



# LITTLE HEATH SCHOOL

## PUPIL PREMIUM STRATEGY STATEMENT

This statement details our school's use of pupil premium (and recovery 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.

### School overview

Detail	Data
Number of pupils in school	1,686
Proportion (%) of pupil premium eligible pupils	21% (271 of 1,291 in Yr7-11)
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2025-205
Date this statement was published	December 2025
Date on which it will be reviewed	Termly
Statement authorised by	David Ramsden
Pupil premium lead	Joshua Coulson
Governor / Trustee lead	Anton Laurence

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£289,796.00
Recovery premium funding allocation this academic year	£00.00
Pupil premium (and recovery premium) funding carried forward from previous years ( <i>enter £0 if not applicable</i> )	£00.00
<b>Total budget for this academic year</b> <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>	£289.796.00

# **PART A: PUPIL PREMIUM STRATEGY PLAN**

## **Statement of intent**

Our overarching goal is to ensure that every disadvantaged (DA) student has the same opportunities to succeed as their peers, reaching the highest level of achievement their potential allows. Our disadvantaged student strategy is central to our school vision to engender 'high quality learning that promotes respect, resilience and success'. Through a challenging and inclusive 11–18 curriculum, we aim to equip all learners with the knowledge, skills, and understanding they need to flourish in education and beyond. This includes preparing them not only for academic success but also for the personal and social development and resilience required to thrive in future educational and career pathways.

Our strategy centres on removing barriers that hinder progress, engagement, and positive behaviour, while supporting high-attaining disadvantaged students to excel. We recognise that disadvantage can manifest in different ways, and our approach is designed to address these challenges so that every child can thrive academically and personally. This means tackling gaps in learning alongside improving attitudes to learning, attendance, and participation in wider school life.

At the heart of this plan is exceptional teaching. A rich, balanced, and forward-thinking curriculum underpins our work, creating the conditions for outstanding progress for all learners, closing gaps in progress where they appear. High-quality classroom practice is essential, and we are committed to ensuring that every teacher has the tools and strategies to meet the needs of all students. We will use rigorous diagnostic assessment to identify individual and group needs, avoiding assumptions about disadvantage. These needs will be reviewed regularly, acknowledging that what works for one cohort may not be effective for another. Our approach will remain flexible and responsive, adapting to emerging priorities and evidence of impact.

We also recognise that academic success is closely linked to behaviour and engagement. Therefore, our strategy includes targeted support to help students develop positive habits, resilience, and confidence in their learning. By fostering a culture of high expectations and strong relationships, we aim to create an environment where every student feels valued and motivated to succeed.

The principles guiding our approach are clear:

- A resolute belief that no child should have their aspirations or achievements limited by circumstance;
- A strong commitment to social mobility as a driver of opportunity and equity;
- An unwavering focus on adapting curriculum delivery and classroom practice to remove barriers to learning, engagement, and behaviour, ensuring all students meet or exceed expectations regardless of background;

- A recognition that every child’s learning journey is unique, with growth mindset at the core of individual success.

## Challenges

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

No.	Detail of challenge															
1	<p><b>Academic challenge:</b> <b>Weaker literacy and numeracy skills</b></p> <ul style="list-style-type: none"> <li>- On average our disadvantaged pupils join us with weaker literacy skills. The average scaled score (SATs) for disadvantaged pupils in Reading is 104 in comparison to non-disadvantaged which is 107.</li> <li>- On average our disadvantaged pupils join us with weaker numeracy skills. The average scaled score (SATs) for disadvantaged pupils in Maths is 101 in comparison to non-disadvantaged which is 106.</li> <li>- 27% of our incoming Year 7 disadvantaged cohort are identified as being ‘bottom 20% reader’, compared to 13% of our non-disadvantaged Year 7 students.</li> <li>- Disadvantaged students took out 1,380 book loans from the school library, which makes up just 14.5% of the total number of loans.</li> <li>- Out GCSE results show a significant gap in the performance of disadvantaged and non-disadvantaged students:</li> </ul> <table border="1"> <thead> <tr> <th>Performance measure</th> <th>Disadvantaged students</th> <th>Non-disadvantaged students</th> </tr> </thead> <tbody> <tr> <td>Overall Alps score</td> <td>6</td> <td>4</td> </tr> <tr> <td>Attainment 8</td> <td>40.1</td> <td>50.6</td> </tr> <tr> <td>4+ in English &amp; Maths</td> <td>54%</td> <td>77%</td> </tr> <tr> <td>5 + in English &amp; Maths</td> <td>23%</td> <td>52%</td> </tr> </tbody> </table> <p><b>Across the curriculum:</b></p> <ul style="list-style-type: none"> <li>- From 1-1 interviews, it was clear that many of our disadvantaged students do not have access to a wide variety of academic resources to support their learning.</li> </ul>	Performance measure	Disadvantaged students	Non-disadvantaged students	Overall Alps score	6	4	Attainment 8	40.1	50.6	4+ in English & Maths	54%	77%	5 + in English & Maths	23%	52%
Performance measure	Disadvantaged students	Non-disadvantaged students														
Overall Alps score	6	4														
Attainment 8	40.1	50.6														
4+ in English & Maths	54%	77%														
5 + in English & Maths	23%	52%														
2	<p><b>Lower levels of attendance for some disadvantaged pupils</b></p> <ul style="list-style-type: none"> <li>• In 2024-25, the attendance percentage for Year 7-11 disadvantaged pupils was 89.1% (87.9% in 22-23), in comparison to 93.2% (94.4% in 22-23) for non-disadvantaged pupils.</li> <li>• 35% of all persistently absent students in the school are disadvantaged students.</li> </ul>															
3	<p><b>More frequent behaviour difficulties for some disadvantaged students</b></p>															

	<ul style="list-style-type: none"> <li>- In 2024-25, 56 disadvantaged students were suspended for a total of 285 school days. This makes up 47% of all suspensions and 55% of the total days suspended across the school.</li> <li>- In 2024-25, six disadvantaged students were permanently excluded (out of a total of nine permanent exclusions across the school).</li> <li>- In Term 6 of 2024-25 (when data is available), disadvantaged students were issued with 845 detentions (35% of the total number of detentions in the school during this time period).</li> <li>- The average engagement</li> </ul>
4	<p><b>Lower levels of engagement for some students and families</b></p> <ul style="list-style-type: none"> <li>- The average engagement to learning score for disadvantaged pupils in Years 7-11 was below that of non-disadvantaged students in 2024-25. For example, in Year 7 End of Year recording, disadvantaged students had an average engagement with learning score of 2.85, compared to an average of 3.17 for non-disadvantaged students. This margin is representative of all year groups.</li> <li>- In 2024-35, the average number of behaviour points issued for disadvantaged pupils was 10 higher than the average for non-disadvantaged pupils.</li> <li>- 38% of families of our disadvantaged pupils attended Year 11 parents' evening.</li> </ul>
5	<p><b>More difficulties when trying to achieve good mental health and well-being</b></p> <ul style="list-style-type: none"> <li>- Individual meetings reveal that a significant number of our disadvantaged students struggle with confidence, resilience, and motivation, and often lack effective strategies to address these challenges.</li> <li>- Feedback from families indicates that many disadvantaged households face difficulties in consistently providing items such as new uniform, essential resources, and learning materials.</li> </ul>
6	<p><b>Opportunities to build skills and experiences to improve social and cultural capital and life aspirations</b></p> <ul style="list-style-type: none"> <li>- One-to-one discussions highlight that many disadvantaged students have missed out on a breadth of cultural experiences and often lack some of the foundational knowledge that their peers acquire naturally within school.</li> <li>- Participation in extra-curricular activities among disadvantaged pupils is notably low, with the exception of involvement in sports.</li> <li>- 30% (14 of 46) 33% of disadvantaged pupils joined Little Heath Sixth Form in 2025.</li> </ul>

## 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 attainment and progress among disadvantaged pupils across the curriculum	By the end of our current plan in 2028: <ul style="list-style-type: none"> <li>• The Progress 8 gap will decrease annually, working towards 0.</li> </ul>

<p>at the end of Key Stage 4.</p>	<ul style="list-style-type: none"> <li>• The Attainment 8 score for disadvantaged pupils will be above national figures and demonstrate an annual phased increase.</li> <li>• The number of disadvantaged pupils achieving English and Maths at grade 4+ will show an annual phased increase, working towards 55%.</li> <li>• The number of disadvantaged pupils achieving English and Maths at grade 5+ will show an annual phased increase, working towards 30%.</li> <li>• The progress of disadvantaged pupils across GCSEs will be Alps 6 or higher.</li> <li>• The number of disadvantaged pupils in higher sets will demonstrate an annual phased increase.</li> <li>• Teacher reports and class observations will demonstrate disadvantaged pupils are more able to monitor, regulate and take pride in their own learning.</li> </ul>
<p>Improved literacy skills</p>	<p>By the end of our current plan in 2028:</p> <ul style="list-style-type: none"> <li>• Disadvantaged pupils in all year groups will make progress in reading and literacy so their scores are closer to being within 5-7% of other pupils.</li> <li>• Book looks will show disadvantaged students are using the in-lesson resources provided effectively to improve their writing skills.</li> <li>• 75% of disadvantaged pupils will achieve grade 4+ in English, and 45% will achieve grade 5+.</li> <li>• The attainment and progress gap in English between disadvantaged and non-disadvantaged pupils will decrease annually, working towards 0.</li> <li>• Disadvantaged students will take out a higher proportion of books loans from the school library (at least 21% of all loans).</li> </ul>
<p>Improved numeracy skills</p>	<p>By the end of our current plan in 2028:</p> <ul style="list-style-type: none"> <li>• The attainment and progress gap in Maths between disadvantaged and non-disadvantaged pupils will decrease annually, working towards 0.</li> <li>• Disadvantaged pupils in all year groups will make progress in numeracy so their scores are closer to being within 5-7% of other pupils.</li> <li>• 70% of disadvantaged pupils will achieve grade 4+ in English, and 40% will achieve grade 5+.</li> <li>• Pupils in years 7 and 8 will be able to fluently recall their times tables and number bonds.</li> </ul>
<p>To achieve and sustain improved attendance for all pupils, particularly for disadvantaged pupils.</p>	<p>Sustain high attendance by 2028 demonstrated by:</p> <ul style="list-style-type: none"> <li>• An annual phased reduction in absence of all pupils, working towards a target of no more than 5%, including disadvantaged pupils.</li> <li>• An annual phased reduction in the number of pupils who are persistently absent, working towards a target that is in line with</li> </ul>

	or better than national percentages, including for disadvantaged pupils.
Improved behaviour displayed by disadvantaged pupils.	<p>By the end of our current plan in 2028:</p> <ul style="list-style-type: none"> <li>• The percentage (and total number) of suspensions issued to disadvantaged pupils will reduce year on year.</li> <li>• The average engagement with learning score for disadvantaged students will show a phased increase, working towards at least 3.</li> <li>• The average number of behaviour points issued for disadvantaged pupils will show a phased reduction (aim for 10% year on year decrease) and be more closely in line with their peers.</li> </ul>
Increased parental engagement and support from home.	<p>By the end of our current plan in 2028:</p> <ul style="list-style-type: none"> <li>• The number of parents of disadvantaged pupils attending parents' evening and whole school information evenings will show an annual phased increase, working towards 75% attendance.</li> <li>• The number of parents of disadvantaged pupils accessing Satchel One will be monitored half termly, to enable targeted interventions.</li> </ul>
Pupils will have knowledge of and access to a range of resources and strategies to help achieve healthy mental health and well-being.	<p>By the end of our current plan in 2028:</p> <ul style="list-style-type: none"> <li>• Families and pupils will feel better informed about accessing a range of resources and support about achieving healthy wellbeing. This will be measured through parental and student voice feedback.</li> <li>• Pupils will report healthier well-being, particularly disadvantaged pupils, demonstrated through well-being surveys and student voice feedback.</li> <li>• An increased number of disadvantaged pupils to access post 16 provision, either within our Sixth Form or another provider.</li> <li>• Every disadvantaged pupil will take part in at least one school trip each year, where possible.</li> <li>• Every disadvantaged pupil will have at least one careers interview at Key Stage 4 and Key Stage 5.</li> <li>• Every disadvantaged pupil will receive timely 1-1 support from a designated member of staff, with a focus on supporting improve mental health and well-being.</li> </ul>

## 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: £101,428.60

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase of standardised diagnostic assessments. Training will be provided to staff to ensure assessments are interpreted correctly.	Our Annual Report found that, by the end of secondary school, disadvantaged pupils are on average, 19 months behind their more affluent peers. Standardised tests give teachers the ability to identify, diagnose and intervene. Improvement and performance must therefore be measurable so that where underperformance is identified, it can be addressed early on. ( <a href="#">Testing times - what is the impact of standardised testing? - The Education Policy Institute (epi.org.uk)</a> and <a href="#">Diagnostic Assessment Tool.pdf (d2tic4wvo1iusb.cloudfront.net)</a> )	1
Overstaffing to provide interventions in English and Maths.	‘Language and literacy provide us with the building blocks not just for academic success, but for fulfilling careers and rewarding lives... Schools should focus first on developing core classroom teaching strategies that improve the literacy capabilities of the whole class.’ ( <a href="#">Literacy   EEF educationendowmentfoundation.org.uk</a> ) and <a href="#">Improving literacy: moving English forward - GOV.UK (www.gov.uk)</a> 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 mental models: <a href="#">Improving Mathematics in Key Stages 2 and 3   EEF (educationendowmentfoundation.org.uk)</a>	1,3,5,6
Improving literacy in all subject areas in line with recommendations in the EEF.	Acquiring disciplinary literacy is key for students as they learn new, more complex concepts in each subject. ‘Schools should proactively plan to support students with the weakest levels of literacy, particularly in Year 7.’ <a href="#">Improving Literacy in Secondary Schools   EEF (educationendowmentfoundation.org.uk)</a> and <a href="#">EEF KS3 KS4 LITERACY POSTER.pdf (d2tic4wvo1iusb.cloudfront.net)</a>	1,2,5
DEAR time provision	The positive impacts of reading for enjoyment on children, young people, and adults have been demonstrated extensively. <a href="#">Reading Outcomes Framework   National Literacy Trust</a> Increased reading engagement can have a positive impact on intellectual outcomes as well we health and well-being. <a href="#">Outcomes Framework   Reading Outcomes Framework Toolkit (readingagency.org.uk)</a>	1,5,6
Professional development on adaptive teaching in	‘A well-constructed, well-taught curriculum will lead to good results because those results will reflect what pupils have learned’ <a href="#">Thinking about curriculum impact</a>	1,3,4,5,6

<p>each teacher's subject area to raise standards of teaching and learning.</p>	<p>— <a href="#">Mary Myatt Learning</a> Providing high-quality feedback to pupils is integral to effective teaching. <a href="#">Assessment and feedback   EEF (educationendowmentfoundation.org.uk)</a> Ensuring all SEND students have access to high quality teaching must also be a priority. <a href="#">Special Educational Needs in Mainstream Schools—Recommendations (d2tic4wvo1iusb.cloudfront.net)</a></p>	
<p>Recruitment and retention of teaching staff in the classroom and staff to lead the pupil premium strategy in key departments, improving the quality of education for disadvantaged pupils across the school.</p>	<p>The best available evidence indicates that great teaching is the most important level schools have to improve the outcomes for their pupils. <a href="#">High-quality teaching   EEF (educationendowmentfoundation.org.uk)</a> Some schools have found inventive ways to improve everyday school life by skilfully deploying key staff, including support staff. <a href="#">Against the odds report.pdf (publishing.service.gov.uk)</a> In reviewing the key lessons learned, the EEF conclude 'How a project is implemented is vital and arguably as important as its content.' The study also finds a large and concerning gap between the attainment of disadvantaged pupils and non-disadvantaged pupils following the pandemic. Schools will need continued and significant support in the years ahead if we are to avoid a generation of pupils being left behind. <a href="#">EEF publishes new analysis on impact of COVID-19 on attainment...   EEF (educationendowmentfoundation.org.uk)</a></p>	<p>1,3,6</p>
<p>Providing academic resources to support learning for all year groups across the curriculum.</p>	<p>Evidence will vary depending on individual need for each DA student. This will involve the provision of personalised learning resources for students</p>	<p>1,2,3,4,5,6</p>
<p>Using external interventions and provisions to improve behaviour and engagement.</p>	<p>Interventions such as mentoring and structured sports (e.g., boxing) can lead to tangible behavioural improvements, including reductions in negative behaviour disciplinary incidents, absenteeism, and disruptive behaviour, while simultaneously enhancing student engagement and personal development. <a href="#">The Effects of Youth Mentoring Programs: A Meta-analysis of Outcome Studies. Positive Youth Development through a Co-Designed Modified Boxing Programme.</a></p>	<p>3, 4</p>

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

Budgeted cost: £14,489.80

Activity	Evidence that supports this approach	Challenge number(s) addressed
Targeted intervention, revision sessions across the curriculum, including a daily homework club led by trained staff and student ambassadors.	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one. The EEF suggest an impact of +4 months. <a href="https://www.educationendowmentfoundation.org.uk/teaching-mathematics-at-key-stage-3">Small group tuition   EEF (educationendowmentfoundation.org.uk)</a> The EEF found that programmes which extend school time have a positive impact on average. Before and after programmes with a clear structure, a strong link to the curriculum, and well-qualified and well-trained staff are more clearly linked to academic benefits than other types of extended hours provision.	1,3,5, 6
Use numeracy packages to improve students' literacy levels as targeted intervention.	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 ( <a href="https://www.gov.uk/teaching-mathematics-at-key-stage-3">Teaching mathematics at key stage 3 – gov.uk</a> ) and Evidence of impact of a range of interventions on KS3 Mathematics skill development (Recommendation 7 – structured interventions - <a href="https://www.educationendowmentfoundation.org.uk/improving-mathematics-in-key-stages-2-and-3">Improving Mathematics in Key Stages 2 and 3   EEF (educationendowmentfoundation.org.uk)</a> )	1,3,6
Targeted support delivered by trained teaching assistants.	The EEF found that Teaching Assistants can provide a large positive impact on learner outcomes. The average impact of the 1 & 2 11 deployment of teaching assistants is about an additional four months' progress over the course of a year. <a href="https://www.educationendowmentfoundation.org.uk/teaching-assistant-interventions">Teaching Assistant Interventions   EEF (educationendowmentfoundation.org.uk)</a>	1,3,6

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

Budgeted cost: £173,877.60

Activity	Evidence that supports this approach	Challenge number(s) addressed
Targeted behaviour interventions using both in school and off-site resources and providers for pupils	'Behaviour interventions seek to improve attainment by reducing challenging behaviour in school.' The EEF conclude behaviour interventions have moderate impact of +4 months for low cost. <a href="#">Behaviour</a>	1,3,5,6

who require support with regulating their behaviour and emotions.	<a href="#">interventions   EEF (educationendowmentfoundation.org.uk)</a>	
A broad and balanced curriculum, including alternative curriculum pathways and provision.	‘Work on the curriculum is a never-ending piece of professional development. We strive for a ‘high-ambition, low threat’ model and course choices are central to this. Flexible courses ‘boost engagement, motivation and academic achievement. <a href="#">Curriculum intent beyond the subjects - by Mary Myatt (substack.com)</a> and <a href="#">ASDAN Website   Courses and Student leadership and alternative curriculum – Education Observatory</a>	1,3,5,6
Breakfast club	It is important for pupils to start the day with a nutritious breakfast. Evidence shows that providing a healthy school breakfast at the start of the school day can contribute to improved readiness to learn, increased concentration, and improved wellbeing and behaviour. <a href="#">National school breakfast club programme - GOV.UK (www.gov.uk)</a>	1,2,3,5, 6
All pupils receive high quality careers advice.	The EEF found that ‘young people from poorer homes are more likely to be uncertain about the qualifications they need to access their chosen career and get the skills they need’. The EEF looked at a number of studies and 60% of these provided largely positive findings of educational outcomes, 67% provided evidence of positive economic outcomes and 62% of these provided evidence of positive social outcomes. <a href="#">SYM873648 Careers-Education-Infographic (d2tic4wvo1iusb.cloudfront.net)</a> Evidence of impact of careers guidance on student aspiration ( <a href="#">Careers Statutory Guidance (publishing.service.gov.uk)</a> ) Evidence from careers education summary ( <a href="#">SYM873648 Careers-Education-Infographic (d2tic4wvo1iusb.cloudfront.net)</a> ) Research from Gatsby benchmarks ( <a href="#">good-career-guidance-handbook-digital.pdf (gatsby.org.uk)</a> )	1,3,5,6
Staff supporting attendance and behaviour	NFER research shows that pupils with stable attendance achieve significantly better GCSE results. Regular attendance is strongly linked to higher attainment at KS4 and beyond. For disadvantaged students, every additional day in school increases exposure to teaching and reduces gaps. NFER research: <a href="#">Being Present: the Power of Attendance and Stability for Disadvantaged Pupils</a>	1,2,3,5,6
Staff supporting behaviour, including progress leaders	EEF’s Behaviour Interventions Toolkit reports an average of +3 months progress when schools invest in structured behaviour support and staff training. Behaviour specialists implement proactive strategies,	1,2,3,5,6

	reducing classroom disruptions and suspensions. Suspensions disproportionately affect disadvantaged students, limiting learning time and increasing risk of disengagement. EEF research: <a href="#">Behaviour interventions   EEF</a>	
Staff supporting student wellbeing	Whole-school wellbeing programmes (Oxford meta-analysis) improve academic attainment, motivation, and reduce drop-out rates. Thrive programme data shows 27% fewer suspensions and 15% reduction in persistent absence. Wellbeing leads or counsellors provide targeted emotional support, improving resilience and engagement. Mental health challenges are more prevalent among disadvantaged pupils, often leading to poor attendance and behaviour issues. Oxford meta-analysis study: <a href="#">Wellbeing impact study - Oxford Impact</a>	
Progress leaders	The EEF found that the average impact of behaviour interventions is four additional months' progress over the course of a year. Evidence suggests that, on average, behaviour interventions can produce moderate improvements in academic performance along with a decrease in problematic behaviours.	1,2,3,5,6
Embedding principles of good practice set out in the DFE's Improving School Attendance advice.	The DFE guidance has been informed by engagement with school that have significantly reduced persistence absence and increased their overall levels of attendance. <a href="#">Improving school attendance: support for schools and local authorities - GOV.UK (www.gov.uk)</a>	1,2,3,5,6
Packages to teach life skills and enrichment to develop character, including packages to support emotional literacy and well-being.	EEF asserts 'a set of attitudes, skills and behaviours including self-control, confidence, social skills, motivation and resilience are thought to underpin success in school and beyond.' These are 'most effective when specifically linked to learning.' <a href="#">Life skills and enrichment   EEF (educationendowmentfoundation.org.uk)</a> and documents ( <a href="#">Promoting and supporting mental health and wellbeing in schools and colleges, www.gov.uk</a> ) and ( <a href="#">Mental health and behaviour in schools, DfE</a> )	1,2,3,4,5,6
Using technology to facilitate a more efficient system to track, monitor and evaluate our provision.	The EEF concludes parental engagement has moderate impact for low cost based on extensive evidence (+4 months). Using digital software and strategies to engage parents can offer more regular updates and clear channels of communication between school and home. <a href="#">Parental engagement   EEF (educationendowmentfoundation.org.uk)</a>	1,3,4
Contingency fund for acute issues.	Not applicable.	

**Total budgeted cost: £289,796.00**



## PART B: REVIEW OF THE PREVIOUS ACADEMIC YEAR

### Outcomes for disadvantaged pupils

We have analysed the performance of our school's disadvantaged pupils during the 2024/25 academic year across Key Stage 3,4 and 5 using the following:

- Key Stage 3: our own internal assessments and data relating to academic progress, engagement with learning and attendance.
- Key Stage 4: using Key Stage 4 performance data, Post-16 destination data and our own internal assessments and data relating to academic progress, engagement with learning and attendance.
- Key Stage 5: using Key Stage 5 performance data, Post-18 destination data and our own internal assessments and data relating to academic progress, engagement with learning and attendance.

In 2025, the year 11 cohort of 248 achieved a variety of GCSE and vocational qualifications. Our disadvantaged pupils accounted for 15% (38/248) of the cohort. The indicative Progress 8 score for all Year 11 pupils at Little Heath School was +0.14. In comparison, the Progress 8 score for disadvantaged pupils was -0.27 and +0.22 for non-disadvantaged pupils. Whilst a significant gap still exists, this marks a substantial improvement on previous years (disadvantaged Progress 8 was -0.84 in 2024 and -0.72 in 2023). The gap between disadvantaged pupils and non-disadvantaged pupils narrowed in 2025.

In 2025, the Attainment 8 figure for all Year 11 pupils at Little Heath School was 49.0 (47.1 in 2024 and 46.3 in 2023). Attainment 8 (which is a measure of GCSE attainment across 8 subjects) was 40.8 (34.3 in 2024 and 33.5 in 2023) for our disadvantaged pupils, compared to 50.6 (50.2 in 2024 and 48.7 in 2023) for our non-disadvantaged pupils. Attainment 8 scores for disadvantaged students improved significantly this year and the gap to non-disadvantaged students reduced from 12.8 to 8.2.

Pleasingly, we saw a narrowing of the gaps between disadvantaged students and their non-disadvantaged peers in Year 11, particularly with progress. Our Alps score for disadvantaged students was 6, the first time in several years that it was in the 'mid'-range. 54% of disadvantaged students achieved a grade 4 or above in both English and Maths, increases from 43% in 2024 and 36% in 2023. We believe that many of our interventions and our effective Pupil Premium strategy over the past three years had a positive impact on our disadvantaged students' progress, however further work needs to be done to close the gap further, which still exists and is significant.

After Year 11 in 2025, 54% of the cohort progressed to the school's Sixth Form. 30% (14 of 46) 33% of our disadvantaged cohort progressed onto our Sixth Form. 18 of the disadvantaged cohort achieved the standard five passes at grade 4 and above. Of these 18, 14 students joined our Sixth Form. Therefore 77% of eligible disadvantaged students remained at our Sixth Form. We invested in enhanced careers guidance provision for our disadvantaged students to provide them with unbiased advice about appropriate next steps. We are pleased with the 77% figure but recognise that we must focus on ensuring more disadvantaged students secure the grades required to access the qualifications offered in our Sixth Form.

14 of our Year 13 cohort were disadvantaged in 2025. The average A Level grade for these students in 2025 was a C, up from a C- in 2024 and a D+ in 2023. The average A Level points score for this cohort was 28.7, compared to 32.19 for the non-disadvantaged cohort. This was a narrower gap than the previous three years of results. 7 disadvantaged students achieved 3A\*-C grades (up from a total of 8 across the previous three years, combined), but only 2 disadvantaged students achieved 3A\*-B grades, which is a focus area for the year ahead.

## Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.

<b>Programme</b>	<b>Provider</b>
Fitzpatrick's Boxing Mentoring	Path Hill
Reading Kicks Football	RAW mentoring
Emotional Health Academy	West Berkshire Council
West Berkshire SEMH provision	Just Around The Corner
ICollege (in-reach and out-reach)	Time To Talk

## Service pupil premium funding (optional)

<i>For schools that receive this funding, you may wish to provide the following information:</i> <b>How our service pupil premium allocation was spent last academic year</b>
In 2024/25 we had no students who were in receipt of the service premium. In the past, our service children have benefitted from the various approaches to pastoral support outlined above.
<b>The impact of that spending on service pupil premium eligible pupils</b>
N/A

## Further Information (Optional)