

Pupil premium strategy statement – Hellesdon High 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	1172
Proportion (%) of pupil premium eligible pupils	28.92%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended – you must still publish an updated statement each academic year)	2023-2026
Date this statement was published	December 2025
Date on which it will be reviewed	September 2026
Statement authorised by	Mike Earl (Principal)
Pupil premium lead	Niall Sully (Assistant Principal)
Governor / Trustee lead	Simon Acres (Vice-Chair)

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£356,795

Pupil premium funding carried forward from previous years <i>(enter £0 if not applicable)</i>	£0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£356,795

Part A: Pupil premium strategy plan

Statement of intent

Pupil Premium Statement of Intent – Updated for 2025–2026

At Hellesdon High School, we are committed to ensuring that every student can thrive academically, socially, and emotionally. We recognise that socio-economic disadvantage can present barriers to learning, and we are determined to remove these barriers through high-quality teaching, targeted support, and a culture of belonging. Our Pupil Premium Strategy outlines our evidence-informed priorities for the 2025–2026 academic year and reflects current practice and research.

Our Vision

Our vision is to create an inclusive, ambitious, and nurturing environment where every student—regardless of background—can achieve highly and develop the knowledge, skills, and character needed for future success. We believe in the potential of every child, and we are committed to unlocking this potential through approaches grounded in strong evidence, professional expertise, and meaningful partnerships with families and the wider community. This is underpinned by our VIPP (Very Important Pupil Premium) Policy, whereby everything we do should be unpinned by ensuring disadvantaged progress and participation is at the core of our school's culture.

Key Strategies for 2025–2026

1. High-Quality Teaching for All

Aligned with strong and consistent findings from the Education Endowment Foundation (EEF), improving the quality of teaching remains the most effective lever for raising outcomes for disadvantaged pupils. We will:

- Provide ongoing, evidence-based professional development focusing on adaptive teaching, explicit instruction, cognitive science, and formative assessment.
- Ensure consistent classroom routines and high expectations across all subjects.
- Support appropriate and purposeful use of technology to enhance learning and feedback.
- High-quality, inclusive teaching benefits every student but has the greatest impact on those facing disadvantage.

2. Pupil Voice, Agency, and Co-Design

We will regularly gather feedback from Pupil Premium students through surveys, focus groups, and structured dialogue. Ensuring students feel heard and valued supports motivation, attendance, and engagement. Their insights will shape decision-making, helping us identify emerging barriers and evaluate the impact of our approaches.

3. Targeted Academic Support

Where additional learning support is required, we will implement tailored interventions grounded in diagnostic assessment. These may include:

- Structured small-group or 1:1 tutoring aligned with classroom learning.
- Literacy and numeracy support programmes.
- Curriculum-led interventions delivered by specialists or trained staff.
- This support will be implemented with clear entrance and exit criteria and monitored for impact.

4. Mentoring, Pastoral Care, and Early Help

Each vulnerable Pupil Premium student will have access to a key adult within their house or year team. This relational approach enables early identification of barriers linked to attendance, wellbeing, or behaviour. We will:

- Provide targeted pastoral support.
- Strengthen links with families and safeguarding partners.
- Offer early help pathways where needed.
- Secure, supportive relationships are a fundamental protective factor for disadvantaged learners.
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5. Enrichment, Cultural Capital & Extracurricular Engagement

We will ensure Pupil Premium students have access to a broad range of experiences that promote personal development and cultural capital. This includes:

- Educational visits and residentials
- Clubs, sports, arts, and leadership programmes
- Experiences designed to enrich learning and broaden horizons
- These opportunities help to build confidence, strengthen relationships, and support aspiration.

6. Parental and Carer Engagement

We will enhance our partnership with Pupil Premium families by:

- Maintaining clear, accessible communication pathways
- Offering workshops, parent meetings, and guidance on supporting learning at home
- Engaging families proactively to address attendance, wellbeing, and academic concerns
- Strong parental engagement is consistently linked with improved pupil progress and engagement.

7. Removing Barriers Through Equitable Access to Resources

Funding will be used to ensure disadvantaged students can participate fully in all aspects of school life by providing:

- Essential learning materials and revision resources
- Digital devices or software where required
- Uniform, transport, or practical essentials that may otherwise create inequalities
- Removing material barriers ensures students can focus on learning.

8. Rigorous Tracking, Monitoring, and Evaluation

We will closely monitor:

- Attendance and punctuality
- Behaviour and pastoral indicators
- Academic performance over time
- Participation in interventions and enrichment
- Impact evaluation will be embedded in all strategies, ensuring resources are used effectively and responsively.

9. Celebrating Achievements & Promoting Confidence

We will recognise and celebrate the achievements of Pupil Premium students in academic, personal, and extracurricular areas. Highlighting success boosts confidence, strengthens aspiration, and reinforces a culture of belonging.

10. Careers, Guidance & Raising Aspirations

Working with our careers team, each Pupil Premium student will receive:

- Personalised, aspirational careers guidance
- Opportunities to engage with universities, employers, and apprenticeship pathways
- Support at key transition points, ensuring clear routes toward future goals
- High-quality careers education improves long-term outcomes and motivation.

Challenges

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

Challenge number	Detail of challenge
1	The PP/non-PP gap sustains, particularly within English and Maths. Our PP students need access to high level teaching and learning, as well as an English and Maths tutor who can provide extra support in their areas of weakness and raise their understanding across those subjects. Additionally, The PP/non-PP gap between reading age and chronological reading ages requires teachers to have well-honed reading and vocabulary instruction techniques in their skill set. Our PP students need access to high-quality literacy to support across their entire curriculum, as well as specific interventions.
2	The prior experiences with education of some of our families, can present a barrier to the pupils' engagement with school and this can have an impact on attendance. Our PP students need targeted attendance support to closely monitor them and provide early intervention where required.
3	Our PP students are likely to experience greater health and wellbeing challenges, these include: higher likelihood of health issues due to lower access to healthcare; emotional and psychological challenges related to socioeconomic stress; increased risk of negative peer influences, which can impact behaviour and achievement; as well as comparatively high levels of suspensions and permanent exclusions as a result of behavioural incidents. Our PP students require access to high quality pastoral and safeguarding support, as wellbeing interventions to allow them to have the best opportunity to succeed in their education.
4	We believe access to cultural capital is a right. There is often a disparity between the cultural experiences of our PP pupils vs. non-PP students which in turn can have an impact on their ability to retain new knowledge. Our PP student. Additionally not all students have access to experience or have opportunities to express themselves artistically outside of school. Our curriculum needs opportunities for PP students to access support and allow them to have the equipment needed to produce their creative work.

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
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All PP Students' will achieve a Grade 4 in their GCSE English and Maths, with the majority achieving a Grade 5 and above.	Continued reduction in the gap between PP and non-PP students in their 9-5 inc. English and Maths and 9-4 inc. English and Maths outcomes.
The attendance of PP pupils is at least equal to non-PP pupils.	The whole school attendance target met. PP non-PP gap measured and reduced.
All PP pupils are able to access the same enrichment opportunities open to non-PP students	Over-representation across all personal development inputs.
Positive contributions of PP are recognised equally to those of PP students.	Rewards (Learning Legends; Star of the Week; Phone-calls Home; Positive Class Chart) are measured and at least equal between PP and non-PP.
PP pupils are no less likely to receive behaviour sanctions than PP students.	Behaviour measures (C2, inclusion, suspension rates). Difference between PP and non PP students measured and reduced or in line with national where measures exist.

Activity in this academic year

This details how we intend to spend our pupil premium funding **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £24,615

Activity	Evidence that supports this approach	Challenge number(s) addressed
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Specific PP CPD is important because it ensures that staff have the knowledge, strategies and mindset needed to improve outcomes for disadvantaged pupils. This is delivered through Inset, Department Meetings, TLC and Spotlights.	Developing the pedagogy and skills of teachers to improve the overall quality of learning in the classroom is the most effective way of improving outcomes for learners. Research tells us that high quality teaching is one of the most significant factors in narrowing the disadvantaged gap.	1
Providing additional curriculum resourcing targeted for pupil premium students to remove certain economic barriers to full curriculum participation. Particularly the purchase of revision guides, hospitality and catering food ingredients and specific art supplies.	A broad review of UK evidence (drawing on longitudinal studies such as the National Child Development Study) suggests that increasing resources (if used effectively) can have a “resounding” positive effect on attainment — and that disadvantaged pupils are likely to benefit at least as much as their more advantaged peers.	1, 4

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

Budgeted cost: £85,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Learning Support Assistants (LSAs) provide specific support in English, Maths and Humanities.	According to the research summary by the Education Endowment Foundation (EEF), when TAs are used to deliver structured, targeted support (e.g. small-group or one-to-one interventions, outside the main class), pupils show on average about four additional months’ progress over a year.	1

<p>Based in “The Bridge”, TAs provide targeted interventions in these areas (as well as Literacy and Numeracy) to ensure progress for those students specific educational barriers.</p>		
<p>English and Maths Progress Tutors provide KS4 students with high-quality, well-planned, small group or one-to-one sessions, aligned with the curriculum, consistent over time, and targeted to pupils’ actual learning gaps informed by QLA.</p>	<p>Tutoring can offer small, measurable gains for KS4 pupils — particularly in maths particularly when used as a supplement to the overall curriculum diet. A recent report by the education charity Action Tutoring — which aims explicitly to support disadvantaged pupils (many of them Pupil Premium–eligible) with additional English and maths sessions — shows that pupils participating in their programme are, in many cases, more likely to meet expected standards or pass their exams (GCSE at secondary) than disadvantaged pupils nationally.</p>	<p>1</p>
<p>Homework Club. LSAs provide supervised time and space for pupils who may not have a suitable study environment at home. This reduces barriers such as:</p> <ul style="list-style-type: none"> ● Providing a structured, quiet environment to complete homework ● Offering academic support when pupils get stuck ● Building good study habits and independent learning skills 	<p>Research suggests pupils from lower-income or disadvantaged households receive less homework support at home than their more advantaged peers. The EEF summary highlights that for pupils who lack a suitable home environment (quiet space, resources, parental support), providing a school-based place to do homework (e.g. a homework club) can help close opportunity gaps.</p>	<p>1, 2</p>

<ul style="list-style-type: none"> • Increase homework completion and reduce missing work • Provide targeted support for disadvantaged pupils 		
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £247,180

Activity	Evidence that supports this approach	Challenge number(s) addressed
Pastoral, Behaviour and Safeguarding Support	The average impact of behaviour interventions is four additional months' progress over the course of a year. Evidence suggests that, on average, behaviour interventions can produce moderate improvements in academic performance along with a decrease in problematic behaviours. Additionally, evidence suggests that children from disadvantaged backgrounds have, on average, weaker SEL skills at all ages than their more affluent peers. These skills are likely to influence a range of outcomes for pupils: lower SEL skills are linked with poorer mental health and lower academic attainment.	2, 3
Attendance Support	The Department for Education (DfE) published research in 2016 which found that: <ul style="list-style-type: none"> • The higher the overall absence rate across Key Stage (KS) 2 and KS4, the lower the likely level of attainment at the end of KS2 and KS4 • Pupils with no absence are 1.3 times more likely to achieve level 4 or above, and 3.1 times more likely to achieve level 5 or above, than pupils that missed 10-15% of all sessions • Pupils with no absence are 2.2 times more likely to achieve 5+ GCSEs A*- C or equivalent including English and mathematics than pupils that missed 15-20% of KS4 lessons 	2, 3
A wide range of Wellbeing Support is offered to	Research suggests the average impact of successful SEL interventions is an additional four months' progress over the course of a year. Evidence also suggests that children	2, 3

<p>students, with PP students targeted for engagement. This includes:</p> <ul style="list-style-type: none"> ● 1:1 mentoring/ counselling ● Workshops ● Breakfast Club ● Young carers group 	<p>from disadvantaged backgrounds have, on average, weaker SEL skills at all ages than their more affluent peers. These skills are likely to influence a range of outcomes for pupils: lower SEL skills are linked with poorer mental health and lower academic attainment. Some evidence suggests that some pupils from disadvantaged backgrounds show low engagement with or have low expectations of schooling. Mentoring interventions may be more beneficial for these pupils, as the development of trusting relationships with an adult or older peer can provide a different source of support.</p>	
<p>Careers guidance/support is targeted for PP students and provided by a Level 6 Careers Guidance Professional.</p>	<p>Careers education can be crucial in developing the knowledge, confidence and skills young people need to make well informed, relevant choices and plans for their future. This is especially true of students from poorer backgrounds, who are less likely to have family or friends with the insight and expertise to offer advice. High quality careers education can help them progress smoothly into further learning and work.</p>	<p>1, 2, 3, 4</p>
<p>Sport/Extra-Curricular</p>	<p>Arts participation approaches can have a positive impact on academic outcomes in other areas of the curriculum. Overall, the average impact of arts participation on other areas of academic learning appears to be positive but moderate, about an additional three months progress. Improved outcomes have been identified in English, mathematics and science. Benefits have been found in both primary and secondary schools.</p> <p>Physical activity has important benefits in terms of health, wellbeing and physical development. There is a small positive impact of physical activity on academic attainment (+1 month). While this evidence summary focuses on the link between physical activity and academic performance, it is crucial to ensure that pupils have access to high quality physical activity for the other benefits and opportunities it provides.</p>	<p>4</p>

Total budgeted cost: £356,795

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

1. Data from the previous academic year's national assessments and qualifications

Standard Pass: Grade 4 and above in both English and Maths					Strong Pass: Grade 5 and above in both English and Maths				
	2021/22	2022/23	2023/24	2024/25		2021/22	2022/23	2023/24	2024/25
Hellesdon all	64.5	53.6	55.6	53.1	Hellesdon all	41.7	29.4	32.0	32.0
Hellesdon non pp	69.4	61.3	61.0	57.0	Hellesdon non pp	46.9	34.0	37.4	34.1
Hellesdon pp	54.9	28.1	41.2	41.9	Hellesdon pp	31.7	14.0	17.7	25.8
Hellesdon gap	-14.5	-33.2	-19.8	-15.0	Hellesdon gap	-15.2	-20.0	-19.7	-8.3
National all	68.8	65.1	65.0	64.5	National all	49.8	45.3	45.9	45.2
National non pp	76.1	72.8	72.8	72.7	National non pp	57.0	52.4	53.1	52.8
National disadvantaged	48.4	43.4	43.4	43.5	National disadvantaged	29.6	25.2	25.8	25.6
National gap	-27.7	-29.4	-29.4	-29.2	National gap	-27.4	-27.2	-27.3	-27.2
<i>Hellesdon gap</i>	<i>-14.5</i>	<i>-33.2</i>	<i>-19.8</i>	<i>-15.0</i>	<i>Hellesdon gap</i>	<i>-15.2</i>	<i>-20.0</i>	<i>-19.7</i>	<i>-8.3</i>
	13.2	-3.8	9.6	14.2		12.2	7.2	7.6	18.9

2. Progress from Summative and Formative Assessments (Internal Data)

Internal assessment data shows strong success in targeted intervention groups:

Literacy and Numeracy Interventions (Targeted LSA Support)

In both Year 7 and Year 9, 100% of students (including PP) participating in targeted Literacy and Numeracy interventions were assessed as having made expected progress within the intervention in Term 1. This demonstrates the effectiveness of small-group, dedicated academic support.

Note of Caution: Due to staffing limitations, the Year 8 intervention program began later in the Spring term, meaning impact data for this cohort is not yet available, indicating a delay in monitoring progress for this year group.

GL Assessment and Reading Ages

GL Assessment and Star testing results are used formatively. Reading ages are visible to all staff, allowing for curriculum adaptation and targeted support strategies for students with low prior attainment. This proactive assessment strategy is embedded in teaching and learning.

Formative Classroom Assessment

A school focus on questioning and feedback in lessons has been credited with improving the effectiveness of Teaching & Learning and, critically, leading to a more accurate formative assessment in lessons.

3. Wider Issues Impacting Disadvantaged Pupils' Performance

School data and observations highlight significant external and pastoral challenges, demonstrating the necessity of the school's wraparound support structures:

- **Safeguarding:** Ten out of fifteen Safeguarding referrals involved PP students. This stark proportion underscores the disproportionate vulnerability of the PP cohort and validates the investment in dedicated Safeguarding staffing and funding.
- **Attendance/Wellbeing:** The Attendance Team conducts home visits, working closely with PP families to break down barriers to school return following absence. Pastoral Support (PS) staff are embedded across 5 Houses, focusing on strong relationships to support behaviour and pastoral issues. Structures are in place to address barriers, but the continued need for intensive home visits suggests persistent issues with attendance for some families.
- **Young Carers Support:** Seventy-three percent of Young Carers access a form of support through the school (e.g., counselling, club, mentoring). However, attendance at the Young Carer club itself is higher in lower years and reduces towards KS4. While the majority access support, the drop-off in participation by older students (KS4) is a concern, as this is a critical time for revision and qualification success.

- Behaviour: CPD focused on behaviour has created calmer working environments for all students, which facilitates better lesson delivery and more accurate in-lesson assessment. This strategy is working well to improve the fundamental learning environment.

Strategy Evaluation

Are we on target to achieve the outcomes of the strategy?

The school is showing partial success and some foundational progress but is not definitively on target until the formal outcomes data is analysed and the documented gaps are closed.

Aspects Working Well (Successful Implementation and Impact)

- Targeted Academic Intervention: LSA-led literacy/numeracy intervention in Y7/Y9 is highly effective (100% expected progress).
- Formative Assessment/T&L Link: Using GL Assessment data to adapt the curriculum and focusing T&L on questioning/feedback has demonstrably improved lesson quality and assessment accuracy.
- Pastoral/Safeguarding Response: Dedicated staffing for Pastoral Support and Safeguarding is effectively meeting the high need (10/15 referrals are PP), ensuring stability for vulnerable students.
- CPD Focus: Collating profiles for key Y11 PP students has led to better staff relationships and more successful T&L strategies, suggesting targeted information sharing is highly valuable.

Aspects Not Working Well (Areas Needing Improvement/Adjustment)

- Staffing/Capacity: Limited staffing caused the Year 8 intervention to be delayed, leading to a gap in support and impact data.
- Digital Divide/Homework Rigour: The gap in Seneca engagement (76% vs 89%) indicates that homework/online rigor is inconsistent or that a digital divide still exists for some PP students.
- KS4 Engagement: Attendance at the Young Carers club drops towards KS4, and clubs/sport attendance is inconsistently tracked and estimated, suggesting a need for more intentional engagement strategies for older PP students.

- Tracking/Quantification of Attendance: While the attendance team is active, the document does not include quantifiable attendance data (PP vs. non-PP rates) needed to rigorously assess impact in this critical area.

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium to fund in the previous academic year.

Programme	Provider
High impact study skills for students	Maximize

Service pupil premium funding (optional)

<p><i>For schools that receive this funding, you may wish to provide the following information:</i> How our service pupil premium allocation was spent last academic year</p>
<p>The impact of that spending on service pupil premium eligible pupils</p>

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, implementation and evaluation, or other activity that you are delivering to support disadvantaged pupils that is not dependent on pupil premium funding.