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	497
Proportion (%) of pupil premium eligible pupils	50.29%
Proportion (%) of pupil premium recipient pupils	43.05%
Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)**	2026-2027
Date this statement was published	November 2026
Date on which it will be reviewed	November 2027
Statement authorised by	L. Turner
Pupil premium lead	E. Whitfield
Governor / Trustee lead	

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£262,900
Recovery premium funding allocation this academic year *Recovery premium received in academic year 2023/24 cannot be carried forward beyond August 31, 2024.*	£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*	£262,900

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	**Literacy/below chronological reading age** Some pupils have limited reading and writing skills which can impact upon learning. Based upon reading tests this academic year, 59.84% of students have a reading age below their chronological age. 50.70% of these students were Pupil Premium. In addition to this, 38.08% of students had a reading age more than two years below their chronological age. 52.38% of these students were Pupil Premium.
2	**PP students underperform when compared to non PP students** Historically at The Heys School, PP students underperform when compared to non-PP students. In the academic year 25-26, PP students overall achieved an A8 on average 20.52 below non-PP students (a wider gap than last academic year). PP Girls in particular saw a drop in attainment compared to last academic year. High standards were expected of all students ("Never confuse eligibility for pupil premium with low ability" *Pupil Premium: How Schools Are Spending The Funding – Ofsted*).
3	**Attendance and punctuality lower for PP students** 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 7.45%.
4	**Behaviour issues greater for PP students** At the time of reporting, 73.13% of suspensions this academic year have been from PP students. Of the students suspended, 71.43% were PP. This was a reduction on last academic year.
5	**PP students in the school historically access the school's mental health and pastoral support systems more than other students** 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. 54.05% of students identified as needing targeted support around exam skills and confidence were Pupil Premium.

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	• 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 girls, through quality first teaching, targeted intervention and support of pastoral systems	• GCSE outcomes – A8 gap between PP and non-PP to show a reduction • A8 of disadvantaged students to be at least 40 for cohort 26-27 • Improved A8 of PP students, especially girls • 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	• 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	• 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	• 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 • In school pastoral systems support student wellbeing and offer them advice from a range of staff • Interventions used aid student skills and confidence around examinations and assessments

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: £109,017

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase of standardised diagnostic assessments (Sparx Reader and WRAT). This will be used to identify students with gaps in reading and general academic skills, ensuring those in need of support can receive this	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 "Accurate diagnosis of capabilities and difficulties is essential if interventions are to be appropriately targeted." https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks3-ks4	1/2
Curriculum to be developed to ensure students receive a consistent diet across all faculties. This will include use of challenge to ensure high standards and assessment for learning to help identify gaps in knowledge that need addressing 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. Any adaptations to a lesson or resource for a	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 “Assessment should be used to identify pupils’ learning needs and adapt teaching accordingly.” https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/feedback “Inclusive teaching practices are integral to high-quality teaching for all learners.” https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/send	1/2

SEND student will be beneficial to all but will ensure that all can fairly access learning		
Develop the option process to encourage more students to study transferable skills through extra language GCSEs. By supporting students through GCSEs in their home languages, The Heys School will be supporting their needs and embracing other cultures, whilst creating transferable skills to be used in the working world after they leave school Enhance parental engagement through the options process through the use of targeted interviews, open occasions to discuss opportunities with staff and post-16 providers, and therefore getting support and advice from the people that know students the most Ensure students are well informed about options choices and where these subjects may lead later in life through careers appointments and discussions with leaders. This will be through targeted careers appointments with the careers advisor, one to one interviews with leaders, a careers fair and presentations on where each subject may lead to in later life	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. "Learning a foreign language may also provide pupils with broader educational and cultural benefits." https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/modern-foreign-languages "There is an established link between the home learning environment at all ages and children's performance at school." EEF_Parental_Engagement_Summary_of_recommendations.pdf	1/2/3/4/5
Deliver CPD on independence and resilience to ensure all teachers and students	Schools need systems that ensure regular communication between teachers, families and the young people themselves to understand barriers and to share effective strategies.	1/2

believe that students can be stretched and have limitless abilities to raise aspirations	https://educationendowmentfoundation.org.uk/news/eef-blog-assess-adjust-adapt-what-does-adaptive-teaching-mean-to-you	
Deliver CPD on summative assessment to ensure that staff can confidently and effectively adapt their teaching to respond to gaps in learning. This will mean that all students are able to receive targeted support to meet their academic needs and improve progress	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: £54,168

Activity	Evidence that supports this approach	Challenge number(s) addressed
Sparx Reading tests completed by all students at the start of the academic year as well as new starters when they join the school. This will identify up to date reading ages Results for students to be inputted into Arbor and shared with all staff to identify range of reading ages in cohorts. Staff are then aware of how to adapt lessons to meet the reading needs of learners 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. This will help staff to	EEF identifies that reading and comprehension strategies can improve progress by 6+ months. “Teaching should respond to the changing needs of children. This requires teachers to collect accurate and up-to-date information about pupils’ current capabilities...” Diagnostic assessment in primary literacy | Research Schools Network	1/2

specifically improve their lessons for students with lower reading ages to ensure they can access learning Year 7 and 8 targeted reading intervention during form time (reading age 24-36months+ behind) to give one to one reading support Year 7 paired reading targeted intervention during form time (reading age 12-24 months behind) to improve individual progress of targeted students. KS3 targeted reading/phonics intervention during intervention sessions (October onwards) (reading age 36months+ behind) to use reading techniques for those furthest behind their chronological age to ensure they do not fall further behind their peers KS3 and Y10 form time reading twice a week to support all students as readers and expand their use of vocabulary	"One to one tuition can enable pupils to make effective progress by providing intensive, targeted academic support." https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition "Reading comprehension strategies are high impact on average and offer very high value for money." https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies	
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). This will be used to help aid accelerated progress to bring students back in line with their peers	“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” https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit	1/2

Targeted interventions provided by the Inclusion faculty led by SENCO for those who enter school on the SEND register (1 x TA). This will help ensure students with SEND needs continue to make the same progress as their peers and do not fall behind Literacy – Use of Wordshark, Sparx Reading tests, BPVS, YARC, WRAT, RANRAS and Dyslexic screener. This will identify students below their peers for literacy and in need of support to then aid their progress	"Diagnostic assessment can indicate areas for development and help teachers understand pupils' strengths and weaknesses." Parental engagement | EEF	
Develop provision for students with EAL within SEND faculty and EAL lead to create clear programme of intervention (1 x HLTA). This will identify students below their peers regarding understanding English and in need of support to aid their progress Use of Flash Academy to support EAL intervention. This will help to accelerate the progress of those identified as needing additional support with the English language	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. Individual tracking of EAL students' progress ensures they are making progress in line with their capabilities. "Diagnostic assessment can indicate areas for development and help teachers understand pupils' strengths and weaknesses." https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/diagnostic-assessment	1/2
Delivery of revision and retention skills via explicit sessions for KS4 students. This will ensure students know how to revise and why they retain knowledge to improve performance in assessments	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: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition and in small groups:	1/2

Year-round revision sessions during and after school delivered weekly to Year 11 students. This will ensure knowledge is revisited regularly to support recall and the transfer of knowledge from the short term to long term memory Use of tutors and small group intervention by subject specialists in KS4 core subjects to support key students improve their attainment	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition EEF have identified that small group tutoring can impact on progress by 4+ months.	

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

Budgeted cost: £99,715

Activity	Evidence that supports this approach	Challenge number(s) addressed
All staff completed L1 Safeguarding and Prevent training at start of September delivered by designated member of staff responsible for CLA and safeguarding. This ensures that all staff are safe to work with students and are aware of the most up to date regulations and advice regarding safeguarding	Local authorities have a duty under the Childrens' 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 (*Promoting the education of Looked After and Previously Looked After Children – DfE).* https://www.gov.uk/government/publications/promoting-the-education-of-looked-after-children Early identification of CLA at primary liaison allows initial meetings with social care, foster carers and students in question. Quick responses to absenteeism ensures engagement in learning. "Well-designed school communications can be effective for improving attainment and a range of other outcomes, such as attendance." EEF_Parental_Engagement_Summary_of_recommendations.pdf	2/3/4/5 2/3/4/5

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. Staff are aware of students who most require support and can therefore provide this both inside and outside the classroom wherever possible All SLT trained DSLs to ensure there is always support for DSL in school	Specific staff link for students to access emotional and academic support, as well as mentoring which aids pastorally. Mentoring sessions include short and long term personal planning with CLA with clear support pathway to success. "Identifying each individual's barriers to learning is the key to success with the Pupil Premium" https://www.kelsi.org.uk/__data/assets/pdf_file/0005/65390/DfE-guidance-Pupil-Premium-Reviews.pdf	
Year 7 whole cohort to participate in six-week Hummingbird project to develop resilience and aid transition. Student feedback to be completed on what they gained from the programme and to help identify any further support needs #BeeWell surveys to be completed by students in November 2026 to recognise student's lived	"Social and emotional skills support effective learning and are linked to positive outcomes later in life" The EEF Guide to the Pupil Premium | Education Endowment Foundation	3/4/5 1/2/3/4/5 2/3/5

experiences in the local area. This will then help to identify any local needs within the community that the school can help to support with Regular communication with parents about online safety, safe travel, mental health, etc. This comes in the form of messages, newsletters, directions to support, etc and will ensure students remain safe Tracking of PP attendance to Parents' evenings and targeted calls to priority parents. This will aid parental support and engagement and ensure that the team around the child are all aware of their developments and ways to help them	"Levels of parental engagement are consistently associated with improved academic outcomes" The EEF Guide to the Pupil Premium | Education Endowment Foundation	
Regular rewards assemblies and trips to celebrate student successes. This will create a positive culture and foster a successful working environment to	The EEF identifies that behaviour interventions can lead to 4+ months of progress. Parental engagement | EEF	2/4

ensure students are able to learn Use a specific fund to contribute towards the cost of trips, extra equipment and resources to make these more accessible for all. This will ensure that all students have access to the same learning opportunities and their financial background does not affect their learning 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. This will create a positive culture and foster a successful working environment to ensure students are able to learn	"Improving behaviour in schools is likely to have a significant impact on pupils' academic achievement, as well as other outcomes, such as attendance, engagement, and attitudes to learning." https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/behaviour	
Embed principles of good practice set out in DfE's Working Together To Improve School Attendance advice.. By students attending school, they are in front of the expert teachers to	The DfE guidance has been informed by engagement with schools that have significantly reduced persistent absence levels. "Evidence shows that the students with the highest attendance throughout their time in school gain the best GCSE and A Level results." https://www.gov.uk/government/publications/working-together-to-improve-school-attendance	3

maximise their progress and not fall behind, creating more gaps in learning Half termly attendance assemblies to raise the profile of attendance/support officers to focus on PA students. By recognising these staff, students will know who they can turn to if they need support 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. This will encourage attendance to school, therefore minimising gaps in learning Daily targeted Arbor messages to parents of students receiving U codes, alongside on the day detention. This will highlight that punctuality is an absence from learning and also affects attendance	"Mentoring has a small positive impact on attainment of approximately 2 months' additional progress." https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mentoring	

Attendance mentor role created to mentor students around specific barriers Attendance officers to monitor specific cohort of students identified as needing intervention and feed this into assemblies, rewards, etc. This will provide an additional layer of support for those who need this linked to attending school Half termly attendance monitoring by pastoral staff for key cohorts of students. This will ensure those who are making gains are recognised and any emerging trends are identified swiftly to be acted upon Form tutors to have targeted cohort in each registration group to contact weekly linked to attendance		
Continue to use careers software to monitor opportunities for all students and	Increased attendance at careers events by students and parents raises aspirations and future goals.	2/3/4

track those that may have missed these in order to ensure all students receive this. This will maintain aspirations and ensure a wide range of careers are on offer to students post school Targeted one-to-one meetings with careers advisor for Y11s and Y9s to ensure disadvantaged students have the support they need. This will mean all students are informed of the wide range of opportunities available to them and are fully informed of their choices	"Young people without strong social or family links to different careers benefit most; good careers guidance drives social mobility and contributes to social justice." https://www.gatsby.org.uk/education/activity/good-career-guidance/	
Provide uniform to all new Y7 students in September 2026. This will instil a feeling of belonging in all from the first day of school and remove financial barriers to attending Purchase spare uniform for students to borrow if their own is damaged, missing, etc. This will ensure uniform is not a barrier to attending school,	Removes financial barriers for parents/carers enabling all students including PP students to begin school with no noticeable disadvantage. "The Pupil Premium has one central aim: to improve outcomes for all socio-economically disadvantaged pupils." https://educationendowmentfoundation.org.uk/using-pupil-premium	2/3/4

therefore minimising gaps		
Develop extra-curricular activities during lunch and after-school. This will again develop the feeling of belonging and engage students in a love of learning Creation of classroom libraries for students to access in English classrooms to encourage a love of reading Implementation of Sparx Reader so that students can practise reading each week at home and teachers can monitor progress and intervene when necessary Targeted discussions with PP students for extra-curricular activities to ensure this is well-attended by all groups of students. This will ensure all students feel valued and are aware of opportunities available to them	Extra-curricular activities breed confidence and opportunities for curriculum progress outside of the classroom. "Overall, participation in arts activities is encouraged as they can have a positive impact on academic outcomes in other areas of the curriculum." https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation	1/3/5

Total budgeted cost: £ 262,900

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. These leaders presented to staff during numerous briefings about how to support students who struggle with reading, et. The consistency of whole class reading improved over the academic year.
- Reading strategy has been updated 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. The amount of mentors trained this year will be double the previous year due to the success of the programme.
- The accuracy of the reading ages generated by NGRT testing was checked and subsequently the testing was moved to an alternative software.

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

Year 10 subgroup (2025/2026) attainment compared to previous Year 10 subgroup (2024/2025)

The table below shows the average point score contribution for each of the sub-groups. The number in brackets shows how many students this refers to.

Group	Cohort	Term 3 Data Y10 2024-2025 (111)	Mock Exam Results Data Y10 2025-2026 (135)	Difference
All Students	All	3.3 (111)	2.3 (135)	-1.0
SEN K	All	3.1 (10)	1.5 (11)	-1.6
EHCP or S	All	1.8 (6)	0.38 (4)	-1.42
Disadvantaged	All	2.3 (45)	1.85 (63)	-0.45
Other	All	3.9 (66)	2.69 (72)	-1.21
Boys	All	3.0 (44)	2.26 (74)	-0.74
Girls	All	3.5 (67)	2.34 (61)	-1.16
Boys (Disadvantaged)	All	2.4 (18)	1.86 (37)	-0.54
Girls (Disadvantaged)	All	2.3 (27)	1.84 (26)	-0.46
Gender gap (MvF)		-0.5	-0.08	0.42
PP v NPP gap		-1.6	-0.84	0.76
EAL	All	3.5 (38)	2.25 (38)	-1.25

Strength

The PP gap has reduced by 0.76 compared to the previous year

Year 11

Group	Cohort	Cohort size 2024/2025	Actual results Y11 2024/2025	Cohort size 2025/2026	Actual results 2025/2026	Difference to 2024/2025
All Students	All	110	34.1	101	32.89	-1.21
SEN K	All	7	27.3	11	23.64	-3.66
EHCP or S	All	3	18.3	6	13.46	-4.84
Disadvantaged	All	60	31.2	39	20.62	-10.58
Other	All	50	37.6	61	41.14	3.54
Boys	All	45	32.2	38	31.16	-1.04
Girls	All	65	35.5	63	22.94	-12.56
Boys (Disadvantaged)	All	18	28.5	14	21.79	-6.71
Girls (Disadvantaged)	All	42	32.3	26	19.52	-12.78
Gender gap (MvF)			-3.3		8.22	11.52
PP v NPP gap			-6.4		-20.52	-14.12
EAL	All	34	41.6	32	39.76	-1.84

Area for Development

- Focus on disadvantaged students' needs, particularly girls', and how these are met in and out of lessons

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
- Conduct regular RAG meetings to use early identification of those in need of additional support, particularly in passing Maths and/or English
- Use a tutoring programme within core subjects to reduce the gap and improve the amount of passes at key headline figures

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

	HT1			HT2			HT3			HT4			HT5			HT6		
	All	PP	NPP	All	PP	NPP	All	PP	NPP	All	PP	NPP	All	PP	NPP	ALL	PP	NPP
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	89.2	84.2	93.5	87.3	81.7	92.0	87.0	81.7	91.8	85.4	79.2	91.0	86.8	80.6	91.8		78.0	87.0
25/26	89.6	85.0	92.6	87.9	84.2	91.0	88.3	84.3	91.9	86.7	82.8	90.3	88.0	84.2	91.3		85.5	91.8
26/27	90.5	86.6	94.1															

The table above shows that:

- Attendance for Pupil Premium (PP) students improved from 85.0% to 86.6%, an increase of 1.6%. This is the highest PP attendance recorded across the four years

- The attendance gap between PP and NPP students has reduced slightly from 7.6% in 25/26 to 7.5% in 26/27

Impact:

- Targeted attendance support and communications for Pupil Premium (PP) students increased PP attendance compared with previous years, improving engagement and reducing absence-related learning loss

Actions:

- Maintain and refine tailored attendance communications for PP families, using clear, positive messaging that reinforces the link between strong attendance, academic progress, and well-being
- Further strengthen attendance intervention for Pupil Premium students through earlier identification of attendance concerns, targeted family support, and personalised attendance plans
- Keep sharing attendance information with families in an understandable format that highlights learning time lost rather than percentages alone, supporting clearer awareness of the impact of absence

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

	HT1			HT2			HT3			HT4			HT5			HT6		
	Total	PP	NPP	Total	PP	NPP	Total	PP	NPP	Total	PP	NPP	Total	PP	NPP	Total	PP	NPP
23/24	46	40	6	82	70	12	59	43	16	34	29	5	56	43	13	64	42	22
24/25	58	49	9	66	56	10	48	41	7	71	61	10	58	46	12	101	89	12
25/26	77	66	11	43	37	6	49	42	7	59	45	14	27	15	12	71	42	29
26/27	54	41	13															

The table above shows:

- The number of suspensions for PP students has decreased for HT1 compared to last year, decreasing from 66 to 41.

Impact:

- Targeted intervention, academic support, and pastoral provision for Pupil Premium students have improved engagement and helped address barriers to learning.
- Improved communication and stronger relationships between pastoral staff and families have also enabled earlier intervention, greater parental engagement, and a more coordinated approach to supporting students at risk of suspension.

Actions:

- Identify Pupil Premium students at risk of suspension through regular analysis of behaviour, attendance, and safeguarding data, and provide targeted pastoral support, mentoring, and parental engagement to address barriers at the earliest opportunity.

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
- Across almost all measures of the BeeWell survey, PP students report wellbeing levels that are in line with average outcomes. They show similar levels of life satisfaction, psychological wellbeing, self-esteem, coping, emotional wellbeing, attainment satisfaction, school support, family support, peer support, home environment, material satisfaction and experiences of bullying. Notably, disadvantaged students report lower than average levels of perceived stress, suggesting they feel less stressed than their peers overall. This indicates that current support for disadvantaged students may be having a positive impact, although continued monitoring is important to sustain these outcomes.

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.