes:</p> <ul style="list-style-type: none"> • Strategies in the classroom to develop stronger resilience and self-reliance. 	<ul style="list-style-type: none"> • Increased personalisation of learning. Increased teacher ability to meet the learning need of all students – evident through lesson observations • Progress trends against aspirational targets (especially in English, Maths and Science) • Flexible Curriculum offer that results in a positive impact on PPG attitudinal data

<ul style="list-style-type: none"> • Improved PPG engagement through use of improved classroom pedagogy. • Close communication between Pastoral, SEN, intervention, attendance and Teaching & Learning teams so to ensure that PPG students engage and demonstrate strong progress • Curriculum development to ensure a broad, challenging and well sequenced curriculum in all subject areas. 	
<p>Attendance</p> <ul style="list-style-type: none"> • Improve attendance % of PPG students. • Reduce % of disadvantaged students that are persistently absent. • Expand the attendance team so to provide capacity for strategic family support. • Attendance team to closely support families with improving pupil attendance 	<ul style="list-style-type: none"> • Improved attendance statistics with PPG students – narrowing the gap with non-disadvantaged. • Impact data with individuals with whom there has been intensive work.
<p>Motivation and Engagement: There are currently lower participation levels in clubs, extra-curricular opportunities and enrichment sessions for PPG students.</p> <p>Intended Outcomes:</p> <ul style="list-style-type: none"> • Centralised enrichment programme that is more easily communicated to all. • Increasing the breadth of extra-curricular provision that reflects preferences generated through student voice. 	<ul style="list-style-type: none"> • Increased PPG attendance in extra curricular opportunities • Increased PPG presence within school council • Increase in PPG school leaders (prefects) • Improved PPG attendance within examination revision opportunities
<p>Aspiration: PPG parental engagement in parents evening is below that of non PPG students</p> <p>Intended Outcomes:</p> <ul style="list-style-type: none"> • Build strong relationships with all pupils and families • Improve communication channels so to develop connection and belonging • Broaden horizons through a strong careers programme that gives a target to aim at. • Launch of new Arbour Parental App that enables regular parental engagement in their child's successes in school • PPG students continue to achieve improved 	<ul style="list-style-type: none"> • Increased parental engagement percentages at parent's evenings • Growing percentage of PPG parents who access Arbor App • Curriculum wide careers programme delivered through centralised weeks across all year groups • Improvement of school website and social media channels • Reduce attendance gap between PPG and non PPG students • Reduce the number of PPG students that are PA

<p>levels of attendance and that there are fewer PPG students that are PA</p>	
<p>Literacy and Vocabulary Levels: A disproportionate number of PPG students have a reading age below their chronological age. Intended Outcomes:</p> <ul style="list-style-type: none"> • Reduce the vocabulary gap • Encourage a love for reading for pleasure maintaining some of the reading habits developed in Primary School • Improve the provision for literacy across classrooms • CPD for staff on how to explicitly teach reading in subject areas • Launch of “Thinking Reading” programme 	<ul style="list-style-type: none"> • Improvement in annual reading age tests demonstrating a narrowing in gaps between actual and expected reading age. • Increase in use of Learning Centre (book withdrawals) for PPG students • Thinking Reading data (yr 7 & 10) • Students have the opportunity to read a wide variety of texts in all subject areas.
<p>Higher levels of challenging (Tier 3) behaviour from PPG students Intended Outcomes:</p> <ul style="list-style-type: none"> • Close support for PPG students so to manage behaviour more effectively (provided by Heads of Year and pastoral staff) • Increased staff awareness of student need to better cater for students in the classroom (through fortnightly staff briefings) • Increasing aspirations of PPG students to ensure that they have something to aim at. • Increasing flexibility of the curriculum to include vocational options to enhance student motivation and behaviour. 	<ul style="list-style-type: none"> • Regular behaviour patterns evidence an improving trend – less reported Tier incidents with PPG students • A reduction in school sanctions and suspensions for PPG students • Improved ATL scores for PPG 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: £ 38,894

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Teaching and Learning Development Time</i> – *Literacy *Personal Development *Strategies to support reading *Self Regulation	Metacognition and self-regulation EEF Oral language interventions EEF	1, 4, 5
<i>Diagnostic testing</i> *CATS – Year 7 *Reading Tests	Oral language interventions EEF	4
<i>ICT resources for home use</i>	Individualised instruction EEF	1, 2
Vocational curriculum offer		1, 3, 5

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

Budgeted cost: £ 65,308

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Literacy Intervention and support strategies including Thinking</i>	Oral language interventions EEF	1, 4

<i>Reading Literacy not Languages</i>		
<i>Accelerated Reader</i>	One to one tuition EEF	1, 4
<i>Peer Mentoring/ Peer Tutoring</i>	Collaborative learning approaches EEF Peer tutoring EEF	1, 4
<i>Paired Reading</i>	Collaborative learning approaches EEF	1, 4

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

Budgeted cost: £ 52,248

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Attendance Officer/Attendance solutions</i>	educationendowmentfoundation.org.uk	1, 2, 3, 4
<i>Pastoral support assistant</i>	Parental engagement EEF	3, 4, 5
<i>Behaviour support plans</i>	Behaviour interventions EEF	3, 4, 5
<i>Enrichment support</i>	Arts participation EEF Physical activity EEF	2

Total budgeted cost: £ 156,450

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

GCSE outcomes 2024:				
	Hedingham School (disadvantaged)	Hedingham School (non disadvantaged)	Local Authority (non disadvantaged)	National (non disadvantaged)
Number of pupils	25			
P8	-0.76	-0.17	-0.02	0.16
A8	30.3	41.9	48.4	50
English and Maths 5+	16	41	49.6	53.1
English and Maths 4+	32	66	70.8	72.7

Although the progress figure for disadvantaged students has dropped from last year it is still higher than 2022. We have seen an increase in the number of disadvantaged students some of whom are late joiners and so wouldn't have had the full Hedingham experience.

The introduction of the year 11 credit system saw an increase in engagement for many students, this will continue next year.

The quality of intervention has continued to improve with significant success in Thinking Reading and our literacy program

Teaching and learning pedagogy has been woven through staff professional growth, the instructional coaching entitlement and staff CPD opportunities to ensure that all staff were focussed on key, evidence-informed strategies that could be of benefit to all students in classrooms.