

Pupil premium strategy statement – Hurstmere School

This statement details our school’s use of pupil premium (and recovery premium for the 2022 to 2023 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	Hurstmere School
Number of pupils in school	894
Proportion (%) of pupil premium eligible pupils	16.3% (DfE funding allocation document September 2025)
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	2022/2023 -2025/2026
Date this statement was published	November 2025
Date on which it will be reviewed again	November 2026
Statement authorised by	Caron Johnson, Director of Inclusion
Pupil premium lead	Andy Reddy
Governor / Trustee lead	

Funding overview

Detail	Data
Pupil premium funding allocation this academic year	£168,775.00
Recovery premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£168,775.00

Part A: Pupil premium strategy plan

Statement of intent

What are your ultimate objectives for your disadvantaged pupils?

Our objective is to ensure that every pupil has the opportunity to thrive academically, socially, and personally. We aim to close attainment gaps, secure strong progress across all subjects, and prepare pupils for successful post-16 destinations. Beyond academic achievement, we are committed to developing resilience, confidence, and essential life skills so that pupils can overcome barriers and engage fully in school life. This will ensure they are able to make a valued contribution to the community.

What are the key principles of your strategy plan?

Our Pupil Premium strategy is built on the principle that disadvantage should never limit opportunity, that if we get it right for the most disadvantaged, we get it right for all pupils.

The strategy focuses on:

- Closing attainment gaps through high-quality inclusive teaching and a curriculum that challenges and inspires.
- Ensuring that the development of Reading is a fundamental aspect of support for disadvantaged pupils to ensure that they are able to access the curriculum.
- Improving attendance and reducing persistent absence, ensuring every pupil is present, engaged, and ready to learn.
- Reducing suspensions and promoting positive behaviour through proactive pastoral support and strong relational and inclusive practice across the school.
- Building confidence, character education, and aspiration through enrichment opportunities and strong pastoral care.
- Preparing pupils for successful next steps in education, training, or employment, supported by careers guidance and mentoring.

How does your current pupil premium strategy plan work towards achieving those objectives?

As a school, we are continuing to work hard to support disadvantaged pupils, however, we recognise that challenges remain, particularly in relation to behaviour and attendance. We recognise that there are often significant external factors which impact on these two fundamental areas. Our strategy is designed to address these barriers through a combination of high-quality inclusive teaching, targeted interventions, and robust pastoral support.

Key actions include:

- A revised behaviour policy and consistent whole-school approach is embedded ensuring that staff are equipped to manage behaviour effectively and maintain a positive learning environment.
- CPD is focused on high-quality teaching, live and group feedback, and curriculum refinement, informed by research from the Education Endowment Foundation and Sutton Trust.
- Persistent absence among PP pupils remains a key challenge. We have implemented rigorous data analysis, early intervention strategies, and strengthened the role of the overall Pastoral Team to drive improvement. This has included training for staff to deploy EBSA based interventions to provide pupils with strategies prior to further decline in attendance. While overall attendance is improving, the gap for PP learners persists, requiring continued focus and innovation.
- An increased focus has been applied to the importance of reading to support learning. This includes a developing Reading Intervention Programme to ensure that they have the literacy skills to access their learning across the curriculum.

Challenges

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

Challenge number	Details of challenge
1	Attendance Attendance remains a key challenge. Rates for disadvantaged pupils are lower than those of their peers, and persistent absence continues to be a concern. Improving attendance is a priority, with targeted interventions and early support in place to ensure pupils are in school, engaged, and learning.
2	Attainment Gaps We have worked hard to improve attainment across all levels, however, there was still a gap between disadvantaged and non-disadvantaged pupils, within Progress 8 data. It is important to note that the overall gap in the previous cohort was heavily impacted by several pupils who disengaged. It is important to note that this can fluctuate yearly due to cohort context, and in-school monitoring highlights that disadvantaged pupils remain at risk of underachievement. Our focus is on early identification and intervention. We track pupils holistically through attendance, attainment, behaviour, and pastoral indicators, supported by Raising Standards meetings. Parents are engaged through targeted meetings and regular communication to address barriers, motivation, and engagement.
3	Behaviour Overall behaviour across the school is positive, some disadvantaged pupils show lower engagement and motivation in lessons. This impacts progress and is reflected in higher internal suspension rates compared to their peers. Addressing these barriers through targeted support and proactive strategies remains a key priority.
4	Internal suspension Although overall exclusion and suspension rates are low, monitoring shows that disadvantaged pupils are still involved in both suspensions and internal exclusions. Proactive behaviour strategies remains a key priority.
5	Curriculum Although overall progress across the school is strong, analysis shows that disadvantaged pupils who are High Prior Attainers do not achieve as well as their peers and achieve less well compared to Low Prior Attainers.

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
<p>1. Improve attendance for learners who are eligible for Pupil Premium so that it is in line with the attendance of their non-disadvantaged peers.</p>	<p>a. Overall school attendance is consistently at or above 95%. b. Attendance for Pupil Premium learners is closer to in line with their non-disadvantaged peers when compared to the previous academic year. c. Persistent absence for Pupil Premium learners is reduced.</p>
<p>2. Sustain high-quality inclusive teaching that actively engages all learners, ensuring disadvantaged pupils access ambitious curriculum, participate fully in lessons, and achieve strong outcomes.</p>	<p>a. Learning walks consistently show teachers are using effective High Quality Inclusive Teaching Strategies. b. Monitoring confirms staff can accurately identify Pupil Premium learners and adapt teaching to meet their specific needs. c. Lesson planning, preparation and seating plans clearly reflect personalised strategies for disadvantaged pupils. d. Assessment and progress data demonstrate that outcomes for Pupil Premium learners are closing gaps with their peers.</p>
<p>3. Low attainment of PP is identified quickly and addressed</p>	<p>a. Raising Standards meetings consistently prioritise High Prior Attaining (HPA) Pupil Premium learners, with clear actions. b. Impact of interventions for PP pupils is evidenced through measurable improvements in progress and attainment. c. Data drops and learning walks confirm that underperforming target groups make rapid and sustained progress over time.</p>
<p>4. Improve the behaviour for learning of targeted PP pupils, reducing the gap between PP and non-PP learners in key behaviour indicators, including internal suspensions and recorded behaviour incidents, so that rates for disadvantaged pupils are in line with their peers.</p>	<p>a. Learning walks and monitoring confirm that staff consistently manage low-level behaviour effectively, ensuring a calm and focused learning environment. b. Targeted pupils are clearly identified, and personalised support plans—including external agency involvement where appropriate—show measurable impact on behaviour for learning. The tiered Inclusion framework supports systems and parental engagement are embedded. c. Behaviour data demonstrates a sustained reduction in sanctions for targeted pupils, evidencing improved engagement and learning.</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: **£42,200**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<ul style="list-style-type: none"> ▪ Continue the CPD programme focusing on curriculum pedagogy which incorporates the elements of HQT. ▪ CPD on further developing whole school awareness of ways to support the needs of the pupils in classes ▪ Reading support has also been introduced across the school for those with the greatest need following Reading Tests and published Reading Ages. 	<p>High Quality inclusive teaching is a clear factor in developing progress of pupils. The SLT, Middle leaders and focused CPD are key in supporting teachers to achieve this. EEF High Quality Teaching Pupil premium Guidance EEF Teaching & Learning Toolkit</p> <p>The impact is clear for developing children as learners and being responsible for their actions.</p> <p>Metacognition and self-regulation EEF Teaching & Learning Toolkit The link between pupil health and wellbeing and attainment Improving educational outcomes for learners with specific learning difficulties</p>	2 3 5
<ul style="list-style-type: none"> ▪ Establish a large term Pupil Bulletin which identifies students at risk of underachievement. ▪ Ensure all teaching staff identify Pupil Premium learners on lesson and seating plans and consistently apply targeted strategies to support their learning. 		2 3 5

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

Budgeted cost: **£ 29,200**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<ul style="list-style-type: none"> ▪ Targeted Key Stage 4 Revision Groups created based on if Disadvantaged pupils are below target in English and Maths. The groups start in the Summer term of Year 10 and through Year 11 until GCSEs are completed. 	<p>The EEF Guide to the Pupil Premium- The Tiered approach to Pupil Premium spending identifies the benefit of small group academic tuition, along with Targeted interventions to support Literacy and Numeracy</p>	23

<ul style="list-style-type: none"> Targeted reading programme for pupils falling behind in reading. Deploy a targeted intervention programme to support pupils holistically across the curriculum, to include Literacy and Numeracy interventions, along with Social Skills and SEMH Support. To be delivered by Two Teaching Assistants and SENDCo. 	<p>Linked with the High-Quality teaching, the impact of TAs can be high when used effectively.</p> <p>EEF High Quality Teaching Pupil premium Guidance EEF Making Best Use of Teaching Assistants EEF Teaching & Learning Toolkit FFT Small Group Tuition</p> <p>The vocabulary teaching and Reading mileage are key. There is a clear gap in this for children who are disadvantaged.</p> <p>EEF Blog: Five evidence-based strategies to support high-quality teaching for pupils with SEND The Matthew Effect – why literacy is so important EEF Phonics Reading wise</p>	<p>2 5</p> <p>2 3 4 5</p>
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: **£97,375**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<ul style="list-style-type: none"> The deployment of Level X support across the school is aimed at supporting pupils to re-engage in their lessons through short intervention. The purpose is to ensure that 	<p>There is evidence to suggest that CBT can have a high impact on risk behaviours and behavioural difficulties:</p> <p>Cognitive Behavioural Therapy - Youth Endowment Fund</p>	<p>134</p>

<p>disruption to learning is overall reduced, meaning that pupils have the opportunity to learn in lessons. Pupils identified as Disadvantaged who have additional needs such as SEND or Adverse Childhood Experiences (ACEs) are also identified on the school SEMH Support register, meaning that prior to pupils being removed from lessons, SEMH support is deployed to ensure that opportunities to continue to learning are explored.</p> <ul style="list-style-type: none"> ▪ Maintain Internal Suspension Room (ISR) provision and provide structured support for vulnerable learners ▪ Continue to use the behaviour system to ensure high expectations of all students. This expects the very best from all students. 	<p>EIF’s report on adolescent mental health found 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</p>	
<ul style="list-style-type: none"> ▪ Maintain a strong, consistent focus on Pupil Premium attendance, led by the Attendance Lead and Education Welfare Officer (EWO) commissioned from Bexley Local Authority, with regular monitoring and follow-up. ▪ Actively engage parents of PP learners where attendance concerns have been identified, ensuring collaborative strategies for improvement. ▪ Identify and track PP persistent absentees (PA) in each year group, implementing targeted interventions promptly. ▪ Create a support package for Disadvantaged pupils 	<p>Children being in school is the biggest factor in attainment. Research into How Attendance can impact Attainment Research into How Attendance can impact Attainment Breakfast clubs work their magic in disadvantaged English schools</p>	<p>1 2 3 5</p>

<p>who have extended periods of absence. The purpose being to provide appropriate Home Learning Resources which are monitored, which allow pupils to still engage in learning with the intention of re-engaging in school attendance. This will include The Oak National Academy and SENECA Premium.</p>		
<ul style="list-style-type: none"> ▪ Disadvantaged pupils to be prioritised for parents evenings, being given early access to parents evening times. ▪ Disadvantaged pupils to have additional focused review parents evenings with members of SLT at key points such as after PPE results in Year 11 and prior to choosing options in Year 9. 	<p>Working with parents has always been key for the school. Through upskilling parents and supplying them with materials to support at home</p> <p>EEF Parental Engagement EEF Teaching & Learning Toolkit Review of Best Practice in Parental Engagement Do parental involvement interventions increase attainment? Ofsted's judgement of parental engagement: A justification of its place in leadership and management</p>	1 2 3 4 5
<ul style="list-style-type: none"> ▪ Deploy the Attendance Team to proactively monitor and support Pupil Premium (PP) learners, ensuring timely interventions for those at risk of persistent absence. 		1 2 5
<ul style="list-style-type: none"> ▪ PPG Lead and Pastoral Team to maintain proactive engagement with parents of Pupil Premium learners, fostering strong home-school partnerships to support attendance, behaviour, and academic progress. 		1 2 3 4 5
<ul style="list-style-type: none"> ▪ Ensure Pupil Premium remains a standing agenda item in all key meetings and is embedded as a core priority within the Whole School 		1 2 3 4 5

<p>Development Plan under the strategic aim: Diminish the Difference.</p>		
<ul style="list-style-type: none"> ▪ Ensure that Disadvantaged pupils are supported to a wide variety of Personal Development opportunities which broaden the experiences of pupils. Further to this removing any barriers to learning which could affect attainment or attendance, such as the support of equipment for learning and school uniform. 		<p>1 2 3 4 5</p>
<ul style="list-style-type: none"> ▪ The purchase and deployment of Flash Academy to support pupils identified as EAL, particularly pupils new to the country and language. The package provides a bespoke targeted intervention programme, with progress tracking through the Bell Assessment which is fully incorporated. 		<p>1235</p>

Total budgeted cost: **£168,775.00**

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

2024-25 Impact

End of Key Stage 4 results

Average Attainment 8 PP- 2.75 Non-PP 4.45

It is important to note that from the cohort identified as Pupil Premium, 17 of these pupils were within the Low Prior Attainment Band. Of these 17 pupils, 9 pupils have had historic and current school refusal and disengagement from learning. 5 of these pupils also joined the school in upper Key stage 3 or later, with learning and behaviour concerns already entrenched. Timetable modifications were made to support a number of these pupils, including the reduction of option choices. It is felt that this had a positive impact on ensuring that these pupils achieved some GCSEs, where in several cases they would have reduced school attendance further.

It is important to note that the Pupil Premium pupils made more progress compared to the Non-Pupil Premium pupils from Pre-Public Exam (PPE) 2 to their Actual Results. (PP 3.5 points increase/ Non-PP 0.9).

Attendance

Average attendance PP 83.9% Non-PP 92.7%

There is a higher percentage of pupils who were identified as Pupil Premium and Persistently Absent from school, totalling 51.9%, when compared to Non-Pupil Premium pupils at 29.7%. It is important to note that this was heavily affected by pupils in Year 11 who had historical school absence concerns or had joined us from other settings late on.

Behaviour

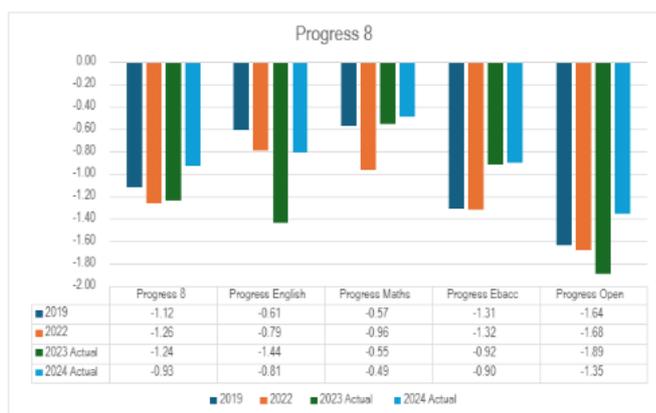
The Pupil Premium pupils show a higher percentage of Exclusions at 25.9% when compared to Non-Pupil Premium pupils at 11.5%

Achievement points of Pupil Premium and Non-Pupil Premium pupils are in line with each other. Recorded behaviour incidences for Pupil Premium pupils shows a higher pupil average when compared to Non-Pupil Premium pupils at 36.51 and 17.60 respectively.

The plan for the 2025-26 Academic year aims to address some of the concerns raised within the data above.

2023-24 Impact

PROGRESS 8



The above chart shows raw figures for Progress 8 over the four-year period of results since 2019. Results are shown for overall P8, as well as English, Maths, EBacc, and Open.

Progress 8

- The P8 marginally improved in 2023 but did not surpass the 2019 figure.
- This improvement has continued and the figure for 2024 **has** surpassed that for 2019.
- As seen later, this is fuelled by large improvements in English and Open categories.

P8 English

- The P8 figure for English was in decline between the period 2019-2023 with a marked deterioration in 2023
- The P8 figure in 2022 was still, however, the best reported across all the five progress measures
- The figure for 2024 has improved but is still worse than that for 2022.
- Assuming that the figure for 2023 is considered an outlier (it was dramatically worse than anything seen before), there is still a general decline. Next year's figures need careful consideration to assess whether they have indeed turned a corner
- The 2024 English P8 figure is better than the school's overall P8

P8 Maths

- The P8 figure in Maths was at its worst in 2022, where they suffered a sharp decline against the previous figure for 2019 (similar to English in 2023)
- The figure for 2023 was a marked improvement over 2022.
- Marginal improvement in 2024 continues this trend
- In 2019, 2023 and 2024 the P8 figure in Maths has been the best reported across all five progress measures
- The Maths P8 figure is consistently better than the school's overall P8 figure

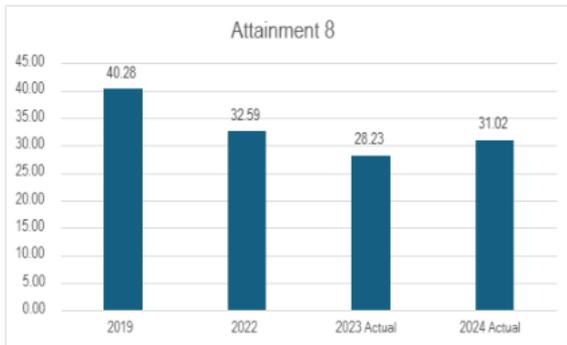
P8 EBacc

- The P8 figures for EBacc follow a similar pattern to Maths with noticeable improvement in 2023 and marginal improvement again in 2024
- Since 2022, EBacc figures have been better than the overall P8 figure

P8 Open

- The Open P8 figure is consistently the worst of all five reported measures
- The decline during the period 2019 – 2023 has been halted in 2024.
- The 2024 Open P8 figure is the best over the entire period of 2019 – 2024, but still dramatically poorer than the other four measures reported.

ATTAINMENT 8



The above chart shows raw figures for Attainment 8 over the four-year period of results since 2019.

- There was a general and marked decline in performance from 2019 -2023
- The decline has halted in 2024 although the figure is still below the one for 2022 and significantly below that for 2019.