

Pupil premium strategy statement

This statement details our college'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.

College overview

Detail	Data
Number of students in college	405
Proportion (%) of pupil premium eligible pupils	40.3%
Academic year/years that our current pupil premium strategy plan covers	2026/2027
Date this statement was published	December 2026
Date on which it will be reviewed	August 2027
Statement authorised by	Stewart Duguid, Chair of the Academy Board
Pupil premium lead	Marlene Littlefair, Principal
Governor / Trustee lead	Claudette Hanson, Chair of the Local Advisory Board

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£179,300
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year <i>If your college is an academy in a trust that pools this funding, state the amount available to your college this academic year</i>	£179,300

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all students, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

We will consider the challenges faced by vulnerable students, such as those who have a social worker and young carers. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged students in our college. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged students' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our strategy will continue to consider where additional support is required for students whose education and wellbeing were impacted by the COVID-19 pandemic, notably through tutoring for students whose education has been worst affected.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help students excel. To ensure they are effective we will:

- ensure disadvantaged students are challenged in the work that they're set
- act early to intervene at the point need is identified
- adopt a whole college approach in which all staff take responsibility for disadvantaged students' outcomes and raise expectations of what they can achieve

Challenges

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

Challenge number	Detail of challenge
1	Low literacy and levels: Internal assessments and reading age data indicate that a significant proportion of disadvantaged students arrive in Year 7 with reading ages below chronological age. In the current Year 11 cohort 64% of disadvantaged pupils achieved a Grade 4+ in English, although a good number we want this to increase. Diagnostic assessments suggest many disadvantaged pupils struggle with comprehension of

	complex texts across all subjects, impacting their ability to access the full curriculum.
2	Low prior attainment: KS2 and baseline data show that disadvantaged students are disproportionately represented in the lower prior attainment bands. Among the 2026 Year 11 cohort, 36 disadvantaged students were classified as KS2 Low prior attainment compared to 23 at KS2 Middle prior attainment and 4 at KS2 High prior attainment. These students achieved an average Attainment 8 score of 27.9 and a Progress 8 score of -0.06, with particularly weak outcomes in English and Maths.
3	Self-regulation difficulties: Teacher observations, pupil voice and diagnostic assessments indicate that many disadvantaged pupils lack metacognitive and self-regulation strategies when faced with challenging tasks. This is particularly evident in maths and science, where students struggle to monitor, evaluate and adapt their approaches to problem-solving. In the 2026 GCSE results, disadvantaged pupils achieved an average Maths Progress 8 score of -0.27, with lower-attaining disadvantaged pupils performing significantly below expectations.
4	Attendance: Attendance data over the last three years indicates that attendance among disadvantaged pupils has been between 5-8% lower than for non-disadvantaged pupils. Approximately 28% of disadvantaged pupils have been persistently absent, below 90% attendance compared to 15% of their peers. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress, particularly in English and Maths where sequential learning is essential.
5	Social, emotional and mental health needs: Our assessments, observations and discussions with students and families have identified social and emotional issues for many pupils, including anxiety and low self-esteem. These challenges particularly affect disadvantaged pupils.

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
Improved literacy levels among disadvantaged pupils across all subjects, particularly in English.	Reading comprehension tests demonstrate a 15% improvement in comprehension skills among disadvantaged pupils and a smaller disparity between the scores of disadvantaged pupils and their non-disadvantaged peers. The proportion of disadvantaged pupils achieving Grade 4+ in English increases from 64% to at 70%.

	Teachers should also have recognised this improvement through engagement in lessons and book scrutiny.
Improved outcomes among disadvantaged pupils across the curriculum at the end of KS4, particularly in maths and English.	KS4 performance measures in 2026/27 demonstrate that disadvantaged pupils achieve an average Attainment 8 score of at least 38 and at least 60% pass GCSE Maths at Grade 4 or above. The Progress 8 score for disadvantaged students is positive
Improved metacognitive and self-regulatory skills among disadvantaged pupils across all subjects.	Teacher reports and class observations suggest disadvantaged pupils are more able to monitor and regulate their own learning. This finding is supported by improved homework completion rates across all classes and subjects, and improved performance in problem-solving tasks in maths and science.
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	Sustained high attendance by 2026/27 demonstrated by: the overall unauthorised absence rate for all pupils being no more than 5% and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced by 3%. The percentage of all pupils who are persistently absent being below 20% and the figure among disadvantaged pupils being no more than 8% lower than their peers.
To achieve and sustain improved wellbeing for all pupils, including those who are disadvantaged.	Sustained high levels of wellbeing by 2026/27 demonstrated by: qualitative data from student voice, student and parent surveys and teacher observations; a significant increase in participation in enrichment activities, particularly among disadvantaged students. Extra curricular and wider opportunities target disadvantaged students

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: **£98,600**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase of standardised diagnostic assessments, reading age tests and CATS Training will be provided for staff to ensure assessments are interpreted correctly.	When used effectively, diagnostic assessments can indicate areas for development for individual pupils, or across classes and year groups: Diagnostic assessment EEF	1, 2, 3
Developing metacognitive and self-regulation skills in all pupils. This will involve ongoing teacher training and support and release time. It will first be rolled out in maths and science followed by other subjects.	Teaching metacognitive strategies to students can be an inexpensive method to help students become more independent learners. There is particularly strong evidence that it can have a positive impact on maths attainment: Metacognition and self-regulation Teaching and Learning Toolkit EEF	3
Enhancement of our maths teaching and curriculum planning in line with DfE KS3 and EEF guidance. We will fund teacher release time to embed key elements of the guidance in school, and to access Maths Hub resources and CPD offers (including Teaching for Mastery training).	The DfE non-statutory KS3 guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches: Teaching mathematics at key stage 3. To teach maths well, teachers need to assess pupils' prior knowledge and understanding effectively, employ manipulatives and representations, teach problem solving strategies, and help pupils to develop more complex	2, 3

	mental models: Improving Mathematics in Key Stages 2 and 3	
Improving literacy in all subject areas in line with recommendations in the EEF Improving Literacy in Secondary Schools guidance. This will involve CPD for all teaching staff on disciplinary literacy, with a focus on vocabulary instruction and reading comprehension strategies.	Acquiring disciplinary literacy is key for students as they learn new, more complex concepts in each subject: Improving Literacy in Secondary Schools EEF	1, 2
Recruitment and retention of high-quality teachers in English, maths and science, including offering additional non-contact time for planning and collaboration.	High-quality teaching is the most important lever schools have to improve outcomes for disadvantaged pupils. The EEF's Guide to the Pupil Premium emphasises that good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils.	1, 2, 3

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

Budgeted cost: **£45,200**

Activity	Evidence that supports this approach	Challenge number(s) addressed
One-to-one and small group tuition for pupils in need of additional support, delivered in addition to, and linked with, normal lessons. Priority will be given to disadvantaged pupils in English and maths.	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining students or those falling behind: One to one tuition, Teaching and Learning Toolkit Small group tuition, Teaching and Learning Toolkit (EEF)	1, 2

Delivering well-evidenced numeracy and literacy teaching assistant interventions for pupils that require additional support. Teaching assistants will be trained to deliver high-quality structured interventions.	In England, positive effects have been found in studies where teaching assistants deliver high-quality structured interventions which deliver short sessions, over a short period, and link learning to classroom teaching: Teaching Assistant Interventions, Teaching and Learning Toolkit and (EEF)	1, 2
Academic mentoring for disadvantaged pupils in Years 10 and 11, focusing on study skills, revision strategies and goal setting.	Mentoring has been found to have a positive impact on attainment, particularly for disadvantaged pupils: Mentoring Teaching and Learning Toolkit EEF	2, 3

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

Budgeted cost: **£35,500**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Embedding good practice set out in DfE's guidance on working together to improve school attendance. Staff training and release time to develop and implement procedures. An Attendance Support Officer will be appointed to improve attendance, working closely with families and external agencies.	The DfE guidance has been informed by engagement with schools that have significantly reduced persistent absence levels.	4
Adoption of a cognitive behavioural therapy (CBT) intervention for specific students who require support with regulating their behaviour and	There is evidence to suggest that CBT can have a high impact on risk behaviours and behavioural difficulties: Cognitive Behavioural Therapy. Youth Endowment Fund. Early Intervention Foundation's report on adolescent mental health found	5

emotions. This includes training for school staff, collaboration with the LA and using in house Trust support.	good evidence that CBT interventions support young people's social and emotional skills and can reduce symptoms of anxiety and depression: Adolescent mental health: A systematic review on the effectiveness of school-based interventions	
<i>Increase variety of activities delivered through extra-curricular clubs and cultural trips. Disadvantaged pupils will be encouraged and supported to participate.</i>	Extra Curriculum and wider opportunities can have a positive impact on wellbeing and education outcomes, including English and maths. Teaching and Learning Toolkit (EEF)	

Total budgeted cost: £179,300

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Outcomes for disadvantaged pupils

We have analysed the performance of Hewens College disadvantaged pupils during 2025/2026, drawing on national assessment data and our own internal summative and formative assessments.

The data demonstrated that the disadvantaged pupils at Hewens College in 2026 outperformed expectations of non-disadvantaged achieving grade 4's. In English 64% of disadvantaged pupils achieved Grade 4+ compared to 52% of non-disadvantaged pupils. In Maths, 56% of disadvantaged pupils achieved Grade 4+ compared to 44% of non-disadvantaged pupils. The average Attainment 8 score for disadvantaged pupils was 35.5, compared to 36.8 for non-disadvantaged pupils, and the Progress 8 score for disadvantaged pupils was expected. This is an improvement

To help us gauge the performance of our disadvantaged pupils we compared their results to those for disadvantaged and non-disadvantaged pupils at national and local level and to results achieved by our non-disadvantaged pupils (though we know that pupils included in the performance data will have experienced some disruption due to Covid-19 earlier in their schooling, which will have affected individual pupils and schools differently).

The data demonstrates that disadvantaged pupils at Hewens College underperformed in comparison to national averages. Nationally, 70.7% of pupils achieved Grade 4+ in English and 71.8% in Maths. Our disadvantaged pupils achieved 64% and 56% respectively, indicating a closing gap. However, when compared to disadvantaged pupils nationally, our results are more mixed, with some subjects showing stronger performance than the national disadvantaged average.

We have also drawn on school data and observations to assess wider issues impacting disadvantaged pupils' performance, including attendance, behaviour and wellbeing.

The data demonstrated that attendance among disadvantaged pupils was 5-8% lower than for non-disadvantaged pupils, with approximately 28% of disadvantaged pupils persistently absent. This absenteeism is negatively impacting disadvantaged pupils' progress, particularly in English and Maths. A significant proportion of disadvantaged students reported low self-esteem and anxiety, which impacts their ability to engage fully with learning.

Based on all the information above, the performance of our disadvantaged pupils showed an improving picture.

Our evaluation of the approaches delivered last academic year indicates that while the tutoring programme and teaching assistant interventions had a positive impact on the progress of some disadvantaged pupils, the overall impact was hindered by inconsistent attendance and low levels of engagement from some of the most vulnerable pupils. The training focus on disadvantaged students and how they learn along with the CPD on Quality First Teaching will continue to be embedded consistently across all subjects. The work on attendance has had a positive impact on reducing persistent absence for some pupils, but more work is needed to engage the hardest-to-reach families.

We have reviewed our strategy plan and made changes to how we intend to use some of our budget this academic year.