PUPIL PREMIUM STRATEGY STATEMENT 2026-27

SCHOOL OVERVIEW	
Number of pupils in school [Years 7-11]	979
Proportion [%] of pupil premium eligible pupils	35%
Academic year/years the pupil premium strategy plan covers	3 Years
Date this statement was published originally	October 2021
Date this version was published	November 2026
Date on which it will be reviewed	November 2027
Statement authorised by	Curriculum Committee
Pupil Premium Lead	Beth Hart
Governor Lead	Glynis Ross-Wood

FUNDING OVERVIEW	ALLOCATION
Pupil premium funding	£411,400
Pupil Premium funding carried forwards from previous years	£0
Total budget this academic year	£411,400

STATEMENT OF INTENT

Our intention is that all students, irrespective of their socio-economic background, follow an ambitious and engaging curriculum that embeds knowledge, develops skills and enriches their lives and learning. Through high expectations we aim to create successful, responsible and well-informed young adults; despite the significant challenges, the School's intent is that all are able and willing to make a positive contribution to society.

We are proud that our disadvantaged students continue to perform above the national average. However, a gap remains between the outcomes of our disadvantaged and non-disadvantaged cohorts. For this reason, our Pupil Premium Strategy continues to prioritise high attainment, supporting disadvantaged students to access further education and employment in line with their non-disadvantaged peers. Embedded within the desired outcomes below is the expectation that the attainment of non-disadvantaged students will also be sustained and improved, ensuring progress for all.

Our five Curriculum Aims—to provide a well-sequenced, literacy-focused, careers-centred, enriched and society-centred curriculum—are underpinned by our commitment to improving the life chances and sense of belonging of our disadvantaged cohort. These aims are informed by educational research from the Education Endowment Foundation, The Sutton Trust and ImpactEd, which highlight literacy as a key driver of improved attainment and recognise that high-quality careers guidance significantly enhances social mobility, particularly for disadvantaged students. Our Enriched curriculum is designed to build Cultural Capital and challenge students beyond the National Curriculum, while our Society-centred curriculum aim seeks to celebrate our diverse community and promote Fundamental British Values

Inclusive high-quality teaching and learning is at the heart of our approach. Prioritising delivery by subject specialists ensures our staff have in-depth and rich understanding of their specialisms; allowing them to promote a love of their subject through adaptive pedagogical techniques and well-sequenced curriculums. In-class strategies, such as 'Show-me-Boards' and 'cold calling' ensure all students, particularly those that are disadvantaged, are engaged and participating in lessons. Key Stage 3 intervention programmes, including Reading Mentors and Scholars Club and Key Stage 4 interventions, including Extended School Tuition, Achievement Mentors and Academic Support Sessions, prioritise Disadvantaged students.

We use a range of strategies to proactively encourage positive student behaviours including the 'Good Student at Heston' Curriculum, Behaviour Committee meetings and the use of the Alternative Curriculum Hub programme. These strategies are all aimed at targeting pre-emptive and proactive support for children that present challenging behaviours. Our approach will be responsive to common challenges, individual needs and rooted in robust diagnostic assessment – not assumptions about the impact of disadvantage.

We are committed to supporting personal development and nurturing the interests and talents of all our students. Evidence suggests that participation in extra-curricular opportunities improves attendance, behaviour and peer relationships for all students, including lower income families. Our enrichment provision will be a key strategy in improving the well-being and cultural capital of our disadvantaged cohort, allowing them to excel.

CHALLENGES	
No single difficulty or barrier hinders the success of our disadvantaged students. Every child comes to the School with a unique set of experiences, aspirations and prior achievement. However, some of the common barriers are:	
1	**Levels of Literacy** Disadvantaged students underperform compared to their non-disadvantaged peers in English Literature and English Language GCSE. Whilst their outcomes and progress are consistently, significantly above the national, the attainment gap remains. Mean Reading KS2 Scaled score for the Year 7 2026-27 cohort are 104 FSM and 106 Non-FSM
2	**Levels of Numeracy** Disadvantaged students underperform compared to their non-disadvantaged peers in Mathematics GCSE. Whilst their outcomes and progress, are consistently, above the national, the attainment gap remains. Mean Maths KS2 Scaled score for the Year 7 2026-27 cohort are 102 FSM and 107 Non-FSM.
3	**Social and Emotional issues** Referrals to our Well-being Hub and discussions with students, families and teachers have identified social and emotional issues for many students. We have experienced an increased need for bereavement counselling, support for anxiety and depression and low self-esteem. The Children's Commissioner for England's Report in October 2026, 'The Childhood Lottery: The hardest places to grow up in England', stated that Hounslow was the second most challenging place in England for a child. This was particularly due to service gaps; lack of mental health support, bereavement services and youth clubs.
4	**Lack of aspiration and cultural capital** Interviews with our Careers Advisor suggest that disadvantaged students require greater guidance to identify pathways in education and employment. Furthermore, they require an increased level of support to reach their goals in comparison to their non-disadvantaged peers and are at an increased risk of becoming NEET. Historically, a lack of aspiration has been demonstrated by a lower attendance from FSM students at academic intervention sessions and disadvantaged students have not taken as much advantage of our extracurricular enrichment opportunities. Whilst this has significantly improved, it needs to remain a focus.
5	**Attendance** The 2025-26 IDSR reported that Attendance of children eligible to Free School Meals was 90%, above the national of 87%. Persistent Absence was only 21.3%, significantly below the national of 34.5%. Whilst our disadvantaged pupils demonstrate positive attendance rates compared with national figures, we recognise that pupils attending school for more than 95% of the time achieve the strongest GCSE outcomes. We must therefore remain focused on improving attendance further and continuing to close the attainment gap.
6	**Suspension rates** Higher levels of Suspensions are experienced by Disadvantaged students. The 2024-25 IDSR reported that 12.71% of FSM6 students experienced a suspension, higher than 6.58% for 'all pupils'. However, this is below the national of 15.4%.

INTENDED OUTCOMES	
This explains the outcomes we are aiming for by the end of our current strategy plan and the success criteria they will be measured against.	
Improved reading levels among disadvantaged students in KS3	Reading assessments to demonstrate a measurable improvement in comprehension skills among disadvantaged students and a smaller disparity between scores of disadvantaged and their non-disadvantaged peers.
Improved attainment among disadvantaged students at the end of KS4	We aim to achieve and sustain 9-4 of +75% and 9-5 of +50% in English and Maths for Disadvantaged students.
Improved attendance for all students, particularly the disadvantaged students	Sustained high attendance demonstrated by: • Maintaining the overall attendance rate for disadvantaged students above 92% • The overall persistent absence rate for disadvantaged students being below 20%
Decreased Suspension rates for all students, particularly for disadvantaged students	Sustained low exclusion rates demonstrated by: • Fixed term Suspensions for disadvantaged students being no more than 10% of the cohort
Improved well-being for all students, particularly those that are disadvantaged	Sustained high levels of wellbeing demonstrated by: • Disadvantaged students to participate in enrichment activities in line with non-disadvantaged peers

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 FROM PUPIL PREMIUM: £300,000		
ACTIVITY	EVIDENCE TO SUPPORT THIS APPROACH	CHALLENGE ADDRESSED
Continuing Professional Development	Our CPD Programme is focused on implementation of high-quality Assessment for Learning strategies, that can increase engagement and motivation, identify misconceptions and allow teachers to effectively respond to the needs of their students. EEF Embedding Formative Assessment Our CPD programme also supports teachers in improving their pedagogical practice in literacy and oracy. EEF Improving Literacy in Secondary Schools report EEF Reading strategies evidence EEF Oracy strategies evidence	1 2 4
High levels of Curriculum allocation to Literacy via Drop Everything and Read Programme and Lesson time allocation	The School recognises the established links between improved literacy and successful life chances, particularly for disadvantaged students. EEF Improving Literacy in Secondary Schools report EEF Reading strategies evidence EEF Oracy strategies evidence	1 4
Additional teaching staffing in English and Maths	Additional staffing has supported the increase in the number of English lessons and accommodates smaller class sizes in English and Maths. Smaller classes allow teachers to provide increased individualised support and improved quality of feedback. EEF Feedback evidence EEF Reduced class size evidence EEF Individualised Instructions evidence	1 2 4
Achievement Mentor	Recruitment of an Achievement Mentor is intended to inspire, organise and motivate disadvantaged students with their GCSE Revision to improve their attainment EEF Mentoring evidence	1 2 4

TARGETED ACADEMIC SUPPORT [TUTORING, ONE-TO-ONE SUPPORT STRUCTURED INTERVENTIONS] BUDGETED COST PUPIL PREMIUM AND RECOVERY PREMIUM: £50,000		
ACTIVITY	EVIDENCE TO SUPPORT THIS APPROACH	CHALLENGE ADDRESSED
Interventions to support underachieving and disadvantaged students	Tuition targeted at specific needs and knowledge gaps can be an effective method to support underachieving students, including disadvantaged. EEF Small Group Tuition evidence EEF Individualised Instructions evidence EEF Extended School evidence	1 2 4
Reading intervention programme for underachieving students	Reading comprehension strategies can have a positive impact on students' ability to understand a text and enrich their vocabulary. EEF Reading strategies evidence EEF Oracy strategies evidence	1

WIDER STRATEGIES [RELATED TO ATTENDANCE, BEHAVIOUR, WELLBEING] BUDGETED COST PUPIL PREMIUM: £65,000		
ACTIVITY	EVIDENCE TO SUPPORT THIS APPROACH	CHALLENGE ADDRESSED
Attendance Manager	Improved attendance has a direct correlation with improved attainment. DfE School Attendance guidance	3 5
Enrichment Coordinator	Improved promotion and monitoring of our disadvantage provision to allow even more targeted interventions. DfE Extended Activity Provision in Schools report EEF Physical Activity evidence	3 4
Pupil Premium Coordinator	Improved promotion and monitoring of our disadvantage provision to allow even more targeted interventions. DfE Extended Activity Provision in Schools report EEF Physical Activity evidence	3 4
Enrichment activities including Music clubs, peripatetic lessons, sporting clubs, coding clubs, Art clubs, science clubs, book clubs, academic societies, competitions and many more	Disadvantaged students will experience increased cultural capital and improved attendance, behaviour and peer relationships through participation in extra-curricular and enrichment opportunities. DfE Extended Activity Provision in Schools report EEF Physical Activity evidence EEF Social and Emotional Learning evidence	1 2 3 4 5 6
Social and Emotional interventions and support clubs	Our Well-being Hub, Learning Mentor and School Counsellor provide students with bespoke support to address anxiety, depression, bereavement and aid students in forming positive relationships with staff and students. EEF Social and Emotional Learning evidence	3 4 5 6
Hardship fund	Our most vulnerable students receive support in purchasing uniform, academic and enrichment trips and resources.	3 4 5 6

PUPIL PREMIUM STRATEGY OUTCOMES

This details the impact that our pupil premium activity had on students and the progress we have made towards our intended outcomes.

Improved reading levels among disadvantaged students in KS3

Since the introduction of our Ruth Miskin Fresh Start Programme, over 100 students with low reading levels have benefited from more than 3,000 hours of targeted intervention, focusing on developing phonics knowledge and strengthening fundamental reading skills. All students have made measurable progress, demonstrating the positive impact of the programme in improving reading confidence and ability. The Ruth Miskin Programme has now been developed into our Phoenix Programme to support students to improve their levels of reading comprehension in addition to phonics. This has included the integration of the FFT Reciprocal Reading programme. Ofsted 2022, stated that 'Literacy underpins the curriculum in all subjects'.

Improved attainment and progression among disadvantaged students at the end of KS4

For 2025-26, our A8, 9-4 EM and 9-5 EM, were all above the national. However, there was a decrease compared to 2024-25.

Year	2022-23 HCS	2023-24 HCS	2024-25 HCS	2025-26 HCS	2025-26 National
P8 Gap	0.0	0.15	-	-	-0.57 [2024]
A8 Disadvantaged	44.8	45.6	46.8	43.6	35.6
9-4 EM Disadvantaged	55%	66%	73%	55%	45%
9-5 EM Disadvantaged	37%	40%	50%	40%	27%

Improved attendance for all students, particularly the disadvantaged students

Our Attendance rates for all groups, including Disadvantaged have been above the National average throughout 2025-26.

Year	2022-23 HCS	2023-24 HCS	2024-25 HCS	2025-26 HCS	2025-26 National
FSM Attendance	90.5%	91.9%	89.4%	90.0%	87%
FSM Persistent Absence	24.1%	23.7%	26.4%	21.3%	35%
Absence gap [vs non-disadvantaged]	2.6%	2.7%	4.4%	2.5%	4.7%

Decreased suspension rates for all students, particularly for disadvantaged students

Year	2022-23 HCS	2023-24 HCS	2024-25 HCS	2025-26 HCS	2025-26 National
FSM Suspension +1	-	4.5%	9.4%	12.7%	15.4%
FSM Suspension +2	-	1.6%	4.3%	4.9%	8.7%

Our rate of suspensions for students eligible for Free School Meals is consistently below the national. We are particularly proud that due to our behaviour interventions, the rate of repeated incidents is especially low.

Improved well-being for all students, particularly those that are disadvantaged

The development of our Well-being Hub, encompassing our Safeguarding Team, our Behaviour Mentor and Learning Mentor has improved our provision for Disadvantaged students, providing bespoke support to address anxiety, depression, bereavement and aid students in forming positive relationships with staff and students. Over 650 students were supported in 2025-26 through a variety of projects, interventions and clubs, with disadvantaged students comprising between 44-73% of the cohort, dependent on the programme.

We have over 680 students enjoying clubs such as football, badminton, basketball, Duke of Edinburgh, coding, chess, art, choir and peripatetic music lessons. As a result of targeted encouragement, 52% were Disadvantaged students. Female participation, and particularly FSM Female participation, continues to be an area of focus. Our recruitment our Enrichment Coordinator and PP Coordinator, highlights our commitment and drive to improving the personal development of our students.

We believe that our focus on high quality teaching and learning with a particular emphasis on whole class assessment strategies, commitment to continuing professional development for our staff, our well-sequenced and coherent curriculum, our pastoral support systems and our use of targeted intervention strategies, positively contribute to raising the attainment, progress and life chances of our Disadvantaged students.

The Pupil Premium Statement, and its analysis, is reported to the Curriculum Committee and the Pupil Premium spend is reported to the Governors' Finance and General Purposes meeting in the Autumn Term.