

## 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 outcomes for disadvantaged pupils last academic year.

### School overview

Detail	Data
Number of pupils in school	390
Proportion (%) of pupil premium eligible pupils	22.15%
Academic year/years that our current pupil premium strategy plan covers	2026-2028
Date this statement was published	January 2026
Date on which it will be reviewed	January 2027
Statement authorised by	Mr J. M. Rose
Pupil premium lead	Ms F. Constandi
Governor / Trustee lead	

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£383,410
Pupil premium funding carried forward from previous years	£19,254
<b>Total budget for this academic year</b>	<b>£402,660</b>

# Part A: Pupil premium strategy plan

## Statement of intent

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

We are immensely proud of the year-on-year strong outcomes of our disadvantaged pupils, who always exceed national averages. In 2026, we were honoured to receive a letter from Bridget Phillipson, the Secretary of State for Education, congratulating us on our excellent outcomes for 2024/25:

*"Your school's performance places it among the very best nationally, and this is a significant achievement.*

*This success reflects the dedication of your staff and the hard work of your pupils. It shows what can be achieved when ambition and commitment come together. Thank you for everything you do to give children the best possible opportunities to succeed.*

*Your school's achievements demonstrate what is possible..."*

Our disadvantaged pupils may face a combination of barriers; 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. Other pupils may not have the aspirations or awareness to succeed and continue their education further. Others, require additional literacy or numeracy support, and some need support with raising their confidence, motivation and aspirations. Considering this, we provide a curriculum which targets learning needs as well as a robust and 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 for high pupil outcomes, and we believe that this is the single most effective way to improve pupil outcomes. By following our 'Principles of Excellence,' our staff utilise adaptive teaching methods to raise attainment and provide bespoke support for students who need it most. 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.

Attendance at the Heathland School has always been a strength, but this was negatively impacted by Covid-19 which led to a long-term negative impact on attendance. 2019-20, the attendance of the disadvantaged cohorts in Years 7-11 was 93% in comparison to 96% for their non-disadvantaged peers. 2021-22 saw a narrowing of the gap, with the disadvantaged cohort's attendance was at 90.4% in comparison to 90.3% for the non-disadvantaged cohort. However, the attendance figures of the disadvantaged cohort began declined thereafter in the academic year 2022-23 which saw attendance for the disadvantaged cohort at 89.7% in comparison to 92.3% for the non-disadvantaged cohort. In our most recent academic cycle 2024-25 the attendance of our disadvantaged cohort demonstrated an improvement at 90.14%.

Throughout the 2025-26 academic year, we remain committed to increasing and sustaining high attendance levels. This is driven by our rigorous pastoral system, which features daily monitoring, precise tracking, and proactive parent engagement strategies facilitated by our Attendance Officer.

We have opted in to the DFE programme for school improvement: RISE, Attendance and Behaviour Hub. This scheme brings together schools across England to strengthen approaches to pupil attendance and behaviour. Through this collaboration we aim to continue to reflect on our current systems, share effective strategies, and embed sustainable improvements.

The school's broader objectives centre on narrowing the attainment gap for our disadvantaged cohorts. We are dedicated to ensuring that all pupils, regardless of background, can fully access our ambitious curriculum and achieve at the highest levels. The aims of our strategy are as follows:

- To narrow the attainment gap between disadvantaged and non-disadvantaged pupils
- To narrow the attainment gaps between disadvantaged girls and disadvantaged boys
- To raise the proportion of pupils attaining grades 5+ in English and Mathematics (basics measures)
- To develop reading skills and reduce the proportion of pupils who have standardised score below the average.
- 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	<p><b>Attainment gaps between disadvantaged pupils and non-disadvantaged pupils.</b></p> <p>While our disadvantaged cohort has historically performed above national averages, we remain dedicated to narrowing the internal attainment gap between these pupils and their non-disadvantaged peers. This commitment to equity remains a core focus across Key Stages 3 and 4.</p>
2	<p><b>Attainment gaps by gender, between disadvantaged pupils and non-disadvantaged pupils.</b></p> <p>Our disadvantaged female cohort has consistently outperformed their male counterparts. We remain committed to sustaining our current success while implementing targeted strategies to narrow this gender attainment gap.</p>
3	<p><b>Reading weakness, gaps and lowest readers</b></p> <p>Analysis of reading assessment outcomes reveals that our disadvantaged cohorts exhibit weaknesses in reading and literacy, with a higher proportion of these students scoring below the standardised mean. The evidence of this deficit persists from Year 7 through Year 10. Consequently, we are committed to implementing robust literacy interventions to raise reading levels and improve our pupils' long-term life chances</p>
4	<p><b>Attendance</b></p> <p>Attendance data indicates a persistent gap between disadvantaged pupils and their non-disadvantaged peers across Years 7–11. Improving the attendance of</p>

	our disadvantaged cohort is a primary focus, as consistent presence in school is the fundamental driver of attainment and long-term success.
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## 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><b>Attainment gaps between PP and Non-PP</b></p> <p>To sustain the positive progress and attainment of the disadvantaged cohort while simultaneously narrowing the achievement gap between disadvantaged pupils and their non-disadvantaged peers across Key Stage 3 and 4.</p>	<p>Attainment data for disadvantaged pupils will demonstrate a significant narrowing of the gap relative to their non-disadvantaged peers, with sustained outcomes which exceed national outcomes.</p> <p>A higher proportion of disadvantaged pupils achieving 5+ for English and Mathematics</p> <p>A higher proportion of disadvantaged pupils achieving 4+ for English and Mathematics</p> <p>Higher proportions of Key Stage 3 disadvantaged pupils to meet or exceed their starting points.</p>
<p><b>Gender gaps:</b></p> <p>To narrow the attainment gaps between the disadvantaged gender cohorts across the curriculum at the end of Key Stage 4.</p>	<p>In the last 3 years, the average A8 figure for boys was 50.10 in comparison to females' attainment an average of 53.20. We aim for the attainment of the disadvantaged male pupils to demonstrate a narrowing of the gap relative to their female disadvantaged peers.</p>
<p><b>Reading Ages</b></p> <p>To improve the reading ability of disadvantaged pupils in Year 7-11</p>	<p>Standardised Age Score (SAS) data from the September 2026 NGRT will demonstrate a measurable reduction in the reading attainment gap. Specifically, the proportion of disadvantaged pupils scoring below the national average will decrease, moving closer to the performance levels of their non-disadvantaged peers.</p>
<p><b>Attendance</b></p> <p>To narrow the attendance gap between disadvantaged pupils and their non-disadvantaged peers, whilst ensuring that attendance figures continue to surpass national averages</p>	<p>Average attendance for Disadvantaged pupils Autumn Term 2025 - 91%</p> <p>Target 92% Disadvantaged pupils</p>

## 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

Budgeted cost: £302,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Additional teaching staff and teaching responsibilities to support the following:</p> <p>Ability setting across Key Stage 3 and 4</p> <p>Reduced class sizes, particularly for the lower ability sets, allowing for targeted support</p> <p>Provision of small group intervention sessions three times per week instead of languages</p> <p>Provision of reading and literacy intervention for Year 10 pupils who are identified as weak readers.</p> <p>Year 7 Transition and withdrawal groups for pupils entering Year</p>	<p>By providing additional staffing, this prioritises consistent, high-quality teaching and learning across all ability groups, ensuring effective learning for every pupil.</p> <p>Staff teaching responsibilities supports retainment by investing in strong teachers.</p> <p>Reducing class sizes strategically allow for facilitation of more frequent, high-impact interactions between teachers and individual students. This can also reflect the model of small group tuition which is highlighted by the by Education Endorsement Foundation (EEF) research as having a positive impact of +4 months on pupils' attainment.</p> <p>Successful completion of ECT Programme ensures robust pedagogical standards. Furthermore, we have a successful completion rate amongst ECT's and positive feedback from ECF inspection.</p> <p>ECT's follow an internal 'Professional studies' program of training, in addition to their Mentoring and Facilitated sessions. 21 sessions across the two years on a Tuesday after school.</p> <p>Dedicated Induction team (3 people to support with extra mentoring and support)</p>	<p>1/2/3</p>

<p>7 with low prior attainment.</p> <p>Delivery of robust ECT programme focusing on high quality teacher training</p> <p>Reading support (phonics) for our weakest readers</p>	<p>By appointing a Whole School Literacy Coordinator, we will have a strategic focus on reading, writing, and oracy across the curriculum. This approach is directly underpinned by Education Endorsement Foundation (EEF) research, which indicates that targeted Reading Comprehension strategies can provide an additional +7 months of progress. Our strategy focuses on the three pillars of literacy: decoding, fluency, and comprehension. Furthermore, this strategy is supported by a specialist Literacy Teacher who delivers 1:1 and small-group interventions. This provision facilitates a 'return to phonics' where necessary, effectively bridging reading gaps between Key Stages and ensuring pupils are robustly prepared for the linguistic demands of GCSE examinations."</p>	
<p>Maintain the high level of quality teaching and support across all subjects through continual professional development of teachers and support staff</p>	<p>An effective and well-designed professional development programme (PLDP) of in-school 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 supported through research-based approaches and reflections of good practice.</p> <p>These training sessions link to the four key focus areas, the Teaching and Learning Curriculum and lesson observations.</p> <p>Feedback from lesson visits and tutorial visits, learning walks and general observations to be reflective of strong teaching, promote teacher development and demonstrate positive progress and outcomes in lessons.</p> <p>High staff attendance and positive feedback for PLDP sessions and training, as well as certificates of completed training. Our PLDP sessions have been complemented with the addition of the National College, giving all staff access to unlimited bespoke training qualifications which are tracked.</p> <p>We regularly share good practice across the school and minutes from department meetings evidence this, as do allocated weekly slots in staff briefings.</p>	<p>1/2</p>

Targeted academic support

Budgeted cost: £50,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Pupil Progress: Pre-Public Examination self-reflection for Key Stage 4</p> <p>Pupils provided with question level analysis of their PPE examinations</p>	<p>Extensive research by the Education Endowment Foundation (EEF) indicates that metacognition and self-regulation strategies have a high impact on student outcomes (+7 months of progress). By engaging pupils with Question Level Analysis (QLA) from their examinations, we empower them to self-regulate; this exposure to their specific strengths and weaknesses enables them to take developmental ownership of their learning and progress.</p>	1/2
<p>Year 11 after school subject compulsory interventions designed to support targeted pupils through structured revision and the remediation of specific learning gaps across the Key Stage 4 curriculum</p>	<p>Targeted after school programmes of study which follow clear structures have historically demonstrated a positive impact to our learners. We constantly observe high attendance and positive feedback from students and staff. Our subject specific intervention sessions are planned and delivered by subject specific teachers who target students identified with weakness, linking to the curriculum and examination topics.</p> <p>The School's Compulsory after school clubs deliver targeted support across all subjects during the Autumn and Spring terms.</p>	1/2
<p>Key Stage 4 Saturday and holiday booster and revision classes, to support targeted underachievers who require catch-up and revision support prior to examination periods.</p>	<p>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.</p>	1/2
<p>Music tuition, enriching music teaching to support pupils that are more able.</p>	<p>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.</p> <p>Each term students are given the opportunity to take part in ten, thirty minute, additional 1:1 music lesson to develop skills in guitar, piano, violin or drums. These sessions are delivered by peripatetic music teachers through Hounslow Music Service.</p>	1/2
<p>Accelerated Reader</p>	<p>Our literacy strategy focuses on embedding high-quality reading practice through the Accelerated Reader platform. By implementing AR alongside formal English lessons, we provide a structured framework for pupils to discover suitable literature while enabling staff to track literacy growth and comprehension. This dual approach ensures that book choices are both engaging and appropriately</p>	3

	pitched, while the integrated quiz system validates independent reading and supports overall pupil progress.	
Increasing enrichment opportunities for higher achieving disadvantaged pupils and utilising university outreach programmes to support aspirations and provide students with opportunities to research and develop their future pathways Invitation for regular visiting speakers to motivate and inspire.	<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>We are pleased to currently have a Year 12 cohort who have transitioned from Year 11 and a Year 11 cohort who have exceptional attendance. This year we will be recruiting a Year 9 cohort.</p>	1/2

## Wider strategies

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 seek identify the correct pupils to work with our chosen behaviour mentor at various points of the year.</p> <p>In the past, mentoring has worked as a sustained programme with carefully selected pupils. 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 and in 2024-25 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>	1/2/4

<p>To improve and maintain the attendance of a small number of students whose attendance is below 90%.</p>	<p>Our 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. There is a focus on priority students who have lower attendance (90% - 95%) with disadvantaged pupils being placed on early intervention. This is a strategy which has high impact and supports our high attendance figures.</p> <p>The attendance officer supports parent engagement and consistently organises parental meetings and liaises with the education welfare service at the Hounslow Borough.</p> <p>School attendance is above national averages (FFT), our most recent data from August 2025 to January 2026 indicates that attendance of our disadvantaged cohort from Year 7 -11 is at 90%, in comparison to 87% FFT national.</p>	<p>4</p>
<p>Wellbeing support and guidance</p>	<p>We continue to experience pupils with wellbeing and mental health concerns.</p> <p>Implementation of programmes such as</p> <ul style="list-style-type: none"> <li>• EMHPS (Educational Mental Health practitioner)</li> <li>• Counselling</li> <li>• Learning mentors</li> <li>• Year Team mentors</li> <li>• Peer mentoring</li> <li>• Small group mental health workshops</li> <li>• STEPS programme</li> </ul> <p>There is evidence through research to show that promoting positive wellbeing 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>	<p>1/2/4</p>
<p>Drop Everything and Read, and Guided Reading</p>	<p>The school maintains a rigorous commitment to literacy through a daily 'Drop Everything and Read' (DEAR) initiative for Key Stage 3. This is complemented by a structured Guided Reading programme, which embeds disciplinary literacy across all subjects for Years 7 to 10. These sessions occur once per half-term, ensuring that pupils develop subject-specific</p>	<p>1/2/3</p>

	<p>vocabulary and comprehension skills across the entire curriculum."</p> <p>Evidence: 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 continue 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>From thereafter we continue to reinforce the DEAR and Guided Reading strategies.</p>	
Small group phonics	<p>The Reading Eggs programme is used with targeted cohorts in Years 8 and 10 to provide a rigorous focus on phonics, spelling, and vocabulary acquisition. This platform offers a bespoke learning pathway, after an initial diagnostic assessment, the programme tailors' content to each pupil's individual starting point. Structured homework is set to reinforce classroom learning, and live data analytics provide clear evidence of impact. Internal tracking demonstrates that pupils who engage consistently with the platform make accelerated progress in their reading ages and comprehension skills</p>	1/2/3
Specialist pathway for SEND pupils - tailored curriculum	<p>Our literacy provision includes small-group interventions specifically designed to enhance decoding, vocabulary acquisition, and inference skills. These sessions are structured to bridge comprehension gaps, ensuring pupils can access the complex language required for GCSEs across the wider curriculum.</p> <p>This provision offers a bespoke, tailored curriculum for students with complex needs. This pathway prioritises core competency in literacy and numeracy through a reduced GCSE profile, allowing for intensive support and improved outcomes in essential qualifications</p>	1/2/3
Careers and aspirations and progress	<p>Year 9 will continue to experience the World of Workday to support the Key Stage 4 options process and their transition across key stages.</p>	1/2/4

	<p>A designated in school careers advisor to continue scheduling meetings with Year 11 pupils in guiding post 16 pathways.</p> <p>Leadership, 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 and providing a platform for student voice</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 &amp; 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: £ 402,000**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

#### Evaluating performance of attainment

Historically our disadvantaged cohorts surpass the attainment of pupils nationally, yet we continue to face the challenge of narrowing the in-school gap between the disadvantaged cohorts and those who are not, and this remains a challenge.

School performance data from 2025 indicates a gap between the attainment of pupils who are identified as disadvantaged and those who are not.

Attainment 8 score of 2025 indicated a lower score for disadvantaged pupils, at 44.61 in comparison to 54.87 achieved by non-disadvantaged pupils, a difference of 10.26. This difference was an increase from the previous year 2023-24, which indicated a difference of 6.6. This score was however higher than the national disadvantaged Attainment 8 score of 34.9

2025 outcomes in English and Mathematics revealed achievement gaps; disadvantaged pupils performed less well than their non-disadvantaged peers. Specifically, 36% of disadvantaged pupils failed to achieve a grade 5 or higher, compared to only 14% of their counterparts, showing a 22% gap. These gaps have widened since 2024 when 28% of disadvantaged pupils failed to achieve grade 5+ compared to 17% of non-disadvantaged pupils, showing an 11% gap.

39% of disadvantaged pupils achieved a grade 5+ and this was higher than the Percentage of pupils achieving grades 5 or above in English and maths GCSEs which was 25.6%

Ebacc: fewer disadvantaged pupils were entered into the Ebacc suite of subjects. 68.42% of disadvantaged pupils were entered achieving an average point score of 4.08, compared to 79.2% non-disadvantaged, who achieved an average point score of 5.12. This outcome was, however, higher than the national average point score for disadvantaged which was 3.02 with only 29% entering the Ebacc nationally.

### **Evaluating performance of gender**

The attainment of disadvantaged male pupils remains lower than that of their disadvantaged female peers. This trend is evident both in the 2025 Key Stage 4 examination results and across historical data points throughout Key Stage 3

School performance data from summer 2025 indicates that disadvantaged boys achieved an Attainment 8 score of 43.76 in comparison to an Attainment 8 score of 44.54 achieved by the disadvantaged female cohort.

This was also the case in attainment of grade 5+ in English and Mathematics, all pupils were entered into both English and Mathematics examinations.

33% of disadvantaged females attained below grade 5 in both subjects in comparison to 40% of males.

EBacc entry rates reveal a significant gender disparity within the disadvantaged cohort. While 83% of disadvantaged females were entered for the full suite of subjects, only 55% of disadvantaged males were entered. Interestingly, despite the large gap in participation, the achievement gap was narrower, with females securing an Average Point Score (APS) of 4.15 compared to 4.01 for males.

### **Evaluating performance of literacy**

Reading assessments demonstrate that a higher proportion of disadvantaged pupils across Key Stages 3 and 4 achieve standardised scores below the national average. Furthermore, the data indicates a significant gender gap, with disadvantaged boys more likely to be identified as weaker readers compared to their non-disadvantaged female peers.

Pleasingly, reading assessment data for 2025–26 shows a positive trend for our disadvantaged cohorts. As cohorts progressed into the next academic year, reading scores improved, leading to a notable narrowing of reading gaps across Years 8 through 10. Most significantly, Year 10 now represents the smallest gap between disadvantaged and non-disadvantaged pupils regarding the proportion of students whose reading scores are below the national average.

Despite these positive outcomes, we acknowledge that the challenge remains to further close the reading gaps between disadvantaged pupils and their non-disadvantaged peers. We remain committed to this priority to ensure parity across all year groups

### **Evaluating performance of attendance**

The attendance data for the academic year 2024/25 (FFT) indicated that pupils identified as Disadvantaged had 88.8% attendance in comparison to 93% non-disadvantaged pupils. This was however higher than the FFT national figure for disadvantaged which was 86.2% with a 2.6% difference.

## **Externally provided programmes**

<b>Programme</b>	<b>Provider</b>
Mentoring	Focus Mode
English Language revision	Mr Bruff