

# Pupil premium strategy statement – Heworth Grange School

This statement details our school's use of pupil premium funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the outcomes for disadvantaged pupils last academic year.

## School overview

Detail	Data
Number of pupils in school	918
Proportion (%) of pupil premium eligible pupils	57%
Academic year/years that our current pupil premium strategy plan covers	2025-26; 2026-2027; 2027-2028
Date this statement was published	December 2025
Date on which it will be reviewed	June 2026
Statement authorised by	Neil Rodgers (Principal)
Pupil premium lead	Daniel Nicholson (Associate Assistant Principal)
Governor / Trustee lead	Gary Ramm

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£538,863
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b>	<b>£538,863</b>

# Part A: Pupil premium strategy plan

## Statement of intent

At Heworth Grange, we recognise that disadvantaged students are not a uniform group; each individual faces unique challenges that affect their learning and personal development. Our commitment is to understand these diverse needs and respond with a range of academic and pastoral strategies that empower all students to meet the high expectations we set.

Our staff share a core belief: educational disadvantage can be overcome through excellence in curriculum design and quality-first teaching. We aim to equip students with the knowledge and skills needed to seize future opportunities and break cycles of social disadvantage.

This strategy outlines how we allocate Pupil Premium funding, guided by evidence from the Education Endowment Foundation (EEF). Research supports a tiered approach to spending, focusing on three key areas: teaching, targeted academic support, and wider strategies. At Heworth Grange, the majority of our investment is directed toward enhancing teaching quality—developing staff expertise to ensure consistently high standards in the classroom.

Situated in Felling, Gateshead—an area with some of the highest levels of deprivation in England—we are acutely aware of the socioeconomic challenges our students face. For example, 82% of the Felling ward's population lives within the 10% most deprived areas nationally, with similarly high figures in Deckham and High Fell.

Importantly, our approach extends beyond those eligible for Pupil Premium. We recognise that many students not formally identified as disadvantaged still face significant barriers. As an inclusive school, we place all students at the heart of our decision-making.

All stakeholders at Heworth Grange are united in their commitment to:

- Setting the highest expectations for every student, supported by a curriculum and learning experiences that enable them to thrive.
- Taking collective responsibility for disadvantaged pupils across all areas of school leadership, ensuring the strategy is delivered, challenged, and reviewed effectively.
- Prioritising a high-quality curriculum over excessive reliance on interventions.
- Equipping teachers and support staff with the knowledge and tools to help students succeed in demanding learning environments over time.

## Challenges

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

Challenge number	Detail of challenge
1	Consistency of high quality first teaching and curriculum delivery. The quality of the teaching and learning at Heworth Grange has been described as inconsistent in recent inspections. The Department for Education emphasizes that high-quality, adaptive teaching is the first and most important step in supporting disadvantaged pupils close the attainment gap.
2	The reading age and literacy development of those students eligible for the pupil premium are, on average, below age-related expectations. Our most recent data shows a significant gap between disadvantaged students and their non-disadvantaged peers.
3	The attendance of students eligible for the pupil premium is lower than average. The attendance gap is currently at 4%, and 38.86% of disadvantaged students were classed as persistent absentees compared with 29.65% of non-pupil premium pupils.
4	Outcomes at KS4 show that pupil premium-eligible students do not attain as well as their non-disadvantaged peers, and that their progress is not as strong. The attainment gap between pupil premium and non pupil-premium students in English language APS is -0.8 and Literature – 1.02 with the difference in maths being -1.29.
5	Qualitative data tells us that students eligible for pupil premium are more likely to possess low aspirations and engagement, which reflects national trends.
6	Social, emotional and mental health issues disproportionately affect disadvantaged students. Whilst this is a national trend, our internal data supports this suggestion.

## 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
To achieve improvements in the progress and attainment of disadvantaged students across the curriculum.	<ul style="list-style-type: none"> <li>GCSE data summer 2026 for pupil premium pupils shows significant improvement from last year.</li> <li>Pupil premium pupils achieving 4+ and 5+ in English and Maths will increase significantly from last year.</li> </ul>

	<ul style="list-style-type: none"> <li>The attainment gap between pupil premium and non-pupil premium pupils will also decrease.</li> </ul>
To achieve and sustain improved attendance for all students, particularly disadvantaged students.	<ul style="list-style-type: none"> <li>The average attendance for pupil premium pupils will continue to improve on STLY and the number of pupil premium pupils classed as persistent absentees will decrease.</li> </ul>
To improve the reading ages of disadvantaged students who have reading ages that are below their chronological reading age.	<ul style="list-style-type: none"> <li>Reading age data for all pupil premium pupils will show significant improvement.</li> </ul>
To reduce the knowledge and skills gaps of disadvantaged students.	<ul style="list-style-type: none"> <li>The quality of teaching and learning across the school is judged as effective with teachers adapting pedagogy when knowledge gaps are identified to close them.</li> <li>The effectiveness of period 6 and form time interventions for year 11 improve so they are data driven to address knowledge gaps picked up from formative and summative assessment.</li> </ul>
To ensure that the curriculum is such that disadvantaged students are on a suitable pathway to support them to further learning or training, and students are supported to make preferences at KS4 that open doors to future opportunities.	<ul style="list-style-type: none"> <li>The options process is managed in a way that supports pupil premium pupils onto the most suitable pathways to allow them to fully engage with and enjoy their learning.</li> <li>The number of pupil premium pupils continuing to further education increases.</li> </ul>
To ensure that the pastoral system meets the needs of our disadvantaged students such that their behaviour for learning and wellbeing improve.	<ul style="list-style-type: none"> <li>The number of pupil premium pupils receiving sanctions for negative behaviour decreases, indicating greater time spent receiving quality first teaching.</li> <li>The number of pupil premium pupils receiving suspensions decreases, indicating greater time spent receiving quality first teaching.</li> <li>The percentage of pupil premium pupils receiving awards and positive points on the Class Charts system increases.</li> </ul>
To ensure that opportunities given in the personal development programme are accessed equally by disadvantaged students and their peers and are designed to broaden students' cultural capital.	<ul style="list-style-type: none"> <li>The number of pupil premium pupils accessing co-curricular clubs increases.</li> <li>The number of pupil premium pupils taking part in and completing the Duke of Edinburgh award scheme increases.</li> <li>The personal development programme continues to be embedded across the curriculum to ensure opportunities for cultural capital are taken.</li> </ul>

## Activity in this academic year

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

### Teaching (for example, CPD, recruitment and retention)

**Budgeted cost: £169,053**

Activity	Evidence that supports this approach	Challenge number(s) addressed
CPD focussed on whole class assessment	“Embedding formative assessment explicitly can be a key component of laying the foundations for effective feedback.” <a href="#">EEF</a>	1,4,5
Teacher Coaching – introduce the ConX classroom and shift the culture to a more reflective practice, utilising staff expertise and experience to target and focus teacher CPD.	Coaching is “an essential component of <a href="#">effective continuous professional development</a> ” <a href="#">instructional coaching</a> is “probably the best-evidenced form of CPD currently known to mankind”	1,4,5
Continued development of our curriculum to meet the needs of our pupils, with particular focus of retrieval, apply and literacy.	“Curriculum adaptation and enhancement is core to the work of school improvement.” “Adaptations to the curriculum should support pupils to move forwards from their specific starting points, strengthening understanding as they go.” <a href="#">EEF</a>	1,2,4,5,6
Recruitment and retention of Teaching and Teaching support staff that support PP students.	Ensuring that there is a healthy school climate will ensure that teachers are able to deliver Quality First Teaching more effectively. Consistency in staffing structures is beneficial to pupils as opposed to a high turnover of staff who do not understand and know the context thoroughly. <a href="https://www.gov.uk/government/collections/reducing-school-workload">https://www.gov.uk/government/collections/reducing-school-workload</a>	1,4

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

Budgeted cost: £18,896

Activity	Evidence that supports this approach	Challenge number(s) addressed
Maths and English Tutor Groups	KS4 internal data and outcomes	4,5
Reading Interventions – using Reading wise to target pupils with lower than expected reading ages.	<i>“We know that reading is one of the most important building blocks for young people to achieve their potential across many subjects in school, building their vocabulary, grammar and overall general knowledge. This goes beyond school achievement though. Good literacy levels are vital to building a successful career and engaging with the wider world.”</i> <a href="#">EEF</a>	2,5
Safe study/homework spaces – creating a staffed room with all necessary resources (e.g. computers/revision guides) where Year 11 pupils can go to revise, consolidate and complete homework.	KS4 internal assessment data. Pupil voice data. Attendance data. “surveys in England suggest that pupils from disadvantaged backgrounds are less likely to have a quiet working space, are less likely to have access to a device suitable for learning or a stable internet connection and may receive less parental support to complete homework and develop effective learning habits.....Homework clubs can help to overcome these barriers...” <a href="#">EEF</a>	4,5,6
Data-informed period 6 intervention sessions for Year 11.	This arrangement enables the teaching to focus exclusively on a small number of learners. Studies show that intensive tuition in small groups is often provided to support lower attaining learners or those who are falling behind, but it can also be used as a more general strategy to ensure effective progress, or to teach challenging topics or skills (for example for HAPs). Small group tuition   <a href="#">EEF</a>	2
Provision of revision guides for all students and to increase parental engagement with the revision process including additional parents evenings (such as “Fish and Tips”)	Research from the EEF suggests that the inclusion of parents in their children’s learning activities has a positive impact on the progress of those children. <a href="#">EEF</a>	4,5,6

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

Budgeted cost: £350,913

Activity	Evidence that supports this approach	Challenge number(s) addressed
Mentoring Programme – staff mentors trained to regularly meet with targeted Year 11 pupil premium pupils.	“Some evidence suggests that some pupils from disadvantaged backgrounds show low engagement with or have low expectations of schooling. Mentoring interventions may be more beneficial for these pupils, as the development of trusting relationships with an adult or older peer can provide a different source of support.” <a href="#">EEF</a>	3,4,5,6
DofE Funding – funding provided to encourage the uptake of the Duke of Edinburgh by pupil premium pupils, to pay for entry, kit and any other consumable they may otherwise be unable to afford.	Participating in the DofE has shown to improve the following in all pupils, including pupil premium pupils. Taking away the barrier of cost to pupils, significantly increases the number of PP pupils taking part. - Increased social interaction and greater engagement with peers. - Encourages a healthier lifestyle. - Improves problem solving abilities. - Gain life experiences through volunteering. - Develop communication and leadership skills.  Internal registration and completion data.	5,6
Uniform Support – have a store of uniform readily available for pupils to borrow as and when needed to ensure uniform issues due to disadvantage is not a barrier to learning.	“The implementation of a school uniform policy is likely to have a significant cost for parents.” “School uniform policies are thought to complement the development and support of a whole school culture and approach, which in turn may assist pupil discipline and motivation.” “Pupils from lower socioeconomic households are less likely to be able to afford the cost of school uniforms. Schools intending to change their school uniform policy should therefore consider what provision can be made to cover the costs of uniform changes for disadvantaged pupils.” <a href="#">EEF</a>	3,4,5,6

<p>On track packs – have stationary packs available for any pupils who need them to ensure lack of equipment due to disadvantage is not a barrier to learning.</p>	<p>Loaning out equipment has a significant impact on the pace of lessons and is more prevalent with PP pupils. Fewer pupils requiring equipment once they enter the classroom – having equipment is no longer a barrier to learning. Lessons move at a faster pace (internal QA)</p>	<p>3,4,5,6</p>
<p>Attendance rewards – continue to drive attendance through reward, both little and often and big impact rewards on key low-attendance dates.</p>	<p>“research evidence suggests that students feeling a ‘belonging’ to school means that they will attend more” (<a href="#">Impact Ed: Understanding Attendance</a>).</p>	<p>3,5,6</p>
<p>Continued implementation of the innovation centre to support SEMH pupils.</p>	<p>EEF research suggests that small group learning may be another promising approach to meeting differing learner needs without reducing the total amount of teaching time that pupils receive. <a href="#">Individualised instruction EEF</a></p> <p>Studies also show that small-group tuition is effective, particularly when the group size is smaller than six students. This group size is provided within the Innovation Centre</p> <p><a href="#">Small group tuition EEF</a></p> <p>Behaviour interventions have an impact through increasing the time that pupils have for learning. This might be through preventing exclusions that remove pupils from school for periods of time.</p> <p><a href="#">Behaviour interventions EEF</a></p>	<p>3,5,6</p>
<p>Continued Appointments of Directors of Progress at KS3 and KS4 (extended SLT), of a Director of Culture and Arts, and of an AP (Behaviour and Attitude)</p>	<p>One aspect of the role of Directors of Progress and AHT is to focus on the attendance of students. DfE good practice guidance outlines that it is important that attendance is seen as a key part of school improvement, and that appropriate leadership capacity is dedicated to this focus: “Have a designated attendance champion in the senior leadership team with clearly assigned responsibilities which are identified within the attendance policy and school improvement plan.”</p>	<p>3,4,5,6</p>
<p>Continued employment of non-teaching Heads of Year.</p>	<p>With the increased availability of these staff, we can have more frequent parental contact focussed on both academic and pastoral aspects of students’ school life. Research from the EEF suggests that the inclusion of parents in their children’s education</p>	<p>3,5,6</p>

	has a positive impact. Parental engagement   <a href="#">EEF</a>	
Continued provision of a wide range of extra-curricular clubs with funding available to support the attraction of pupil premium pupils to take part.	We know that the cultural capital of disadvantaged students can significantly lack that of their non-disadvantaged peers. The accumulation of cultural capital is central to social mobility for all students, particularly those who are disadvantaged. <a href="#">Cultural Capital – Chartered Institute</a>	3,5,6

**Total budgeted cost: £538,863**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

**Academic Outcomes:**

- Data from the previous academic year's national assessments shows that the attainment 8 gap of pupil premium pupils compared to their non-PP peers was -11.98 and the difference between pupils achieving a good pass in maths and english was -29.4

**Attendance:**

- The attendance of disadvantaged pupils last year was higher than the year previous, though at 81.89% average, there is still work to be continued as it was significantly lower than the national average and the average attendance for non-disadvantaged pupils at Heworth Grange.

**Reading:**

- Most recent reading age data shows that there is little difference between the reading ages of pupil premium and non-pupil premium pupils.

**Behaviour:**

- In the academic year 2024-25, over 85% of school suspensions were for pupil premium pupils and the total suspension days for pupil premium pupils was over 84% of the total. Over 90% of permanent exclusions were for pupil premium pupils.

Based on all the information above, the performance of our disadvantaged pupils did not meet expectations in the last academic year, but we are at present on course to achieve the outcomes we set out to achieve by 2026/27, as stated in the Intended Outcomes section above.