

Pupil premium strategy statement: The Heathland 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 effect that last years' spending of pupil premium had within our school.

School overview

Detail	Data
School name	The Heathland School
Number of pupils in school	1345 (Years 7-11)
Proportion (%) of pupil premium eligible pupils	363 (27%)
Academic year/years that our current pupil premium strategy plan covers	2022- 2025
Date this statement was published	October 2023
Date on which it will be reviewed	October 2024
Statement authorised by	Mr M Rose
Pupil premium lead	Ms F. Constandi (Assistant Head Teacher)
Governor / Trustee lead	Ms S J Hassan

Funding overview (updated for 2023-24)

Detail	Amount
Pupil premium funding allocation this academic year	£383,410
Recovery premium funding allocation this academic year	£101,844
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£19,254
Total budget for this academic year	£504,508
If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	

Part A: Pupil premium strategy plan

Statement of intent

Our intention is to enable all pupils, irrespective of their background or ability, to achieve and strive for success. At The Heathland School, we are committed to excellence and every child's need is considered within our broad and balanced curriculum.

There are a combination of barriers which disadvantaged pupils may face; and there is no single difficulty faced by all. The challenges to achievement can vary, therefore the context of our pupils and community's challenges are considered when planning our strategic interventions. To reflect this we have identified that some barriers faced by our disadvantaged pupils include financial difficulties with paying for materials, resources or educational trips. Some pupils may not have the aspirations or awareness to succeed and continue their education further. Others may simply require further literacy or mathematics support, whilst others may need support with raising their confidence, motivation and aspirations. In light of this, we intend to provide a curriculum which targets learning needs as well as a supportive pastoral environment which is nurturing and caters to the needs of every child, including those who may be high attainers.

At the core of our ethos is high quality learning and teaching. Educational research has demonstrated that this is the most effective strategy, with the greatest impact on high pupil outcomes. We follow our schools 'Principles of Excellence' and Daily teaching focuses on raising the attainment of all disadvantaged students who may be at risk of underperforming or supporting the area where they may require development. Through our well-developed professional development programme we continue to ensure that high quality teaching across our school is consistent, as recognised by the EEF's research, and as a result, that outcomes for the disadvantaged cohorts strengthen.

Since 2019-20, with the impact of Covid-19, there has been an inevitable negative impact and attendance continued to be affected in 2023. In 2019-20, the attendance of the disadvantaged cohorts in Years 7-11 was 93% in comparison to 96% for their non-disadvantaged peers. In 2020-21, attendance was affected further and on average, the attendance of the disadvantaged cohort was 91% in comparison to 93% for their non-disadvantaged peers. In 2021-22, attendance fell further, with the attendance for the disadvantaged cohort at 90.4% in comparison to 90.3% for the non-disadvantaged cohort. This was however, strong in comparison to national averages. In 2022-23, attendance fell again with attendance for the disadvantaged cohort at 89.7% in comparison to 92.3% for the non-disadvantaged cohort.

In 2023-34, we will continue to work to increase our attendance figures through our rigorous pastoral system, which includes our attendance officer's daily support in monitoring and tracking attendance.

The strategy also works in collaboration with the wider aims of the school in supporting the most vulnerable and disadvantaged pupils who we continue to support following the disruptions to learning from Covid-19. We have used funding from the National Tutoring Programme strategy for the third year in order to target and support those in Key Stage 4 who were affected by the pandemic.

The main aims of our strategy:

- To narrow the progress and attainment gap between disadvantaged and non-disadvantaged pupils
- To narrow the progress and attainment gaps between disadvantaged girls and disadvantaged boys
- To raise the proportion of pupils attaining 5+ in English, Mathematics and Science
- To raise the proportion of pupils achieving the Ebacc 5+
- To improve the reading ages of disadvantaged pupils
- To improve the attendance of our disadvantaged pupils

Challenges

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

Challenge number	Detail of challenge
1	Accelerated progress: Historic trends show that our disadvantaged pupils make better progress than pupils do nationally, yet trends also highlight that their progress is not as strong as their non-disadvantaged peers. As we are a high achieving school, the challenge here is to work towards accelerating the progress of our disadvantaged cohorts to achieve as highly as the others do.
2	Gender gaps: The progress scores of our disadvantaged male pupils is lower than the cohort of disadvantaged girls and this is evident in both Key Stage 4 examination results and throughout data entry points over the past few years. School performance data from 2022 shows that disadvantaged boys performed less well in attaining a grade 5+ in English and Mathematics in comparison to their male non-disadvantaged peers. In 2022, disadvantaged girls had an Attainment 8 (A8) score of 55.89 compared to boys score of 50.25. They also made more progress with a Progress 8 score of +1.16 compared to boys +0.63. In 2023, grade 5+ in English and Mathematics figures <ul style="list-style-type: none">• Boys: 73%• Girls: 76%• Disadvantaged Boys: 68%• Disadvantaged Girls: 57%• All Disadvantaged pupils: 62%

	In 2023, boys performed better than girls with girls A8 score being 42.97 whilst boys achieved 45.92. P8 for girls was +0.09 and for boys +0.26.
3	Improve reading ages: Reading assessments have demonstrated that the reading ages of pupils across Key Stage 3 and Key Stage 4 is lower for the disadvantaged cohorts. There are larger proportions of disadvantaged boys who have reading ages below their chronological age than disadvantaged girls.

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
To maintain the disadvantaged cohort's positive progress and attainment score, but narrow the progress and attainment gap between pupils identified as disadvantaged across the curriculum at the end of Key Stage 4.	<p>By the end of our current plan in 2024/25,</p> <ul style="list-style-type: none"> The disadvantaged cohort of pupils to achieve progress and attainment figures that demonstrate a narrowing of the progress and attainment gaps, between them and their non-disadvantaged peers. <p>Since 2019, the disadvantaged cohort's Progress 8 (P8) figure was, on average + 0.51 and the Attainment 8 figure was, on average 49.47 (A8) In comparison their non-disadvantaged peers scored the following: P8 score of +0.90 and A8 score of 57.32. (these figures include data from 2020, 2021 and 2022 in which 'normal' GCSE examinations did not take place. In 2023 there was a return to pre-pandemic standards for GCSEs)</p> <ul style="list-style-type: none"> In 2023, the P8 figure for disadvantaged pupils was + 0.26 with the A8 figure being 44.30. A higher number of disadvantaged pupils are entered into the languages pathway at Key Stage 4 (<i>56% disadvantaged in comparison to 72% non-disadvantaged in 2022 and 61% disadvantaged in comparison to 71% non PP in 2023</i>) A higher proportion of pupils achieving the EBacc at 5+ (<i>25% disadvantaged in comparison to 41% for non-disadvantaged in 2022, and 14% disadvantaged in comparison to 29 non PP in 2023</i>)

	<ul style="list-style-type: none"> • A higher proportion of disadvantaged pupils achieving 5+ for English and Mathematics: Mathematics: <i>66% disadvantaged pupils compared to 68% non-disadvantaged in 2023</i>) English - <i>52% disadvantaged pupils compared to 68% non-disadvantaged in 2023</i>)
To narrow the attainment gap between the male disadvantaged cohort and that of the disadvantaged girls across the curriculum at the end of Key Stage 4.	<p>By the end of our current plan in 2024/25, the disadvantaged male cohort's target is to achieve progress and attainment figures which are more in line with disadvantaged girls.</p> <p>In the last 3 years, the average P8 figure for boys was +0.5, whereas the girls average P8 figure was +0.85.</p>
To improve reading ages amongst disadvantaged pupils in Year 7-11	<p>By the end of the current plan, reading assessment data should demonstrate a narrower gap between the reading ability of the disadvantaged cohort and that of the non-disadvantaged peers. This will be measured using the SAS score from the NGRT reading test in 2024 when comparison data is available.</p> <p>In 2022, there were 59% of disadvantaged students in Year 7 below their chronological reading age, 43% in Year 8, 48% in Year 9, 41% in Year 10 and 28% in Year 11. The Disadvantaged boys' scores were lower than their non-disadvantaged peers.</p> <p>2023 saw an improvement to chronological reading ages across the majority of year groups: 33% of disadvantaged students in Year 7 below their chronological reading age, 41% in Year 8, 25% in Year 9, 36% in Year 10 and 30% in Year 11.</p> <p>2023 data shows:</p> <ul style="list-style-type: none"> • That the reading age gaps between pupils identified as disadvantaged and those who are not, have narrowed in relation to the figures above. • A designated literacy lead is in post to develop and embed a whole school literacy strategy.

	<ul style="list-style-type: none"> • A library improvement strategy is underway to support the whole school literacy aims.
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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: £310,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional teaching staff and responsibilities <ul style="list-style-type: none"> - To allow for setting across Key Stage 3 and Key Stage 4 - To reduce class sizes - Provision of small group intervention sessions three times per week instead of languages - Year 7 Transition and withdrawal groups for pupils entering Year 7 with low prior attainment. - Continue to deliver an ECT programme focusing on high quality teacher training 	<p>Effective teaching is enabled through this strategy, as there is a focus on high quality teaching across all classes, regardless of ability.</p> <p>Reducing class sizes allows teachers to employ further high quality interactions with individual students.</p> <p>Successful completion of ECT Programme.</p> <p>Additional responsibility allocated for Whole School Literacy coordinator</p> <p>Implementation of additional Literacy Teacher to provided one to one support and preparation for exams (Year 11).</p>	1, 2 3
Maintain the high level of quality teaching and support across all subjects through continual professional development of	An effective and well-designed professional development programme of in-service training is embedded to support high quality teaching, aiming to improve pupil outcomes. There is a wide school focus on the quality of learning and teaching and this is	1,2,3

teachers and support staff	<p>supported through research based approaches and reflections of good practice.</p> <p>Feedback from teacher lesson observations and learning walks to be reflective of good teaching, promote teacher development and demonstrate positive progress in lessons.</p>	
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £50,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Engaging with the National Tutoring Programme to provide school-led tutoring for pupils whose education has been most impacted by the pandemic. A proportion of the pupils who receive tutoring will be disadvantaged, including those who have higher prior attainment.	<p>Small group tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind,</p> <p>The Brilliant Club tutoring was delivered in 2021-22 for English and Maths at Key Stage 4, supporting identified high prior attainment pupils, identified as underachieving,</p> <p>In 2022-23, Pearson Tutoring was delivered in small groups of 1:3 for both English and Maths subjects in preparation for pre-public examinations in January and March.</p> <p>In 2023-24 subjects specialist teachers from The Heathland School are planning and delivering weekend and holiday tutoring sessions to support catch up for groups of 6 pupils (maximum group size).</p>	1, 2
Year 11 after school subject compulsory interventions to support pupils who are most in need with: revision and plugging learning gaps which	Targeted after school programmes of study which follow clear structures are known to have positive impact and our subject specific intervention sessions are well planned and delivered by subject specific teachers who have identified student weaknesses, linking	1,2 3

may have formed during the pandemic.	to the curriculum and examination topics. The School's Compulsory after school clubs deliver targeted support across all subjects during the Autumn and Spring terms.	
Saturday and holiday booster and revision classes, to support targeted underachievers who require catch-up and revision support prior to examination periods.	The holiday intervention programmes target small groups of pupils who have been identified as needing additional support. This style of support, which is well planned, delivered by subject specialist teachers and follows a structured programme is known to be effective for the small group sizes targeted.	1,2
Music tuition, enriching music teaching to support pupils that are more able.	Research has shown that one to one tuition is highly effective, particularly for the more able pupils who are gaining additional time with a music specialist. Each term students are given the opportunity to take part in ten x thirty minute, additional 1:1 music lessons to develop skills in Guitar, Piano, Violin or Drums. These sessions are delivered by peripatetic music teachers through Hounslow Music Service.	1,2
Year 7 peer reading	In support of the aim to raise reading levels, pupils in Year 7 have been identified through their reading levels for support through the peer reading strategy. Pupils are tutored by trained Sixth Formers once a week, where they are encouraged to read aloud, and are then assessed on their comprehension. This strategy has shown a consistent positive impact on those who attend regularly and continue to practice reading in their own time.	1,2
Accelerated Reader	Further aiming to improve the level of reading, embed a love of reading and engagement with reading as well as	

	<p>support The embedding of Principles of Excellence with the ‘practicing’ of high quality reading, the Accelerated Reader programme was rolled out initially with Year 7 in 2022-23. In 2023-24, the new Year 7 cohort were introduced to the strategy, and we now have two year groups on board. This strategy enables the school to monitor and track reading habits, pupil comprehension and literacy skills, as well as support pupil progress and appropriate book choice.</p>	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £50,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Year 11 behaviour for learning mentoring workshops to raise aspirations, and support motivation of pupils who are underachieving and at risk of underperforming	<p>Mentoring programmes have varied impact and to strengthen the results we sought to embed a sustained programme. In 2022-23 we implemented a 6-week programme for Year 10 pupils and a 3-week programme for Year 11 pupils who were identified as needing support in their motivations and aspirations. In 2023-24 this was extended to support female and male groups with identified behaviour needs in Year 8. Work was also done in support of the parents through one-to-one meetings.</p> <p>In 2023-24 the mentor acted as a positive role model for Year 11 pupils, in raising confidence and developing student characters as they approach their summer examination and supported their emotional and social needs.</p>	1,2,3
Allocated funding for Heads of Year, ensuring pastoral financial support when required.	Heads of Year are invited to apply for specific funding to support those in need. This has included revision guide support, equipment, uniform and trip funding support.	1,2,3

<p>To improve and maintain the attendance of a small number of students whose attendance is below 90%.</p>	<p>Employment of our an attendance officer who works closely with the attendance registrar and Heads of Year to frequently contact parents, engage in home visits and targets the most vulnerable pupils where required to support high attendance. In addition the officer successfully organises parental meetings and liaises with the education welfare service at the Hounslow Borough. To improve attendance further, this year has seen an increase of the attendance officer's hours from 12 to 25 hours per week. School attendance is above national averages.</p>	<p>1,2</p>
<p>Increasing enrichment opportunities for higher achieving pupils utilising university outreach programmes to support aspirations and provide students with opportunities to research and develop their future pathways</p> <p>Invitation for regular visiting speakers to motivate and inspire.</p>	<p>The correlation between enrichment activities and pupils' attainment is directly relatable and research has shown that there can be a positive impact on pupils' achievement through activities experienced outside of the classroom.</p> <p>Through programmes such as the Urban Scholar Programme, led by Brunel University, pupils in Year 11 participate in Saturday sessions that aim to deepen their English and maths skills, prepare them for University and develop their aspirations and confidence.</p> <p>In 2023-24, we are pleased to have a Year 12 cohort who have transitioned from Year 11, and we will be recruiting a Year 11 and Year 9 cohort onto the January 2024 programme.</p>	<p>1,2,3</p>
<p>To implement the whole school strategy for Well being</p>	<p>As a result of the pandemic we experienced an increase in wellbeing concerns and the school has put together a programme to support these issues.</p> <p>There is evidence through research to show that promoting positive wellbeing</p>	<p>1,2,3</p>

	<p>can have a direct link to attainment and those pupils from poorer backgrounds tend to have weaker non-cognitive skills, which can affect their outcomes. Therefore, there is an added importance to supporting pupil's resilience and wellbeing.</p>	
Drop Everything and Read	<p>Following the two lockdowns, it was evident that there was a decrease in the level of reading across Key Stage 3. Due to the school closures, there was an absence of weekly reading during tutorial time, a collapse of peer reading strategies and the closure of the school library, as well as the English Literacy lesson in Key Stage 3.</p> <p>In 2021-22 the Drop Everything and Read (DEAR) strategy reinvigorated reading expectations across Key Stage 3, promote reading for enjoyment and supported literacy levels. In 2022-23 the strategy will continued further enabling pupils in Key Stage 3 to enjoy 15 minutes of focused reading every day. For Year 7 this was an additional opportunity for teachers across the curriculum to check reading choice and encourage a unified approach and culture of reading for pleasure.</p> <p>In 2023-24 we continue to reinforce the DEAR strategy across Key Stage 3. This has been extended to include a disciplinary reading approach. During a timetabled slot each week subjects are expected to support guided reading in their subject. This strategy support subjects specific vocabulary and reinforced reading comprehension and fluency across the curriculum.</p>	3

Lexia literacy programme	The Lexia literacy programme will be managed by the coordinator for Whole School Literacy and delivered by the learning support team to support those with low reading ages. The aim of the Lexia programme is to raise reading ages for identified pupils in Key Stages 3 and 4. These pupils are those with low prior attainment and additional learning needs.	3
Rapid Plus Reading	The Rapid Plus reading programme will be used for the second year to support pupils with literal comprehension and fluency. The programme will be delivered in small groups focusing on our weakest readers. In accordance with the EEF's research, reading comprehension strategies are noted as being high impact of +6 months. The reading tests sat at the start of the year have identified weaknesses in reading comprehension as well as pupils who are below their expected reading ages.	3
Parent engagement	Encouraging wider parent engagement in order to improve outcomes of less motivated pupils through parent information evenings and regular communication. Research demonstrates the positive effects of engaged parents and the impact of their involvement in their child's learning.	1,2,3
Careers and aspirations and progress	Year 9 to continue to experience the World of Work day to support the Key Stage 4 options process and their transition across key stages. Pupils in the PP cohort who are part of the Rising Future programme also take part in a World of Work Experience	1,2

	<p>where they have the opportunity to visit the council head office and interview employees.</p> <p>A designated in school careers advisor to continue to schedule one to one meetings with all Year 11 pupils to guide post 16 pathways.</p> <p>One to one meetings for all Year 7 -11 pupils to continue to be scheduled through the year further ensuring the disadvantaged cohort have specific needs met.</p> <p>An independent Connexions support worker regularly visits the school to work intensively with pupils who have been identified as becoming categorised as Not in education, employment or training (NEET). The support worker attends once a week during the academic year and works with Year 10, 11 & 12; as well as working collaboratively with the Learning Support department in ensuring all pupils with an Educational Health Care Plan (EHCP) have intensive careers guidance.</p>	
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Total budgeted cost: £ £504,508

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2020 to 2021 academic year.

Data from 2023 Key Stage 4 examination outcomes show that the performance of disadvantaged pupils is above national averages with a P8 score of +0.25.

However, the gaps in progress between pupils indicated as disadvantaged and those who are not remains, as has the attainment gap.

Pleasingly, the progress of disadvantaged males at the end of Key Stage 4 was higher than the 2019 outcomes, 2023 also saw the male cohort achieving stronger progress and attainment in comparison to the female cohort, showing a narrowing of the gender gap this year.

	2019	2020	CAG	2021	CAG	2022	2023
Disd. P8	0.44	0.67	0.55	0.76	0.25		
Disd. Female P8	0.74	0.87	0.65	1.03	0.09		
Disd. Male P8	-0.09	0.46	0.48	0.58	0.26		
Disd. A8	49.46	52.73	49.04	52.57	44.27		
Disd. Female A8	50.9	56.64	50.23	55.89	42.97		
Disd. Male A8	47.62	48.73	48.05	50.29	45.92		

Progress by ability: Disadvantaged vs Non – disadvantaged																				
Ability	2019				2020				2021				2022				2023			
	Male		Female		Male		Female		Male		Female		Male		Female		Male		Female	
	PP	Non PP	PP	Non PP	PP	Non PP	PP	Non PP	PP	Non PP	PP	Non PP	PP	Non PP	PP	Non PP	PP	Non PP	PP	Non PP
High	- 0.1 6	+0.34	+0.76	+0.91	+0.24	+0.58	+0.80	+1.69	+0.64	+0.81	+0.92	+1.28	-0.01	+0.2	+1.12	+1.03	-0.98	+0.11	-	+0.59
Mid	+0. 17	+0.88	+1.04	+1.25	+0.45	+0.57	+0.95	+1.65	+0.57	+0.94	+0.98	+1.30	+0.68	+0.74	+0.98	+1.09	+0.39	+0.32	-0.11	+1.12
Low	+0. 37	-0.86	+0.76	+1.14	+1.34	+1.63	+0.93	+1.77	+0.78	+0.88	+0.84	+1.18	+0.7	+0.99	+1.04	+1.38	+0.66	+1.03	+0.60	+0.89

In 2021 it was identified that the impact of Covid-19 on learning played a role in the less positive outcomes and affected all areas including academic and emotional/social progress as well as wellbeing and student behaviours. In line with research, our disadvantaged students were most affected by school closures. Along with other pupils, this cohort was not able to access the usual consistent face-to-face high quality teaching nor were they able to receive wider pupils premium funded strategies which we had planned to implement.

In 2022 despite ongoing challenges, the school made a swift recovery in returning to face-to-face teaching and delivering high quality teaching and learning. Data was rigorously scrutinised in order to identify pupils who continued to be affected and needed targeted support in both academic and pastoral areas. Key Stage 3 and 4 intervention programmes were implemented throughout the year from Year 7 peer reading and mathematics timetable sessions, to mentoring, Year 8 Mathematics interventions, Year 9 Science interventions and Year 11 subjects specific booster clubs.

In 2023, pupil behaviour was prioritised and saw the implementation of an explicit behaviour curriculum and a policy for centralised detentions. We have continued to implement motivational assemblies and workshops to Year 9, 10 and 11 with the aim to promote positive wellbeing and drive aspirations and motivate at scheduled times which continue to pose increased anxiety. Timely and targeted intervention continues to support weaker readers across all year groups, revision and booster support sessions for examination groups, and targeted support for our higher prior attainers.

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
Urban Scholars	Brunel University
Holiday Activity Food Programme (HAs)	Hounslow Local Authority
1:3 Tutoring (Mathematics and English)	Pearson (National Tutoring Funding)
Rising Futures	Yes Futures! (Hounslow Borough)
1:6 School led tutoring	The Heathland School
1:1 music lessons (violin and drums)	Hounslow Music Service
1:1 music lessons (guitar and piano)	Mr D Rogerson (freelance)

