

Pupil Premium Strategy Statement

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 over the course of the next 3 years, subject to annual review. The Strategy also details the effect that last year's spending of Pupil Premium had within our school.

School overview

Detail	Data
School name	Hele's School
Number of pupils in school	Y7-11 : 1157 (incl.Post-16) :1350
Proportion (%) of pupil premium eligible pupils	18.2%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2025 - 2028
Date this statement was published	December 2025
Date on which it will be reviewed	September 2026
Statement authorised by	Emma Clapham
Pupil premium lead	Amy Pearce
Governor / Trustee lead	Rob Franko

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ <u>271,845</u>
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£ <u>70,162</u>
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£ <u>342,007</u>

Part A: Pupil premium strategy plan

Statement of intent

At Hele's School, our purpose is to warm hearts and to light fires in the minds of all our students. Our ambition is to inspire confident learners who will thrive in a changing world, never fearful of taking risks and learning from mistakes made as part of their growth. We hold dear to the belief that 'people matter', and the quality of personal relationships at all levels is central to ensuring a safe, happy, caring and inclusive environment. Our ultimate objective is to support all students to reach their full potential.

We recognise within this that not all students have had the same experiences and we are committed to ensuring that no child is left behind socially or academically. We strive to remove any notion of low expectations for individuals or groups of students, raise lifelong aspirations for all and focus on removing barriers to learning in order to achieve excellence. We are mindful of the challenges faced by vulnerable students, such as those who have a Social Worker and those who are Young Carers.

Our Pupil Premium Strategy Plan aims to address the main barriers our students face through careful planning, rigorous tracking and targeted support and intervention. In addition, we aim to provide all students with the opportunities to enjoy academic success and to fulfil their potential as socially capable adults. High quality teaching is at the heart of approach, with a focus on areas in which less advantaged students require the most support. Research suggests that this focus will support our goal of closing the disadvantage attainment gap, whilst also benefitting other students. It is our intention that all students' attainment will be sustained and improved through our strategy.

Principles

- At Hele's, we are an inclusive community where we ensure that teaching and learning opportunities meet the needs of all our students.
- We ensure that provision is made for students who have additional needs or face additional barriers, e.g. students with special educational needs, students who receive or have received free school meals etc.
- In making such provision, we recognise that not all students who receive free school meals will be socially disadvantaged.
- We also recognise that not all students who are socially disadvantaged are registered or qualify for free school meals.
- We reserve the right to allocate the Pupil Premium funding to support any student or groups of students that we identify as being in need of additional support.
- Pupil Premium funding will be allocated following a needs analysis which will identify priority classes, groups or individuals.

Challenges

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

Challenge number	Detail of challenge
1	Historical poor progress from KS2-4: Students eligible for Pupil Premium funding, especially Higher Prior Attainers, identified from Key Stage 2 data results, have historically made less progress nationally, regionally and at Hele's School over Key Stage 3 and 4 than other students.
2	Literacy and numeracy skills: In general, PP students enter Year 7 at Hele's with lower Key Stage 2 SATs data / teacher assessments reflecting the need to develop literacy and numeracy skills further for these students early in KS3. This has been exacerbated by the disproportionately high impact of the COVID-19 pandemic on disadvantaged youngsters.
3	Aspiration and educational ambition: Students who are eligible for Pupil Premium funding may arrive at the Hele's lacking aspiration and educational ambition when compared to other students.
4	Behaviour: Where standards of behaviour do not meet expectations, this can have a detrimental impact on a student's academic progress. We know through student voice and behaviour data that self-esteem and self-regulation have been, and continue to be, issues affecting PP students at Hele's.
5	SEND needs: A high number of students who are eligible for Pupil Premium, also have a range of SEND needs which can impact disproportionately on their academic (and social) progress.
6	Attendance: Nationally, attendance rates for PP students are generally lower than the attendance rates for others. This is reflected at Hele's.
7	Access to resources: Access to resources such as computers, revision material and other learning resources, as well as engagement in extra-curricular activities can be more challenging for PP students.
8	Emotional wellbeing & safeguarding: There is a significantly higher proportion of disadvantaged pupils than non-disadvantaged open to Social Care at any given time and general emotional wellbeing tends to be lower for this cohort of students than their non-disadvantaged counterparts.

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
No gap between the outcomes for disadvantaged pupils and others at KS4.	2025-26: Gap in Basics 4+, 5+ and 7+ reduces. 2026-27: Gap in Basics and P8 outcomes continues to close. 2027-28: Gap in both Basics and P8 outcomes is closed
Gaps in literacy and numeracy between the disadvantaged pupils and others closed during KS3	2025-26: Current gap reduces 2026-27: Gap continues to close 2027-28: Gap is closed
Disadvantaged pupils aware of the options available to them and engaged in activities which develop cultural capital and aspiration.	2025-26: DS students strongly encouraged to participate in extra-curricular activities and participation tracked & monitored. Engagement in CIAG programme at each transition point. 2026-27: All DS students engaged in at least one extra-curricular activity per week. No DS NEETs. 2027-28: All DS students engaged in at least one extra-curricular activity per week and actively involved in student leadership opportunities and CIAG.
No gap in the behaviour KPIs between disadvantaged pupils and others	2025-26: Current gap in internal and external isolations and fixed term exclusions reduces 2026-27: Gap in internal and external isolations and fixed term exclusions continues to close 2027-28: Gap in internal and external isolations and fixed term exclusions is closed
Multiple vulnerabilities not stunting academic and social progress of disadvantaged pupils.	2025-26: Secondary Intervention Coordinator, Pastoral and SEND teams are aware of students impacted by multiple vulnerabilities and systems refined to optimise outcomes for these students 2026-27: Wider staff aware of students impacted by multiple vulnerabilities and systems embedded to optimise outcomes. 2027-28: All stakeholders aware of students impacted by multiple vulnerabilities and the
	support in place to address challenges faced.

No gap in attendance rates between disadvantaged pupils and others	<p>2025-26: Current gap in persistent absence reduces</p> <p>2026-27: Gap in persistent absence continues to close</p> <p>2027-28: Gap in persistent absence is closed</p>
Disadvantaged pupils have access to resources required to be academically successful.	<p>2025-26: Cyclical audit completed for access to technology in the home and technology distributed accordingly. Personal allowance spend articulated to parents/carers and reminders sent.</p> <p>2026-27: Audit completed of all new students (Y7 plus in-year admissions) to ascertain access barriers and solutions sought. Increase in uptake of personal allowance spend.</p> <p>2027-28: All DS students spending full personal allowance on resources or experiences which will enhance their academic and social progression.</p>
Disadvantaged pupils have access to resources to support their emotional wellbeing.	<p>2025-26: BAE Audit completed for all students to ascertain current wellbeing level and initial interventions in place.</p> <p>2026-27: Monitoring and evaluation of interventions for all DS students and repeat of BAE Audit to note improvements/ lack of progress.</p> <p>2027-28: Interventions embedded with full access for all DS students.</p>

Activity in this academic year

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

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £68,741

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Homework package (ClassCharts) & associated seating plan/behaviour package to ensure that staff at all levels are aware of all sub-groups, including disadvantaged students, in their classes and that up to date performance data is always available.</p> <p>Provision Map to hold all key strategies for individuals, linked to ClassCharts to provide a one-stop platform for staff to enable them to know every child in each class and plan for their needs.</p> <p>Staff to set frequent and meaningful homework that builds on prior learning, incorporates retrieval practice and is interleaved to support memory retention.</p>	<p>Homework (EEF +5 months)</p> <p>Digital Technology (EEF +4 months)</p>	1, 2, 4, 7

Teachers are provided with high quality internal CPD programme to further develop pedagogy, allowing all students, especially disadvantaged students, to meet or	Feedback (EEF + 8 months)	1, 3
<p>exceed expected levels of progress.</p> <p>Teachers plan appropriately for vulnerable learners in their group and annotate seating plans to highlight priority check-ins during lesson time.</p>		
Teachers can access external subject-specific or domain-specific CPD which will advance progress for students	N/A	1, 3
<p>Develop positive behaviour management techniques which focus on building relationships with students, particularly those from disadvantaged backgrounds to maximise learning time for all students.</p> <p>Increase staffing in the Reset room to enable a proactive response to behaviour management where triggers are identified.</p> <p>Appointment of a specialist HLTA team to work on behaviour interventions post suspension to reduce recidivism. Additional cover supervisor to support with lessons identified as 'hotspots'.</p>	Behaviour Interventions (EEF +3 months)	Behaviour Interventions (EEF +3 months)

Increase staff understanding of multiple vulnerabilities and increase communication between pastoral teams, SEN department, Secondary Intervention Coordinator and PP leads.	Feedback (EEF +8 months)	1, 2, 5
Secondary Intervention Coordinator – previous temporary post extended beyond Literacy to encompass wider interventions across multiple vulnerabilities. Literacy still a strong feature of this with assessment of all students with an SAS <100 and implementation of an intervention strategy to support students	Small group tuition (+4 months) Digital Technology (EEF +4 months) Phonics (+5 months)	1, 2

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

Budgeted cost: £82,196

Activity	Evidence that supports this approach	Challenge number(s) addressed
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NGRT testing for all students in Y7, with repeat testing for Y7-10. Tiered interventions including Fresh Start Intervention, Reciprocal Reading and Fluency Project intervention put in place for all students scoring below 100 SAS.	Small group tuition (+4 months) Digital Technology (EEF +4 months) Phonics (+5 months)	1, 2
Y11 maths/English intervention sessions include a significant proportion of disadvantaged students	One to one tuition (EEF + 5 months) Small group tuition (+4 months)	1, 3, 6
Y7-11 maths and English in-class tuition to support	One to one tuition (EEF + 5 months)	1, 2, 3, 6
a 'keep up' rather than 'catch up' model	Small group tuition (+4 months)	
Bespoke intervention menu – reviewed fortnightly at SoC meetings to include: Touch Typing, Handwriting, Fresh Start, Executive Functioning, Impulse Control, Anxiety Gremlins, Working Memory, Lego Therapy, Social Stories, Emotional Literacy, Fluency and Precision Teaching.	One to one tuition (EEF + 5 months) Small group tuition (+4 months)	1, 2, 3, 6, 7
Y11 P6 Daily Prep to focus on high-leverage revision strategies, alongside targeted intervention sessions	Extending school time (+3 months) Peer tutoring (+5 months)	1, 2, 3, 6, 7

LSA in-class and intervention support	Teaching Assistant Interventions (+4 months)	1, 2, 4, 5, 7
Provision of GCSE Revision Guides to Y9/10/11 students, along with guidance on how to effectively use them	n/a	7
Mentoring of all DS students by a key named adult. All year 11 to be mentored by SLT		
Purchase of subscriptions to educational and emotional wellbeing resources eg. Kooth, Twinkl, School Robins Times Tables Rockstars	Social & emotional learning (+4 months)	3, 7, 8

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

Budgeted cost: £155,988

Activity	Evidence that supports this approach	Challenge number(s) addressed
Humanutopia – Who Am I? social impact day (full Y9 cohort), followed by Heroes training and 5Live day for all PP students plus others, working with Y5 students across WeST. Prioritise DS students as peer mentors for new year 6.	Social & emotional learning (+4 months)	3, 4, 6, 8
Breakfast Club - food and equipment provision, with focus on healthy eating and family dining to provide a nurturing start to the day and opportunity to discuss emerging barriers.	Social & emotional learning (+4 months) Mentoring (+2 months)	7, 8

Personal allowance per pupil x £150, £25 per halfterm	Aspiration interventions (unclear)	3, 6, 7, 8
<p>Intense focus on attendance for disadvantaged cohort in all years through increased EWO time and focus of Pastoral Support Manager & Attendance Officer.</p> <p>Appointment of a Vulnerable Students coordinator</p> <p>Creation of a bespoke provision to support SPA students back into mainstream education.</p>	Parental engagement (+4 months)	3, 6, 8
Pre-release of all Parents Evening and Tutor Evening appointments, as well	<p>Parental engagement (+4 months)</p> <p>Arts participation (+3 months)</p>	6, 7, 8

as Enrichment Week bookings to disadvantaged students	Physical activity (+1 month)	
Provision of Super 6 equipment for disadvantaged students	n/a	7
Purchase of food ingredients/tech equipment (Y7&8 plus Hospitality/D&T GCSE students)	n/a	7
Maximise learning time for all students, particularly disadvantaged students, through improved behaviour systems and a focus on restorative practice.	Behaviour Interventions (+4 months)	3, 4

Audit participation of PP students in organised extra-curricular activities and look to increase participation rates to a minimum of one organised activity per child per week. Tracking through Absolute Education to analyse participation of disadvantaged students	Extending school time (+3 months) Physical activity (+1 month) Arts participation (+3 months)	3, 4, 6, 7, 8
Bespoke timetabling to respond to individual needs, featuring, where appropriate, access to alternative provision or therapeutic support, particularly for those where school-based interventions have been unsuccessful.	Individualised instruction (+4 months)	3, 6, 7, 8
CPA practitioner to provide individual and small-group interventions around social and emotional wellbeing.	Arts participation (+3 months)	3, 4, 7, 8
Youth Workers from Plymouth City Council on-site ½ day per week to work with students 2 x	Social & emotional learning (+4 months) Mentoring (+2 months)	3, 4, 7, 8
break times and complete series of workshops on issues affecting specific groups of students		

Enhanced CIAG - All Y11 PP students receive additional careers guidance through CTSW and are supported 1:1 by RM where appropriate. Y10 and 9 PP students are seen earlier than the rest of the cohort to increase lead in time. All PP students are supported to acquire a Work Experience placement to increase aspiration and ensure engagement.	Aspiration interventions (unclear) Feedback (+6 months)	3, 7, 8
Alternative Provision packages for students where support from external agencies in order to maintain or reengage in education is required.	Social & emotional learning (+4 months) Mentoring (+2 months) Individualised instruction (+4 months)	1,2,3,4,5,6,8
Enhanced transition planning for DS learners	Mentoring (+ 2months)	
Student voice – halftermly activity focussing on the experience of our DS, and other vulnerable students		

Total budgeted cost: £306,925

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.

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No gap between the outcomes for disadvantaged pupils and others at KS4.

	4+ Ba- (DS)	4+ Ba- (DS)	5+ Ba- (DS)	5+ Ba- (DS)	P8 (all)	P8 (DS)	A8 (all)	A8 sics (all)	sics (DS)	sics (all)	sics
2025	76%↑		54%↑		54%↑		28%↑			50.5%↑	37.50↓
2024	68.1%↓		46.4%↓		44.8%↓		25%↓			47.15↓	38.73↑
2023	76%↑		56%↑		57%↑		39%↑	+0.12↑	-0.46↑	49.89	37.3
2022	73.1%		54.4%		49.5%		21.7%	-0.28	-0.67	47.41	35.66
2021 TAGs	76.9%		63.0%		56.3%		29.6%	+0.15	-0.33		
2020 CAGs	78.2%		52.5%		55.3%		27.5%	+0.29	-0.23		
2019	72.8%		52.9%		50.0%		35.3%	+0.06	-0.38		

**Progress 8 figures do not exist for the 2025 cohort.*

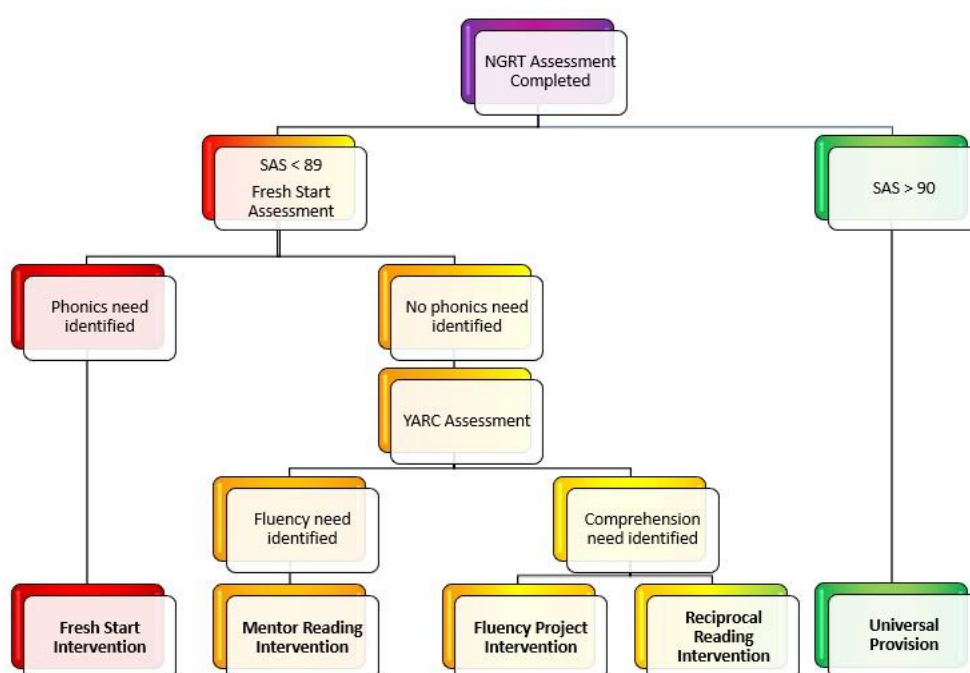
In 2025, outcomes in Basics at both 4+ and 5+ for the PP cohort had all improved significantly from 2024 and furthermore since 2022, however, this had served to increase the gap between disadvantaged students and non-disadvantaged students marginally to around 20 percentage points at each attainment benchmark. In 2025, overall 4+ and 5+ Basics outcomes improved, as did those for the PP cohort, though the gaps remained consistent with last year at around 20%.

We remain strongly committed to closing the gaps in attainment in 2025-26, especially in a year where there will be no progress measures.

The academic performance of disadvantaged pupils at Hele's School continues to be a key driver for all staff and wider stakeholders, with a view to further reducing the gap further in the coming year. This focus is inherent in all that we do and throughout our Pupil Premium Strategy.

Literacy Intervention

Disadvantaged learners make up around 28% of the whole school cohort whose SAS score falls into the 'below average' (69-88) band based on NGRT tests. Just over 1 in 10 disadvantaged students fall into this band across all year groups, in contrast with just under 1 in 10 non-disadvantaged students. 45% of all disadvantaged students fall within the 'average' band (89-111) which is 9% higher than non-disadvantaged students, with a further 40% performing 'above average' (>112). This however is in contrast to 48% of non-disadvantaged learners, meaning there is still considerable work to be done, both on entry and through work with our primary feeder schools to ensure students have 'secondary-ready' literacy levels prior to commencing the KS3 curriculum. Work continues to support students at Hele's with an SAS score below 100. Since the creation of our Literacy Intervention Teacher role, the intervention model has been significantly enhanced to ensure all students receive appropriate support to improve their literacy levels:



In addition to this, our tutor reading programme was rolled out in the 2022-23 academic year and continues to engage all KS3 students in guided reading 3 x 30 minutes per week for a carefully curated canon. Teaching staff are also acutely aware of reading scores and plan deliberate reading practice to further improvement. NGRT tests are conducted twice annually for students in year groups 7-9 to gauge improvement and track and monitor the progress of individuals. This information is shared with all staff and reported to parents.

Additional literacy interventions such as Fresh Start Phonics for our weakest readers are delivered by our Secondary Intervention Coordinator and specially-trained LSAs; a team of trained Post-16 students support KS3 students with Guided Reading during Tutor Time and projects including handwriting, fluency and touch-typing are also in place to support the full range of learner needs.

Attendance

Despite significant work and progress to support the attendance gap between pupil premium eligible learners and others, a gap persisted across the 2024/5 academic year. National average attendance for this cohort was 88.9% in 2023-24 whereas for the Hele's cohort it was 88.07% in 2024-25. PA for the same cohort was 35.29%. This reinforces the importance of targeting attendance interventions for disadvantaged learners at all stages of their education.

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
Who Am I?; Heroes Training; 5Live	Humanutopia
Power Up Literacy	Lexia Aspire Professional Learning
Fresh Start Phonics	Read Write Inc
Youth Work Service	Plymouth City Council
In school counselling – 2 days	Place2Be

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	According to the Armed Forces Covenant, the Services Pupil Premium is there for schools to provide mainly pastoral support for service children. This is exactly how we deploy our Services Pupil Premium – training and support for our Heads of Year and Pastoral Support Managers, as well as additional training for our tutors, helping them to know every child within their tutor group and support their individual needs. All Services students have access to enhanced pastoral support through our Student Services, with aspects such as priority waiting lists for school counselling, increased opportunities to work with the Head of Year and greater frequency of Careers Interviews to aid transition between phases. Many Services students and their families make use of these additional opportunities.

<p>What was the impact of that spending on service pupil premium eligible pupils?</p>	<p>In terms of outcomes, the results for Services students were broadly in line with the rest of the cohort. In the Basics measure of English and maths, 80% of Services students achieved a grade 4, 4% higher than non-Services students. At grade 5, 60% achieved the Basics – 6% higher than non-Services students. A8 for this cohort was 50.9%, broadly in line with non-service students. 100% of last year's Services students went on to Education, Employment or Training. Whilst no quantitative data can confirm whether this was as a result of enhanced pastoral support, Student Voice from the end of Y11 would suggest the enhanced support received was a key factor in reducing anxiety and in turn, increasing outcomes, both academically in terms of GCSE outcomes and pastorally in terms of attendance and behaviour.</p>
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Further information (optional)

For Pupil Premium spending, we also allocate a small amount throughout the year on subjectspecific interventions. Departments are able to request funding but must provide a clear rationale and evidence base for the funding request, along with intended outcomes and monitoring proposals. Previous applications have included new software, access to online learning like Sparx and EduCake. PP funding can also be requested to support with resources that will impact teaching and learning for all including classroom resources and additional rewards.

For this academic year, we have been able to secure an in-house Maths tutor and use English staff with capacity to work across years 7-11. For many years, we have been unable to successfully recruit to the post for English so the redeployment of existing resources is a pleasing enhancement to our provision. Largely this follows the 'keep up' rather than 'catch up' model. In addition, to work with a small number of 'hard-to-reach' students, we have been able to secure a part-time English teacher who will tutor this small group which contains over 50% Pupil Premium, to ensure they achieve 2 English qualifications in line with their ability.

In addition, we have been able to extend the role of our previous Literacy Intervention Teacher to encompass wider vulnerabilities under the remit of Secondary Intervention Coordinator. ensure appropriate provision for all learners where literacy needs are a barrier. Again, this is a real enhancement to our provision for all students, but particularly our disadvantaged cohort who are disproportionately affected by lower literacy levels.

Secondary Intervention Coordinator role – to further embed the literacy intervention as well as intervention to support emotional and communication needs.

In school counselling is funded from the Pupil Premium spend and we offer 2 days with priority access for students in receipt of the Pupil Premium funding.