

# Pupil premium strategy statement

This statement details our school's use of pupil premium (for the 2025 to 2026 academic year) 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 year's spending of pupil premium had within our school.

## School overview

Detail	Data
School name	Hartismere School
Number of pupils in school	889 (Y7-11) 1065 (Y7-13)
Proportion (%) of pupil premium eligible pupils	13.9% (Y7-11) 12.3% (Y7-13)
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2025-2028
Date this statement was published	Dec 2025
Date on which it will be reviewed	Dec 2026
Statement authorised by	Geoff Luxton and Sarah Gray (Head teachers)
Pupil premium lead	Romayne Sorhaindo (Assistant Head) Ben Lucas, Katharine Barneveld, (PP Co-ordinators)
Governor / Trustee lead	Pete McEwen

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£158,195
Pupil premium funding carried forward from previous years	£0
<b>Total budget for this academic year</b>	<b>£158,195</b>

## Part A: Pupil premium strategy plan

### Statement of intent

Hartismere aims for all students, irrespective of their background or the challenges they face, (including our disadvantaged students) to have a broad, balanced, and rich curriculum, which provides students with the knowledge and cultural capital that they need to succeed in life.

Hartismere aims to support our disadvantaged students to consistently achieve highly and for there to be a strong take up of the opportunities provided by the school.

Hartismere has based its Pupil Premium strategy around the [3-tier model](#) as outlined by the EEF focusing on teaching, targeted academic support, and wider strategies.

High-quality teaching is at the heart of our approach, closely focussed on areas in which our disadvantaged students require the most support. In the past cycle our professional development programme has focused on disciplinary literacy, assessment and adaptive teaching as these were areas that were identified as development areas during whole school reviews.

To ensure the approaches we have adopted are most effective we have adopted a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations. Staff are updated regularly on the barriers our students face and are tasked with evaluating the effectiveness of their strategy to reduce the PP gap during department meetings.

One of the key aims of the school is identifying students who would particularly benefit from extra academic support in English, maths and science. These pupils will then receive additional seminars at KS4, taught in small groups by subject specific teachers, aiming to target key misconceptions and develop exam technique. This helps to build academic confidence and resilience, while also developing students' literacy to enable them to better understand the way in which exam questions are posed and the skills required to answer them successfully. Through these intervention seminars, we will be responsive to common challenges and individual needs of the students, ensuring they are challenged in the work they are set and monitor their progress through liaison with their subject teachers to identify misconceptions and support their learning in line with their programmes of study.

## Challenges

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

Challenge number	Detail of challenge
1	Attendance - data from the year prior to our 3 year plan shows us that disadvantaged students had attendances between 4-15% lower (depending on year group) than non-disadvantaged pupils, with greater values for students who receive free school meals. Our data and numerous studies show that absenteeism has a negative impact on pupil progress.
2	Academic confidence and resilience - disadvantaged students often have issues with self-esteem, self-belief and lack growth mindset to build resilience in their lessons and revision. Assessments, observations and discussions with pupils and families suggest that the PP students often lack the skills to know how to revise properly and this affects them in the lead up to their final exams. We often see less of an improvement from the final mock to the GCSE exam for our PP students than the non-PP students of a similar ability.
3	Resources and 'readiness to learn' - students from disadvantaged backgrounds often have barriers to learning such as a lack of proper equipment, books, IT resources or uniform.
4	Oracy - Observations and discussion with new KS3 students and teachers indicate that many, in particular our disadvantaged students, can lack development in oracy skills such as active listening, using appropriate vocabulary and engaging in meaningful discussion. Oracy skills are important in all aspects of education, but in particular help build confidence and engagement in learning, empowering individuals to take opportunities.
5	Aspiration, participation and ambition - Disadvantaged students are more likely to come from families who have had little experience of higher education. As a result, they often have lower aspirations and are less likely to progress onto sixth form and university as they are less aware of the options available to them. These students also typically have less opportunities outside of school and therefore are at a disadvantage in terms of their cultural capital.

## 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
Attendance - consistent improvement in disadvantaged students' attendance.	Reduce the gap in attendance between PP students and non-PP students to within 8% of the whole cohort.
Progress 8 - improve progress 8 for all pupils.	Achieve national average or above for progress 8 for PP pupils.
Progress 8 – reduce the gap	Reduce the Progress 8 gap year on year between our PP students and the rest of the cohort by 0.05.
Increase percentage of Grade 5+ in English and maths for all pupils.	All PP pupils achieve English and maths 5+ scores in line with or above similar schools.
Improved careers awareness	All disadvantaged students will have career interviews before entering year 11.

## Activity in this academic year

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

## Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £75,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>As per the EEF's recommendations for PP strategy, our tiered approach prioritises high quality teaching which is continuously reviewed in our CPD.</i></p> <p><i>Our Teaching and Learning Group designs bespoke Professional Development to ensure high quality teaching focused on specific improvement areas that have been identified in the previous review cycle- building participation ratios.</i></p>	<p><a href="#">EEF's Guidance report on 'Effective Professional Development'</a></p> <p><a href="#">EEF's 'High Quality Teaching' 'Building participation ratios...'</a></p>	4
<p><i>Recruitment and retention of high-quality teaching staff</i></p>	<p><a href="#">EEF's 'High Quality Teaching'</a></p> <p><a href="#">EEF's T&amp;L literature review - teacher recruitment and retention</a></p>	2,4
<p><i>Quality of teaching programme for ECTs and new staff to the school. "The best available evidence indicates that great teaching is the most important lever schools have to improve pupil attainment. Ensuring every teacher is supported in delivering high-quality teaching is essential to achieving the best outcomes for all pupils, particularly the most disadvantaged among them."</i></p>	<p><a href="#">EEF's 'High Quality Teaching'</a></p>	2,4
<p><i>Cover provided to enable teachers to carry out further professional development e.g. observing other practitioners within school and undertaking qualifications such as NPQs.</i></p>	<p><a href="#">EEF's Guidance report on 'Effective Professional Development'</a></p>	2,4
<p><i>Ongoing development of programmes of study; highlighting where key concepts are revisiting in the spiral curriculum, detailing key misconceptions and how to address these, adaptive teaching, disciplinary literacy and assessment.</i></p>	<p>Each subject's bespoke programmes of study and ongoing subject CPD incorporates many of the recommendations from the EEF's <a href="#">'Improving Literacy in Secondary Schools report'</a>.</p>	1,2

	<a href="#">EEF's T&amp;L toolkit - 'Feedback to improve Pupil learning'</a> <a href="#">EEF's Guidance report 'Special Education Needs in Mainstream Schools'</a> <a href="#">EEF's Guidance report on 'Deployment of Teaching Assistants'</a>	
<i>Some subject leaders have rolled out additional trips for PP students to local employers with direct links to their curriculum. This aims to bolster their cultural capital and widen their awareness of careers.</i>	<a href="#">EEF research</a>	5
<i>Personal development curriculum (inc. citizenship, RS, life lessons) support students in developing their cultural capital.</i>	<p>'Cultural capital is associated with higher academic performance' (Sutton Trust 'Parent Power') but 'many disadvantaged pupils may not have access to cultural capital'</p> <p>Ofsted School inspection update 2019</p> <p>Hartismere Ofsted report from 2025 comments on the exceptional personal development at the school and on the large proportion of students, including disadvantaged, taking part in clubs, charity work, economic education and sporting events helping them gain a greater confidence and self-esteem.</p>	5
<i>Lunch time and after school homework club to ensure all students have the appropriate resources and space to work.</i>	<a href="#">EEF's T&amp;L toolkit shows homework</a> linked to the classroom supports learning, particularly for disadvantaged students.	

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

Budgeted cost: £45,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Seminars and targeted small group intervention support for students in core subjects, as</i>	<a href="#">EEF's T&amp;L toolkit -small group tuition</a>	1,2

<i>well as morning registration interventions.</i>	<a href="#">EEF's T&amp;L toolkit - one to one tuition (AM sessions)</a>	
<i>Timetabled lessons with reduced class sizes at KS4 to focus on dealing with misconceptions and for providing a greater level of individualised feedback in English and Maths.</i>	<a href="#">EEF's T&amp;L toolkit - 'Feedback to improve Pupil learning'</a>	1,2
<i>Dedicated reading lessons for KS3. Tiered support for students struggling with literacy - LSAs.</i>	<a href="#">EEF's guidance report 'Improving Literacy in Secondary Schools'</a>	1,2
<i>Use of external programme Tassomai. Algorithm based platform used to ensure spaced retrieval, identify and target students' misconceptions to inform classroom teaching and revision sessions.</i>	<a href="#">Tassomai's impact</a>	1,2
<i>Use of external programme Century. The programme develops students' ability with spelling, punctuation and grammar. Allows teachers to spot trends to support students.</i>	<a href="#">EEF's guidance report 'Improving Literacy in Secondary Schools'</a>	1,2
<i>Holiday revision sessions during Easter and Half term. Invites targeted at students whose mock performance and attendance indicated they could be at high risk of underachieving.</i>	<a href="#">EEF's 'Extending school time'</a>	1,2
<i>AI Maths tutors for year 10 and 11. These will generate exam style questions and quizzes to help the students and have error analysis and misconception tasks. Students have the ability to photograph their work at home and have it marked for them.</i>	<a href="#">EEF's 'Making a difference with effective tutoring'</a>	1,2

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

Budgeted cost: £ 38,195

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Careers advisor and online careers programme 'Unifrog.' EEF research shows disadvantaged students are 'disproportionately more likely to have career aspirations that don't match their educational goals'</i>	<a href="#">EEF research</a>	5
<i>Small group careers workshops - EEF research shows disadvantaged students are 'disproportionately more likely to have career aspirations that don't match their educational goals'</i>	<a href="#">EEF research</a>	5
<i>Cover of silent working so that Attendance Lead can make additional home visits to collaborate with parents/carers to improve attendance. Use of Education Attendance Service and EWO.</i>	<a href="#">'Working together to improve school attendance'</a> <a href="#">'Toolkit for schools: communicating with families to support attendance'</a>	1
<i>Separate dedicated Wellbeing and Silent Working areas to "teach learning behaviours and provide targeted approaches to meet individual's needs.</i>	EEF's guidance reports <a href="#">'Improving Behaviour in Schools'</a>	2
<i>Supplying of equipment/resources including revision guides to address the financial barriers that could prevent students from engaging in revision. Uniform - purchase supplies of spare uniform and support individual families with uniform purchases to enable them to attend and feel part of the school community.</i>	<a href="#">"The effects of school uniforms on self-esteem"</a> The DfE and others confirm that Pupil Premium can be used to purchase essential items.	3,2
<i>Breakfast club for PP students. There is some evidence from the EEF's evidence reviews that providing free breakfast may improve attendance.</i>	EEF's evidence review <a href="#">'Free school breakfast provision'</a>	1
<i>Funding of music tuition to provide a broad and balanced experience. EEF T&amp;L toolkit also shows 'arts participation'</i>	<a href="#">EEF's T&amp;L toolkit - Arts participation</a>	2,5



<i>can enhance academic attainment too.</i>		
<i>After school support sessions for parents and students to build an understanding about revision strategies and techniques.</i>	<a href="#">EEF's T&amp;L toolkit - Parental engagement</a>	2

**Total budgeted cost: £158,195**

## 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 2024 to 2025 academic year.

Review intended outcomes from previous report.

(Targets)

**Progress 8 - improve progress 8 for all pupils.**

**Achieve national average or above for progress 8 for PP pupils.**

Due to no Progress 8 scores for the past year, we do not have the data to review this target. We will however continue to keep it as a target for the next cycle as we feel it is a very important measure to gauge how well our PP students are performing as well as identifying if our strategies are effective.

**Attainment 8 - improve attainment 8 for all pupils.**

**Achieve national average or above for attainment 8 for PP pupils and close the gap between our PP students and the rest of the cohort.**

The Attainment 8 score was 37 for our disadvantaged cohort. Although this is better than the national value of 34.9, there is a gap between our disadvantaged students and the rest of the cohort. That being said, our disadvantaged students attainment 8 values vary significantly year on year due to the small cohort size and we have therefore decided to remove this as a target and replace it with another target based around progress 8 which we feel will be a better measure.

**Increase percentage of Grade 5+ in English and maths for all pupils. All PP pupils achieve English and maths 5+ scores for similar schools.**

Similarly, using the English and maths grade 5+ metric, our disadvantaged cohort (25%) exceeded the county (19.7%). However, it was slightly below the National figure of 25.6% and we again saw a large gap between our disadvantaged and non-disadvantaged students (-38.4%).

Ebacc entry - improved entry of disadvantaged students into EBacc subjects. The proportion of PP pupils taking the EBacc should be consistent with that achieved by the full cohort.

Our Ebacc entry was 62.5% for our disadvantaged students. This is significantly higher than the national figures (29%) and the figures in Suffolk (16.2%). We are removing this as a target for our next cycle as although it has many benefits, we would rather focus on adapting and meeting the needs of our individual students than targeting a high percentage of Ebacc entries.

#### **Attendance - consistent improvement in disadvantaged students' attendance.**

**Improve PP pupils' attendance so that it is in line with the average attendance of the rest of the cohort, whilst also addressing attendance issues arising from the Covid-19 pandemic.**

We have seen a 0.9% improvement in our FSM students attendance from 2023/24 to 2024/25. This is a positive change although this is something that we would like to change further. For the 2024/25 there was still a large gap in attendance between the PP students and the rest of the cohort. One of the biggest challenges that we face is that our PP cohort is relatively small and there is a larger proportion of persistent absenteeism than the rest of the cohort. This really affects the attendance figures for our PP cohort. As can be seen at the beginning of our report, we have now moved attendance to be the number one challenge to our PP students' achievement.

#### **Improved careers awareness**

**Disadvantaged students have a greater opportunity to liaise with a careers advisor, through morning interventions and discussions about their options and chosen paths after their KS4 education. Increased usage and familiarity of “unifrog” in this time will help students in making their own choices about these options.**

All students have discrete careers lessons as part of the curriculum. This is carried out in all years from year 7 to 11 using Unifrog and planned lessons. Subjects, including science, maths and computer science have included a greater range of careers links embedded within their curriculum and this is improving in all other subjects. All students receive careers meetings before the end of year 11 with a trained advisor and engage in work experience in year 10.

#### **Additional points of note**

Student voice made very positive comments about the seminars. In particular, they stated that they had enabled them to develop greater confidence in their subjects as well as filling in knowledge gaps and targeting and supporting the areas which the students had found most difficult. 87% of responses stated how the seminars had re-taught them content that they had found hard in lessons and 67% said the seminars had given them more confidence in their ability. There were also a number of

comments about how the seminars helped with exam technique. This year, we have identified that students struggle to know how to revise effectively and we have therefore started to use some of the seminar time to focus on developing effective revision techniques.

## 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
Lexia Powerup Literacy	Lexia UK
Wordshark Online	White Space Ltd, Registered Office 45 St. Dunstons Road, London W6 8RE
Tassomai	Tassomai Ltd
Century	Century Tech, 15 Alfred Pl, London WC1E 7EB
Unifrog	Unifrog Brickfields, Unit 215, 37 Cremer Street, E2 8HD
Sparx Maths	Sparx Learning
The Language Gym	The Language Gym
Learn-maths AI Tutors	Learn Maths Online Ltd.