

Pupil premium strategy statement - Haydon School

This statement details our school's use of pupil premium funding to help improve the attainment of our disadvantaged students. It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the outcomes for disadvantaged students last academic year.

School overview

Detail	Data
Number of students in school (Year 7 to Year 11)	1062
Proportion (%) of pupil premium eligible students	240
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)	September 2025 to August 2028
Date this statement was published	12th December 2025
Date on which it will be reviewed	December 2026
Statement authorised by	Cleo de Jong
Pupil premium lead	Toni Cousins
Governor / Trustee lead	Minesh Naran

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£330,430
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£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>	£330,430

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Part A: Pupil premium strategy plan: Statement of intent

We understand educational disadvantage to mean those students whose achievement is at risk because of the impact of their social and economic circumstances. This might include home environment, word and world knowledge, as well as health and welfare considerations like social and emotional development. Educational disadvantage incorporates all children who are vulnerable, whether or not they are in receipt of the Pupil Premium, and whether or not they are high or low prior attaining. This is not about deficit: we celebrate all our children and see everything they bring as a strength.

A key principle for us is that all staff understand these challenges and recognise their role and responsibility in mitigating them for our students. This shared responsibility is captured in the activities laid out below, but it also exists in the thousands of tiny interactions all our staff have with our students each day, where we relentlessly seek to challenge the impact of disadvantage on our students' ability to achieve. Seeing things through the lens of disadvantage in this way helps us to be clear about the impact of our words and actions on all our students, but particularly our most vulnerable.

Our philosophy is to direct our limited resources to where they can make the biggest difference. Research and experience tell us this is in the classroom, where through high quality teaching and strong relationships with our students we have the most control over their development. We can significantly improve all students' learning and sense of belonging at school if we focus tirelessly on anticipating where they might struggle and thinking carefully and deliberately about what we say and do each day. We would like staff to continue **to build positive relations with all students**.

A significant focus remains the development of the use of **formative assessment to support our students and the regular use of mini whiteboards to deliver this**. Regular checking on learning highlights any student misconceptions and gaps in learning and then enables the teacher to adapt their teaching.

Following the HASH review earlier this year, we want our teachers to carry out **live marking and feedback to students during lessons**. This will again provide students with opportunities to reflect on learning and will allow teachers to see where they currently are and whether there are any gaps with their learning.

We want our children to thrive in every sense of the word, which is why we are also introducing a new House Co-ordinator role **to provide a number of enjoyable activities that will encourage more students to attend school**. Ensuring all students attend school is still a priority as there are still significant gaps between different groups of students.

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Challenges

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

Challenge number	Detail of challenge																																			
1.Attainment	The GCSE attainment of disadvantaged students at GCSE is lower than non-disadvantaged students, particularly in subjects that rely on high levels of literacy and/or background knowledge, such as English language and history where attainment is lower than that of their peers. Similarly, the attainment of disadvantaged students in GCSE subjects that require more sophisticated problem-solving skills or contain multi-step tasks, like combined science, is lower than non-disadvantaged students																																			
2.Attendance	The attendance figures as at November 10th, 2025 shows that there has been some improvement in the attendance of Disadvantaged (DA) versus Non Disadvantaged(Non DA) students in some year groups. This is noted in year 8 where the difference between the DA and Non DA is currently 4.4% down from 6.8% in May 2025. Similarly, this is also seen in year 10 where there is a significant decrease in the difference between the two groups which currently stands at a difference of 4.9% versus 12.5% in May last year. However, despite these improvements, there are still gaps between the two groups in years 7, 9 and 11 which suggests there needs to be targeted focus in these year groups to close the gaps between DA and Non DA students. <table><tr><th>Year</th><th>Non DA</th><th>DA</th><th>Difference (Nov 25)</th><th>Difference (May 2025)</th></tr><tr><td>7</td><td>97.2</td><td>88</td><td>9.2</td><td>4.5</td></tr><tr><td>8</td><td>93</td><td>88.6</td><td>4.4</td><td>6.8</td></tr><tr><td>9</td><td>92.7</td><td>83.4</td><td>9.3</td><td>5.9</td></tr><tr><td>10</td><td>93.7</td><td>88.8</td><td>4.9</td><td>12.5</td></tr><tr><td>11</td><td>93.1</td><td>78.4</td><td>14.7</td><td>5.6</td></tr><tr><td>Overall</td><td>93.8</td><td>84.7</td><td>8.8</td><td>7.6</td></tr></table>	Year	Non DA	DA	Difference (Nov 25)	Difference (May 2025)	7	97.2	88	9.2	4.5	8	93	88.6	4.4	6.8	9	92.7	83.4	9.3	5.9	10	93.7	88.8	4.9	12.5	11	93.1	78.4	14.7	5.6	Overall	93.8	84.7	8.8	7.6
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3.Dysregulation	Our data on behaviour, including records of concerns, and internal and external suspension rates, show a disproportionate representation of disadvantaged students. Suspension rates for disadvantaged students are significantly lower than national averages but still nearly double the in-school average. Observations and data suggest a lot of these students are low-prior attaining students and that many lack self-regulation strategies to cope with challenging tasks and situations, which has a negative impact upon their learning. This is also reflected in the homework completion rates																																			
4. Resources.	Resources for learning- Students may not have access to resources required for																																			

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	academic study or be unable to afford extra curricular.
5. Prior Attainment	Prior-attainment- Students may enter Haydon with significantly lower attainment than their peers (particularly reading comprehension), this may in turn impact future progress made through the school.
6. Belonging and sense of connection	Our assessments of students' sense of belonging through in school surveys and follow-up external focus groups, as well as discussions with students and families, have identified a lack of connectedness with aspects of school life, particularly amongst our most vulnerable students. The clear desire from our students is to build deeper relationships with teachers in more informal settings and for further opportunities outside of lessons to connect with friends and the wider school community.

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 improve outcomes of disadvantaged students specifically in English and mathematics	By the end of 2028/29 2025 A8 was 37.1 Targets for the next three years 2026 A8 39.1 2027 A8 41.1 2028 A8 43.1
To bring the attendance of DA students to that of non DA students	By the end of 2028/29 By this date, for the gap in attendance to have closed to 2% By 2025/26 A 2% increase of DA students in all year groups and a 5% increase in the current Year 10.
To continue to improve the ethos and culture in the school by developing positive relationships with all students.	By the end of 2028/29 To Ensure the Rewards for DA students match those of non DA students To reduce the difference between detentions and exclusions for all students and cut the gap in sanctions between DA and non DA.
To provide all PP students with a Chromebook and support students in participating in extracurricular activities	All DA students to have undertaken an extra curricular activity
To have established an effective house system in which all students participate in equal numbers.	A thriving house system in place with a wide range of activities

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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: £ 50000

Activity	Evidence that supports this approach	Challenge number(s) addressed
To develop all teachers' ability to ensure all students are participating in lessons through the use of formative assessment. Specifically the effective use of mini whiteboards and the use of live marking (as a result of the recent HASH review)	There is significant evidence in the benefits that accrue from effective feedback. EEF toolkit on Feedback Hattie, J. (2009). <i>Visible Learning: A Synthesis of Over 800 Meta-Analyses Relating to Achievement</i> . Black, P., & Wiliam, D. (1998). <i>Inside the Black Box: Raising Standards Through Classroom Assessment</i> . William D. (2018). Embedded Formative Assessment Gov.UK: Evidence	1.
Salary of staff leading and resources for training and delivery of strategy (AAHT, DHT)		
To develop teachers' ability to ensure all students participate actively in lessons through the use of expansive questioning, Cold Calling and Teacher Touring for real-time support and feedback, ensuring engagement and accelerating progress for learners.		

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

Budgeted cost: £21500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Year 11 Revision lessons during Easter and May half term holiday 25% of Easter Revision (£4000)	EEF Research 1:1 Tuition	5

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Summer School to provide a 5 days summer school to reassure Year 6 students coming into Haydon School 25% of the cost of £30k = £7500	Department for Education – Summer Schools Programme Evaluation (2021) - The DfE evaluation of the national summer schools programme found that summer schools helped pupils settle into secondary school more confidently, improved attendance in the autumn term, and supported academic catch-up following disruption. - Disadvantaged pupils particularly benefited from the reassurance and structured transition support.	6
Tuition for targeted PP students after school using underallocated teachers £10000	EEF Research 1:1 Tuition	5
Mentoring by SLT of all Year 11 Pupil Premium students	Department for Education – Supporting Disadvantaged Pupils Report (2020) - The DfE highlights that targeted support and mentoring are effective strategies for closing the attainment gap. - Senior staff involvement ensures accountability, high expectations, and personalised guidance for PP students.	3,5,6

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

Budgeted cost: £260000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Improve student attendance at all Key Stages so that attendance is above the national average for all students (TCC and DVG)	https://educationendowmentfoundation.org.uk/education-evidence/leadership-and-planning/supporting-attendance/s-ummary-of-evidence	1,2 3 and 6

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<i>Salaries of staff specifically employed to raise PP attendance and outcomes</i> A contribution to the salaries of Deputy Year Leaders, a second attendance officer, the Pastoral Leaders and part of the trip coordinators salary £200000	Research and analysis paper DofE - Link between attendance and attainment	
Continue to develop strong positive relationships with all students so that they have a sense of belonging to the school £10 000 for development of House System	EEF Toolkit on Behaviour	6
<i>Purchase of Chromebook for PP students</i> 40 students@ £450 = £18000	The EEF stresses that technology itself does not automatically improve attainment, but when implemented effectively (e.g., supporting teacher assessment, increasing pupil practice), it can significantly enhance learning outcomes. Link to research	5
<i>Development of the House System</i>	National Children's Bureau – Literature Review on School Belonging (2023)	6
<i>Purchase of school uniform and other resources</i> £5000	Education Endowment Foundation (EEF) – Non-Academic Barriers to Learning (2021) • The EEF highlights that consistent school uniform policies can reduce visible inequalities between pupils, helping disadvantaged students feel included. • Uniform is linked to improved sense of belonging, behaviour, and readiness to learn, which indirectly supports attainment.	5
<i>Contribution to trips to ensure every PP student in Years 7, 8 and 9 attend one school trip per year</i> £30000	National Foundation for Educational Research (NFER) – Enrichment and Attainment Report (2020) • NFER found that participation in enrichment activities, including trips, is associated with better	6

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	attendance, improved behaviour, and higher attainment. Disadvantaged pupils benefit most when schools remove financial barriers to participation.	
<i>Total</i>	£263000	

Total budgeted cost: £ 334000

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Part B: Review of the previous academic year

Outcomes for disadvantaged students

We have analysed the performance of our school's disadvantaged students during the previous academic year, drawing on national assessment data and our own internal assessments. The data demonstrated that whilst the gap between disadvantaged and non-disadvantaged students remains stubborn, the progress of disadvantaged students is continuing to rise year on year, particularly when set against national benchmarks.

Comparisons with national data demonstrates that on average our disadvantaged students have higher attainment than the national average in each of the last three years.

Attainment 8	2022	2023	2024	2025
School Disadvantaged	40.17	39.17	35.9	37.1
National Disadvantaged	37.61	35.00	34.6	34.9
Difference	+2.56	+4.17	+1.3	+2.2
School All	53.05	49.32	49.3	45.47
National All	48.77	48.77	45.9	45.9
Difference	+4.28	+0.55	+3.4	-0.4

For each of the last four years, the attainment of 8 of disadvantaged students at Haydon School is greater than the figure for national attainment 8 for disadvantaged students. There is still a significant gap between the school disadvantaged attainment 8 and the national attainment 8 for all.

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FSM6 - Attendance

The strategies used last year had a significant impact on the attendance of PP students.

Year	Cohort	School	National	National distribution banding	Sch trend vs Nat trend	School context
2024/25	323	86.5%	88.2%	Close to average	Relative improvement	-
2023/24	297	83.7%	86.0%	Below	Relative improvement	-
2022/23	290	83.1%	86.0%	Below	Relative decline	-
2018/19	257	89.7%	91.8%	Below	Not available	-