

Pupil Premium Report

Pupil Premium: Hart School 2024-2025

To be completed by pupil premium lead

Date: September 2025

Disadvantaged¹ pupils by year group

Year group	Disadvantaged number	Total number in year group	Disadvantaged percentage
7	73	233	31%
8	70	213	33%
9	69	230	30%
10	54	225	24%
11	52	214	24%
12	6	37	16%
13	7	66	11%
Total 7-11	318	1115	29%
Total 7-13	331	1218	27%

Total pupil premium funding for current year: £ 319,630 (based on 2023-2024 census)

¹ Ever6 FSM



Pupil premium expenditure and impact

Strategy	Cost	Success criteria	Effect of spending on pupil premium pupilsNo																					
Quality First Teaching Implement quality first teaching strategy in the classroom with a focus on diminishing gap between PP and Non-PPs in school.	£145 523	- Teaching and Learning strategy is focused on maximising progress in the classroom - Hart Habit training to ensure consistency in routines across all phases of a lesson - Awareness of disadvantaged and double disadvantage pupils first within the classroom. All staff trained on use of assertive monitoring and seating plans - Performance management targets for staff are related to the academic performance of PP pupils. - QA is calendared in deep dives, lesson observations, book looks and learning walks. - The progress of Disadvantaged Pupils within the English	Creative Education Trust Year 11 results Progress 8 data is not available for this Cohort. The attainment gap has closed for disadvantaged students when looking at A8:<table><tr><th>Groups</th><th>2023</th><th>Gap</th><th>2024</th><th>Gap</th><th>2025</th><th>Gap</th></tr><tr><td>PP</td><td>40.45</td><td>-7.67</td><td>35.5</td><td>-11.8</td><td>44.2</td><td>-3.2</td></tr><tr><td>Non-PP</td><td>48.12</td><td></td><td>47.3</td><td></td><td>47.4</td><td></td></tr></table> Work undertaken to support PP includes: Y11 Exam disadvantaged results 2024 analysis. FAM summaries taken to SLT, PP a priority. Whole school professional development training delivered on areas to support PP students. Some examples of sessions delivered include: - Therapeutic thinking to support emotional well-being and reduce suspensions of our most vulnerable students - Guided discourse to maximise progress in the classroom. - Questioning to increase challenge and draw out depth of knowledge - The impact of feedback to support progress. - Metacognition strategies to support access to learning and exam technique Student support programmes: Therapeutic thinking to support our vulnerable students Curriculum delivery - PP pupils identified in Arbor and on class seating plans. - All teaching staff to included focus on SEND and disadvantaged students - Y10 DC2 analysis of data used by Directors of Faculty to inform planning and intervention.	Groups	2023	Gap	2024	Gap	2025	Gap	PP	40.45	-7.67	35.5	-11.8	44.2	-3.2	Non-PP	48.12		47.3		47.4	
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		Baccalaureate subjects improves. The In-school gap for progress and attainment continues to diminish.	- Teaching staff – provided (top driven) with rigorous performance management targets. - INSET on 2&3 Sept – Drive on attendance and Teaching and Learning. - Continued afterschool intervention including additional English and Maths for targeted individuals - Half term intervention - Vocational resubmissions 100 students planned for PPE fortnights. - Drop down days to support core subjects in a bid to secure best grades for students. This included disadvantaged students - Amendments to period zero groups following PPEs to ensure the right teachers are with the right students. - Additional parental meetings with critical cross over parents. This include 12 PP student. - A ‘seat on the coach’ rewards initiative for Y11 with a trip to go bowling and participate in laser tag. - Targeted intervention provided – details given below.
Targeted and tailored intervention Improved reading comprehension and basic literacy & numeracy skills to ensure full access to the curriculum.	£52 467	- PP pupils to receive quality tuition and intervention to address gaps due to lost learning. Diagnosis Therapy and Testing approach to be used to guide intervention. - Improved levels of literacy and oracy. - Strategies implemented for PP pupils successfully diminish	Reading intervention: In our first Cohort (October – February): - Year 7 - 2 PP students received intervention using Reading Wise with average progress of 11.5 months. 15 PP students in Year 7 received intervention through our reading buddies and community reader programme with average progress of 8 months progress. - Year 8 – 17 PP students received Reading Wise intervention with average progress of 7 months. - Year 9 – 19 PP students received Reading Wise intervention with average progress of 18 months. - Year 10 – 8 PP students received Reading Wise intervention with average progress of 14 months Cohort 2 (March – June) - Year 7 - 20 PP students received intervention using Reading Wise with average progress of 11 months.

		performance gaps when compared to peers (others) in school and others nationally.	• Year 8 – 16 PP students received Reading Wise intervention with average progress of 14 months. • Year 9 – 18 PP students received Reading Wise intervention with average progress of 8 months. Online One-To-One Tuition 36 Year 11 students received one to one online tuition in maths, English or Science, in Summer, term prior to taking their GCSE examinations. 52.8% (19 students) were PP students. Out of these 19 students, 13 of them (68%) increased by one grade from their DC2 mock to the summer examinations. Assessment - baseline GL assessments have taken place for Y7-10. Data has been analysed, and used in conjunction with KS2 data (for Y7 students), to identify students requiring intervention. Literacy – closing the gaps ▪ Register and Read programme continues to be in place for students in Years 7-10 (ongoing) ▪ Regular drop ins have taken place to identify strengths and areas for development (ongoing) ▪ New books bought for the library based on student voice (July 2024) ▪ Hart library further developed with new books available to all students. Initiatives in place to develop and encourage borrowing and reading for pleasure including the Autumn reading challenge, library lessons to promote books, regular virtual assembly videos and themed events ▪ Literacy Intervention Parental Evenings (October 2024) ▪ Comprehensive assessment has taken place (GL, Sparx Reader, BURT tests) to identify students that require intervention, and what intervention is required ▪ Intervention now in place through various intervention programmes including ReadingWise, guided reading groups, sixth form reading buddies or community volunteer readers
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			Numeracy - Numeracy CPD for all staff in INSET (Sept 2024) - Numeracy Ninjas now embedded into the tutor programme for years 7-10 Exam KS4 Information evening Y10 (29 PP / 90) and Y11 (37 PP / 94) Welcome Evenings to share key information about the year and how parents can support their child. Pastoral teams called PP pupils to raise awareness of the evening. Strategies for supporting students in English, Maths and Science shared with families along with revision techniques and managing wellbeing. Y11 Targeted intervention across EBACC subjects After school intervention sessions have commenced in English, Maths, Science, Geography, History and MfL. Students targeted based on Y10 DC2 data. New students selected based on Y11 DC1 data in December to support targeted intervention. Y10 and Y11 revision guides Revision guides for all subjects provided to disadvantaged students to support learning over the course of this year. Intervention - October/Feb/May half term and Easter intervention sessions in a range of EBacc Subjects.
Minimising barriers to achievement To improve the attendance and behaviour of	£121 640	Attendance for Disadvantaged pupils continues to improve. Persistent absence rates for Disadvantaged pupils is	Attendance Dis Pupils - INSET on Attendance delivered 2nd September 2025. Promotion of good attendance and communication with parents a responsibility of all staff. Appointment of Senior Attendance Champion - Attendance of disadvantaged and dual vulnerability students remains a primary focus for the school and work in currently being undertaken to identify barriers to attendance and learning.

Disadvantaged Pupils and reduce barriers to learning.		in-line, or better, than national expectations. Environment for learning across school through development of consequence system resulting in disruption free classrooms, so that outcomes at least match and / or exceed those for all other pupils.	• Attendance officer works closely with at risk families • Utilising myfamilycoach.com to support parents with barriers to attendance including appointment of internal family support officer • Deep dive of attendance by demographics, reward strategies in place for students at risk of persistent absence • Key pupils identified, barriers to student's attendance and relevant context discussed weekly in leadership. • Key worker assigned to families who have significant PA and repeat suspension • Levelled tiers of interventions to support repeat offenders in place. • Engagement with external providers providing intense specific intervention. • Implementation of new behavioural systems to ensure low level disruption is eradicated from the classroom including addition of reset and therapeutic thinking strategies • Emotional Literacy Support Assistant (ELSA) trained TA providing, building self-esteem, social / friendship skills, anger, and behaviour management • Attendance Support Plan in place for all students who were severe absentees during the 2024/25 academic year to aid their return to school.
Raising aspirations and broaden experiences To foster cultural capital through raising awareness of employability and educational possibilities		Pupils demonstrate a good understanding of metacognitive strategies to enable them to better prepare for their exams and support progress. Effective programmes in place to improve aspirations, self-confidence, resilience and motivation as well as improving pupil understanding of possible	Study skills • Y10 (29 PP / 90) and Y11 (37 PP / 94) Welcome Evenings to share key information about the year and how parents can support their child. Pastoral teams called PP pupils to raise awareness of the evening. • Revision guides provided to students for English, Maths and Science • Y11 tutor sessions are additional lessons in English and Maths provided by specialist staff. • Introduction of Numeracy in activities: Number ninjas on a weekly basis across Y7-10 Duke of Edinburgh scheme PP students supported with cost of personal equipment and cost of trip element. CEIAG provision and Sixth Form recruitment • All PP pupils access careers education, information and guidance (CEIAG). Y10 appointments provided to priority PP students

		education and career pathways.	• Year 11 – 1:1 career meeting prioritised for all PP pupil – Autumn term and followed up in Summer term. • Careers assembly to Y7-11 • Careers fayre run across all year groups. Student leadership • All students have the opportunity to involve themselves in student leadership. Assemblies took place w/c 23 September 2024. 22% PP participation from Y7-12. Cultural capital • Subsidise opportunities for pupils to take part in cultural and social experiences. Examples include Y11 Inspector Calls trip (whole cohort) and Y10 Christmas Carol trip (Y10). • Music lessons across a range of year groups provided under PP provision. • Character development booklets partnered with personal development sessions delivered across Y7-10
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