WEST HATCH HIGH SCHOOL

THE BEST THAT I CAN BE

Pupil Premium Strategy Statement

Policy Date	December 2025
Policy to be reviewed	December 2026

Signed by the Headteacher

Ratified on the 10th December 2025 by the Chair of Governors

School overview

Detail	Data
Number of pupils in school	1580
Proportion (%) of pupil premium eligible pupils	16.5%

Year 7	Year 8	Year 9	Year 10	Year 11	**Year 7 - 11**	Year 12	Year 13	**SIXTH FORM**	**TOTAL**
246	250	249	246	247	**1238**	173	169	**342**	**1580**
24	52	55	53	50	**234**	15	11	**26**	**260**
9.7%	20.8%	22%	21.5%	20.2%	**18.9%**	8.6%	6.5%	**7.6%**	**16.5%**

Academic year/years that our current pupil premium strategy plan covers	2025/26 – 2027/28
Date this statement was published	December 2025
Date on which it will be reviewed	Bi-termly Audit (June2026)
Statement authorised by	
Pupil premium lead	Luke Taylor
Governor / Trustee lead	Janine Salmon

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£281,785
Pupil premium funding carried forward from previous years	£0
Total budget for this academic year	£281,785

Part A: Pupil premium strategy plan

Statement of intent

WHHS objectives

As an inclusive comprehensive school, we want to:

- Improve all students' life chances irrespective of their background.
- Provide a high-quality careers' service, in part biased to disadvantaged pupils.
- Provide a mentor for all disadvantaged pupils and prioritise those in greatest need.
- Identify barriers to learning and address needs effectively and timely
- Reduce the progress gap at KS4
- Increase pupils' language development, literacy and comprehension so that they can best access learning from Year 7.
- Develop pupils' confidence.
- Provide Quality First teaching for all pupils.
- Provide intervention and timely actions where progress does not meet expectations.
- Reduce gaps in cultural capital by encouraging enrichment opportunities both within the school and outside.
- Improve Parent communication and support for disadvantaged families

Our current Pupil Premium strategy plan

The main focus of the School's Pupil Premium approach is to improve outcomes for our most vulnerable pupils in order to ensure that they can achieve their aspirations and progress to the next stage of their education. We want our disadvantaged pupils to achieve results in-line with their non-disadvantaged peers.

Key Literature

The strategy as detailed below is based on national research, in particular, from the ***Education Endowment Foundation***, coupled with an understanding of the needs of pupils at West Hatch. This strategy draws upon the research conducted by Marc Rowland and therefore follows many of the guiding principles detailed in ***'Addressing educational disadvantage in schools and colleges, the Essex way'*** **Marc Rowland, 2025.** This is evident when planning and review of the strategy is in process. Research and Reading outlined in ***'How to create a culture of inclusion and belonging'*** **M. Bromley, 2025** has underpinned much of the prior thought and planning taken when considering decisions and strategies in the statement and beyond.
It is also informed by our own observations and knowledge of our Pupil Premium students, see below.

Our Pupil Premium work focuses on improving the quality of teaching and learning, we call this 'Quality First' teaching. This is at the heart of our educational provision for all pupils, whilst being at the forefront of our **10% more strategy** for PP.

We also focus on different curriculum models including alternative provision for those pupils who are unable to access the full school curriculum within school for a range of reasons. This does affect some Pupil Premium students on a year-to-year basis; we provide suitable alternatives that ensure

engagement in a curriculum that fosters skills, knowledge and aspiration to guide future decisions or education.

Key principles/Focus of our spending

Our main focus is to concentrate on Quality First teaching for all pupils thereby ensuring that Pupil Premium pupils receive the best learning experience possible. Research from The DfE and EEF suggests that the greatest impact on disadvantaged pupils happens in the classroom on a daily basis – this is firmly the belief of School leaders, hence why this strand is key across the SDP and principles of West Hatch.

In order to raise achievement in English and Mathematics, the school has invested in extra staffing within both of these departments over a prolonged period of years. The direct result of this has been to reduce class sizes across all year groups so that pupils receive more support from teaching staff within lesson times. Benefits here are two – fold; enabling QfT by reducing class sizes, whilst enabling teachers to provide targeted intervention within an additional class group in order to close attainment gaps.

Supplementary staffing has also been added to these departments who sit above the curriculum and remove small groups of pupils for extra support where identified. The school's regular progress check tracking systems via DPR/ALPs ensure that Pupil Premium pupils are specifically identified for this support. This is driven by our KS subject leads as part of the KS3 and 4 RSL strategies.

Our mentoring programme for disadvantaged pupils in Years 7 to 13 is a key aspect of our strategy. This involves teaching and support staff having a relatively small number of pupils (1-4) that they mentor and coach on a termly basis. The objective of such mentoring is to firstly establish and build relationships, identify pupils' key barriers to their learning and then critically, to try and overcome such barriers so that key stakeholders can engage in actioning and addressing need. Pupils are matched to mentors via a method of best fit, where pastoral or learning needs have been identified.

Senior leadership positions are organised at key stage 3, 4 and 5 with the purpose of early identification of pupils who are underachieving. These raising standards' leaders (RSL) look at timetabling, class configuration and interventions to narrow the gap between their current attainment and their expected levels of progress. Monitoring of strategies and progress is coordinated by KS RSL and triangulated between KS subject leads, all KS RSL and Senior leadership via in-class monitoring, Line management meetings and SLT briefings.
Disadvantaged pupil progress is monitored via progress checks on a formal basis each term, with monitoring occurring via DPR in-between, and discussed in subsequent meetings.

CPD has been delivered to staff in order to develop awareness and subsequent action, for example in September 2025 training was provided on a whole school basis and then tailored CPD for SEND and new staff. In November 2025, a further session was delivered on the importance of supporting disadvantaged students, building trust and a positive teacher relationship with students through the mentoring program. This was delivered to Pastoral, curriculum leads, then additional teaching and support staff to tailor the requirements and expectations. An element of these CPD sessions were to launch key initiatives as part of my term as PP lead – PP3, 10% more and importantly establishing PP profiles for each student that creates consistency and targeted actioning throughout their School career.

Key staff meet to identify underperformance via Key Stage RAP meetings. Some pupils who are identified as underachieving receive personalised tuition in our Intervention Centre. HLTA's are employed within the Intervention Centre to manage the area and lead the interventions.

A small number of students are placed on alternative education programmes. This enables these students to learn valuable skills and qualifications outside of the school environment. The school identifies pupils who would benefit from this type of support which gives certain pupils access to further education and provision beyond 16. The Unit Award Scheme (UAS) allows all students to engage with learning and have their achievements formally recognised.
Learners are rewarded with a certificate each time they successfully complete a unit of learning. They can build up a portfolio of certificates to evidence their skills, knowledge and experience.
The scheme boosts confidence, increases engagement and improves motivation, helping learners to make progress on their lifelong learning journey

Pupils with poor attendance or punctuality receive specific support from the school's Attendance and Welfare Officer and the Heads of Year. Closing the gap in attendance is a specific target for our Attendance Officer and a range of strategies are put in place to address issues. This is coupled with new and strong pastoral strategies implemented by the DH.

For those pupils who need extra support, specifically where behaviour is impacting upon their learning, the school employs behaviour support staff and pastoral managers.

The school also employs a counsellor. Pupils are able to self-refer as well as being recommended by staff or parents. Pupils can receive one off sessions or longer programmes of support.
Other interventions include:

- Targeted intervention specified by the pupils' subject teacher following diagnosis of need, delivered in the Intervention Centre. Students are assessed prior to the intervention and following it to determine progress and how effective it has been.
- Mentoring by teaching staff including Heads of Year, Form Tutors and the Behavioural Team.
- Subject and peer mentoring provided by Year 12 pupils.
- Alternative educational provision is put in place to best meet the learning needs of a small number of pupils.
- Pupil Premium students receive clear and thorough careers' guidance. They are prioritised in Year 10 as this informs work leading into their CV and interview workshop and work experience; which is a 2-week programme held at the end of the Summer Term in Year 10.
- Disadvantaged pupils are part of the Achievement Plus programme; which is designed to push pupils academically. They are also targeted as part of our careers-related visits, such as the Y.E.S. Partnership's Motivation Conference in Year 9 and a World of Work Conference in Year 10.
- The implementation of a Pupil Premium breakfast club, which will provide a free breakfast to students identified. The aim is to reduce the number of behaviour and classroom engagement logs given to pupil premium students in the early part of the day and encourage punctuality and attendance in School
  - The implementation of a homework club in a computer lab, offered to all students, but targeting key pupil premium students who may not have access to a computer at home – tackling the digital divide is an on-going process
  - Monitoring and tracking of PP students at afterschool clubs / teams

Challenges

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

Challenge number	Detail of challenge
1	Having a strong understanding of pupil premium students leading to subsequent intervention of underperforming disadvantaged pupils at Key stage 3, 4 and 5. Communication and action across Key Stages and stakeholders must be clear and intentioned.
2	Pupils' language development, communication and reading – closing the reading age gap between disadvantaged and non-disadvantaged which as an example for year 7 currently sits at 1.74yrs.
3	Developing pupils' social capital in order to improve their self-confidence and aspirations within and beyond West Hatch. This includes career and post 16 uncertainty and unawareness of opportunity.
4	Parental communication and support to provide continual clarification on progress and barriers experienced, and how these can be addressed in School and at home. Challenging many parental perceptions of School, based on historic experiences.
5	Maintaining attendance at/close to the school average and providing attendance intervention when required alongside AO and pastoral strategies
6	Ensuring that disadvantaged pupils have the necessary class equipment, access to trips and after school activities. Addressing the digital divide and providing environments for independent study in school and at home.

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 outcomes among disadvantaged pupils across the curriculum at the end of KS4. Closing the progress gap between non-disadvantaged peers	Analysis of key performance measures of P8 and ALPS outcomes. Ensuring performance data continues to show a trend of attainment improvement year-year alongside a reduced divide in P8 (2025 A8 gap of 12.3, P8 gap of +0.7)
To identify and intervene with key pupils who are not making suitable progress across the Key Stages	Intervention by year teams, departments and KS3, 4 and 5 RSL and subsequent analysis of progress data via DPR and ALPS. There will also be class observations of selected pupils and focus groups to examine any emerging issues via KS RAP. Evidence of targeted student progress between data points and EOY exam outcomes.

To develop and build foundations for sound literacy, oracy and reading ability for disadvantaged pupils. An initial bias in Year 7.	LW to assess the provision within class for oracy, reading opportunities and peer-peer discussions. Using Bedrock literacy programme to reassess our provision and literacy/reading outcomes for year 7
To ensure that disadvantaged pupil attendance is in line with the school figures and where not, to ensure that action is taken.	Use of Half termly attendance data to track and monitor, then action. Triangulate strategies between AO, DHT and AHT to action inclusion figures. This data should be judged across figures each academic year and monitored on a termly basis.
To encourage greater participation in extra-curricular activities in order to build disadvantaged pupils' cultural capital and confidence.	Analysis of PP participation in extra-curricular opportunities each term when compared to non-disadvantaged peers.
Build an historic picture identifying student barriers and need in order to target support and address barriers to learning, attendance, behaviours.	Create a Profile for every PP student so that all teachers and staff are aware of need in and out of the classroom. This gathers evidence for common needs within WH and the local area to inform future strategy and resource direction
Improve Parental engagement and communication to provide support and break down preconceived image of education due to parental experiences	Increase level of parental engagement in student life and education. Increase face-face opportunities and more regular communication via pastoral check-ins and whole school events.

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: **£112,714 app.**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Clear identification of Pupil Premium Students	It is vital that staff know our disadvantaged pupils but also that such pupils are not made aware of this in order not to create any bias or preconceptions. Staff must know their disadvantaged pupils to ensure that questioning and mentoring is targeted and that appropriate intervention	1

	such as mentoring, attendance and behaviour support can be best managed effectively. All staff must have knowledge of individual barriers to learning to inform practice. • The SIMS registration page includes disadvantaged pupils as well as their reading ages. • Class teachers to also know their characteristics such as SEN, ability levels, behaviour and attendance issues identified on SIMS and EDUlink • The SEN Team also focuses on Pupil Premium achievement and need to know who such pupils are. • All class seating plans to identify PP pupils in every class. Details are also placed on Edu-Link One. • Mentors receive details of their respective mentees in Autumn term 1. Training is provided regarding the mentoring programme • PP Profile provides informed details on each students individual barriers or needs so all staff have access and knowledge – Within Inclusion Team on MS Teams	
Quality First teaching, monitoring and feedback *Academic Excellence Pillar*	This is a vital area of our work as we believe that all pupils deserve to receive consistently high levels of teaching. This is a Whole School policy. We know that the most impact on student outcomes and experience occurs within the classroom. As 19% of the school's 7-11 pupils are disadvantaged this therefore represents a clear area of focus. At West Hatch we believe in evidence informed approaches to teaching and learning. Each year we have a collective focus. **The school's teaching and learning expectations** At West Hatch, we expect teachers to plan and deliver lessons in a structure that is most suitable for the learners in their class and the topic being taught. We champion a range of structural principles to build learning over time that seek to support staff in delivering lessons which develop pupils love for learning and ensure pupils make exceptional progress. This	1,2,4,6

	We expect teachers to: • Have consistently high expectations of what all pupils can achieve, regardless of their background or ability, and as a result plan lessons that challenge all learners. • Have a seating plan for **every group** they teach which identifies a range of information about learners including group information i.e. disadvantaged, and target data and put this on 'Edulink'. • Establish safe and stimulating environments in which they ensure, through high expectations, clear rules and routines, that pupils consistently display positive attitudes, values and behaviour for learning. • Have excellent subject knowledge and, where they do not, utilise CPD opportunities and seek out support to develop their own knowledge and understanding of a subject or topic. • Use a wide range of teaching styles and resources to engage pupils, bring their subject to life, foster pupils' interest and engagement in their subject and develop pupils' ability to work independently and with others. • Provide pupils with the time to reflect upon their work using feedback, verbal and/or written, to ensure they know how to improve their work and are then given the opportunity to do so. This is known as Live feedback that requires intentional conversations with students so they can improve and implement feedback. • Utilise a range of formative assessment techniques to check pupils understanding, skilfully identifying misconceptions and adapting lessons to alleviate them or support pupils when they fall behind • Plan, within sequences of lessons, to develop pupils' mastery of a subject, ensuring they make significant progress over time. Curriculum design is continually on-going.	

	• Develop resilient learners, encouraging pupils to ask and answer questions, scaffolding these skilfully to ensure pupils do not give up. • Provide action-based feedback and set challenging homework in line with the school and department policies. • Embed reading, writing and communication and, where appropriate mathematics, equipping all pupils with the necessary skills to make progress within their subject and across the curriculum. This will be embedded within Subject Key Objectives. • Use praise effectively and regularly provide pupils with rewards. • Plan to ensure that other adults within the room are deployed effectively to support all pupils making progress, involving them in the planning process wherever possible. **Marking and Feedback** Marking and feedback is an essential part of supporting students to make outstanding progress over time. Staff are required to follow individual departmental policies which are based on the whole school key principles below: • The key purpose of feedback and marking is to promote progress and learning. • Teachers will use a range of strategies to assess pupils' learning and feedback on how to improve using a variety of knowledge retrieval methods • Diagnostic Assessment: Summative assessment and formative assessment must be used as appropriate. The criteria for assessment is stored in Knowledge Objectives in the DPR software and should be shared in all lessons to ensure understanding by all. Documents and resources will reference studied KO's • Students must be given the opportunity to reflect upon their own and	

	others' work, suggesting ways in which that work can be improved. • Feedback on 'next steps' must be specific and personalised and must lead to some kind of action by the students if it is to lead to learning and progress. • Assessment Feedback (green) sheets must be used where summative assessment has occurred to show how well students are progressing towards their personal targets. They must also be given closing the loop tasks to show they understand and have improved as a result of the feedback provided. • Time must be given in lessons or HW for students to reflect upon feedback and consider how they will make progress in the future. Student responses to feedback must be completed in green pen. • Literacy is key to students accessing learning and must be supported through feedback and marking. Students must present their work neatly. • The frequency and types of marking will be consistent within teams and in line with departmental policy. The quality of teaching, marking and feedback will be monitored termly by Heads of Department and by the Senior Team. **Evidence that supports strategies:** Diagnostic assessment | EEF WHHS T&L Policy 2025-26 'Teach Like a Champion 2.0' D Lemov, 2022 Teacher Feedback to Improve Pupil Learning | EEF	
Identification of under-performing disadvantaged students across KS3,4 and 5 (Golden Students) *Academic Excellence Pillar*	Pupil Premium pupils underperform at GCSE when compared to their non-disadvantaged peers. Therefore, we want to break this cycle from Year 7; as M. Rowland's work suggests, early intervention is critical to breaking barriers for long terms success. • Review data at SLT following progress checks where we identify the	1,2,4,5,6

	causes of the underperformance and plan to address underperformance. • At KS3 we correlate SATs data to the modal average of the secured learning via DPR to look at progress over time, differentiating the data on the most underperforming, disadvantaged and SEN. This leads into a RAP meeting process where specific disadvantaged pupils are highlighted. Golden student plans and steps to success are drawn by KS leads and implemented by teachers and HODS • Monitor via Learning walks, Pupil voice/Pupil RAP meetings, triangulation of communication with the RAP record by RSL, KS lead, HOD and pastoral team • At KS4, subject withdrawals are strategically planned. Students to be selected based on a number of factors but primarily, under performance in Core subjects. Additional core lesson interventions are implemented. • We run a variety of revision and homework clubs across key stages • At KS5 we have Impact meetings with departments that are cause for concern – this builds the historic picture before decisions on removal • 6th form improvement plans • 6th form contracts for underperforming pupils • We also monitor underperforming depts. and pupils that are cause for concern via LM meetings and the tracking of Golden Students across all key stages • Feedback to teachers/HODs for intervention • Meeting with pupils and parents following meetings • Catch up tuition lessons for underperforming pupils	
Language development, communication and reading *Academic Excellence Pilar*	DFE research from 2017 suggests that by the age of 7, disadvantaged children know 4,000 fewer words than their non-disadvantaged peers. They don't have the foundation knowledge to make sense of new information, disadvantage pupils are half as likely	1,2,4

Academic Excellence Pillar	to get 5 good GCSE grades and the opposite is true for the non-disadvantaged pupils. Therefore, there is a need to ensure that pupils' reading and literacy ability is as strong as possible so that they can best access the curriculum from Year 7. This will be a main focus for academic Year 2025-2026, with the coordination and introduction of our Bedrock programme led by the Literacy coordinator. Our Literacy 'Word of the Week Initiative' also provides a platform to develop vocabulary across the student body. **Evidence that supports strategies:** Improving Literacy in Secondary Schools – EEF WHHS Literacy Policy - Bedrock	
Build a culture of Teacher development and retention through training *Character Development Pillar*	To address teacher shortages both locally and Nationally, West Hatch aim to provide high level training opportunities to trainee teachers that sits in line with DfE requirements for trainees and ECTs whilst embedding the WH T&L blueprint into trainee pedagogy. • Appointing an AHT for Teacher training and retention • Providing a pathway for current Alevel students and those studying to join a training apprenticeship scheme • Ensuring we provide high level CPD, and support external CPD opportunities, to existing staff to put them in the best position for promotions and responsibility vacancies when competing against external candidates. WHHS T&L Policy 2025-26	
KS2 – KS3 Transition	Personal research shows us that the majority of our Year 7 pupils come from 4 main feeder schools, although there are around 50 in total.	1,3

	We want to work with primary feeder schools to identify need and address issues so that the transition to Year 7 is as smooth and well-informed as possible. Sharing academic 8 subject curriculums with main feeder schools to discuss curriculum transitions. This will feed into the Year 7 pupil induction event, SEN team, and the Year 7 parents' information evening.	

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

Budgeted cost: **£84,535 app.**

Activity	Evidence that supports this approach	Challenge number(s) addressed
PP Staff Mentoring Programme *WH Spirit Pillar*	The research evidence is based on the need to form strong relationships with disadvantaged pupils and where possible to maintain the mentoring relationship so that cultural capital and trust in the student-teacher is developed. This is a key aspect of the 10% more strategy for all PP students The intention here is for all disadvantaged pupils to have a mentor who they meet on a regular basis and formally once per term. Check-ins are also encouraged on an informal basis. During the formal meeting, notes are made and the focus of the meeting is to identify any barriers to learning and to overcome such barriers. The programme is personalised and includes discussions regarding academic progress as well as wider issues. • Progress is monitored via an on-line process. Notes are recorded based on conversations involving DPR progress, Attitude to Learning, lesson interaction and social aspects • Targets are given for students to work on which informs resultant meetings in each term	1,2,3,4,5,6

	• Contact with parents happens in either term 1 or 2 to support with any issues raised and to engage parent in student support. • A pupil Premium Profile is created for each student where barriers and key information about the student is known to all staff to encourage support in and out of the classroom to inform QfT practices. • PP Profile is reviewed by PP team and key stakeholders to action any support possible or necessary • KS3 intervention in maths, English and science. This is co-ordinated by key staff in each core department. • Following progress checks, leadership staff receive details regarding underperformance in order to clearly show pupils/areas that require intervention. • Support provided financially to allow students to engage in private tutoring provided by staff such as Maths Surgery	
Monitoring pupils' progress and providing intervention. *Academic Excellence Pillar*	Pupil tracking takes place following every progress check. At Year 11 pupils are tracked against their P8 scores via ALPS, and at KS3 they are monitored against their secured Key objectives and progress made in reading tests. Data is compared to their starting points (SAT scores) to identify true underperformance and not just those that are lower prior attainers. RAP meetings identify key students and classroom teachers implement steps to success that all staff can use to support the student based in individual need All teaching staff need to focus on disadvantaged pupils' progress, trying to ensure that their results are as strong as possible. This fits with the school's Quality First teaching approach and providing 10% more for each student. Learning walks take place (HODs, KS leads and SLT) to observe class progress highlighting specific disadvantaged pupils who have been identified as underperforming and seeing how they contribute to the class. As part of whole school monitoring within each department, student voice sessions	1,2,4,5,6

	with involvement of PP students help to engage in curriculum development, assessment and pedagogy. HLTA's provide targeted 1-1 support and intervention within curriculum time focussing on aspects of maths, English and EAL. One to one tuition | Teaching and Learning Toolkit | EEF Small group tuition | Teaching and Learning Toolkit | EEF	
To reduce the cultural capital deficit.	In house research suggests that disadvantaged pupils do not get access to or engage in as many opportunities as their non-disadvantaged peers. As a result, we track attendance at clubs and societies as well as for educational residential visits, comparing disadvantaged involvement with whole school figures. We want disadvantaged pupils to have the opportunity to engage with educational visits and other events that will enhance their subject understanding and general education.	3,4
Careers' interventions	Careers' interventions are vital for developing confidence so pupils can access strong opportunities. Our careers' process starts in Year 7 and 8 via our Aspirations' Day process. This introduces our careers platform, Uni Frog, where students can answer quizzes and research careers opportunities based on quiz outcomes. Parents and students are able to both engage in the platform. The career map details our careers' activities however it is worth noting that in Year 10, the career's interventions are very heavily biased towards disadvantaged pupils. • Students have access to a qualified Careers Advisor, with the ability to request a Careers Meeting throughout the year. All Pupil Premium students are focused on, with an initial bias towards Year 10. The Sixth Form Team also prioritise Pupil Premium students for discussions regarding Careers, Apprenticeships and University, during their ILP Meetings. • There are various events throughout the year, where Pupil Premium students are	3,6

	targeted to attend; such as the Y.E.S Partnerships Motivation Conference and Jack Petchey's Speak Out Challenge. • There is a tailored programme run for all students in Year 7, 8, 9 and 10 during Monday form time, which focuses on developing and understanding employability skills. • All options are discussed with students: Apprenticeships, College, Sixth Form, and University. • We also run a careers' workshop focusing on pupils' CV preparation. They then get the opportunity to be interviewed by someone from the local business community; the interview being based on their CV. This process then feeds into to their forthcoming 2-week work experience at the end of Year 10. • As part of our programme for raising aspirations and challenging our Most Able Students, we include Pupil Premium students who do not necessarily meet the initial criteria for inclusion, in the hope that it will raise their aspirations and encourage them to achieve. Careers Map & Gatsby Benchmarks	
Increasing student aspiration	Every year, we hold a 2-day Aspirations' Programme, the objective of which is to set all pupils' aspirations at the start of their secondary school journey. This involves a discussion for every Y7 student in Autumn term and summer term for Yr8. This meeting is with an assigned member of staff (normally their form tutor) and a parent/carer covering any career aspirations the student may have as well as achievements, behaviour, attendance and any other aspects that may be impacting the student at West Hatch. Students will have completed Unifrog sessions before the event to inform the conversation. These meetings will feed into later meetings and activities during form time.	2,6

	Meetings help focus and build discussions into options choices available within our curriculum to build a pathway to Post 16 and work.	

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

Budgeted cost: **£84,535 app.**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Attendance *Academic Excellence, Spirit and Character Development pillars*	Disadvantaged pupil attendance is below non disadvantaged pupils' attendance. Without strong attendance, cumulatively the impact grows and progress falls. Autumn term 1 showed significant gaps in attendance between the 2 cohorts (93.5% whole School, Non-disadvantaged 94.5%, dis-advantaged 88.4%) The Pastoral team and leaders are dedicated to addressing early attendance issues with significant work being set out in the 2025-26 academic year. Link attendance interventions/monitoring examples and policy DFE guidance working together to improve school attendance.	1,3,4,5
Behaviour *Spirit and Character Development pillars*	Ensuring that classes are driven by high expectations and clear boundaries are key aspects of work for all staff. BfL strategies and routines are evident in CPD sessions throughout the academic year – this was a particular focus in 23-24 focussing on adopting Lemov's BfL research in response to the SDP. Sessions on this remain to ensure consistency and revision of good practice. The pastoral policies and team work to ensure consistency and routines within school expectations are adhered to, with key support from additional pastoral managers with training in strategies such as Thrive and trauma informed practices. Link thrive/behaviour strategies and policy	1,2,4

Financial support *Spirit and Character Development pillars*	Our main expenditure is focused on improving the progress and outcomes of our pupils. However, we recognise that financial help for matters directly related to the curriculum are sometimes required. For example, books, equipment and educational visits. Students and parents can apply for financial support via the appropriate form in the Finance Department. This process is overseen by the Finance team.	3,6
Promotion of disadvantaged pupils *WH Spirit Pillar* *Character Development Pillar*	We feel that it is very important that disadvantaged pupils get opportunities to be actively involved in whole school activities to build confidence and improve their cultural capital. Various events such as aspirations day's, concerts, open days provide key experiences for our PP students to build confidence and be a forward-facing member of the School community	3
Increase in Parental Engagement and events *WH Spirit Pillar*	• KS3 and 4 Open Classroom events designed to promote progress and achievement between parent, student and teacher. • Pastoral teams to focus on key students and invite them in for a discussion and check-in for support during the event • Phone calls and conversations increased as part of RAP meeting discussions and PP mentoring protocol to help break down barriers for the student but also between the parent and school/education • Aspirations day rolled out to a session in yr8 summer term	1,3,4,5,6

Total budgeted cost: £281,785

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

		PP/Disadvantaged data					
	2025 Overall Results	2025 Disadvantaged Results	PC2 DAG2025	2024 Results	2024 National	2023 Results	2023 National
Progress 8	+0.84%	+0.23	-0.1	-0.18	0.16	-0.42	0.15
Attainment 8	49.46	37.1	34.23	39.93	50.00	37.96	50.30
Progress 8 lower prior attainment	+0.21	-0.5	-0.67	+0.06	+0.13	-0.30	0.0
Progress 8 middle prior attainment	+1.02	+0.81	+0.34	-0.28	+0.19	-0.49	-0.1
Progress 8 high prior attainment	+1.38		N/A	-0.47	+0.13	-0.49	0.21
4+ English and Maths	76%	57%	54%	49%	73%	54%	73%
5+ English and Maths	51%	26%	35%	38%	53%	35%	52%
ALPS Score	2						

Data shows a sustained and continual improvement from 2019 (pre-covid) where PP data showed 46% achieved 4+ and 15% achieved 5+ in English and maths.

GCSE ALPs	2017	2018	2019	2020 (CAGS)	2021 (TAGS)	2022	2023	2024	2025
Whole school	4	4	5	4	3	3	4	4	2
PP	7	5	5	5	4	4	6	5	4

The following shows the progress (P8) gap between disadvantaged and all pupils at GCSE: -

- 2017 P8 gap -0.52
- 2018 P8 gap -0.16
- 2019 P8 gap -0.03
- 2020 P8 gap -0.45 *CAGs/unofficial
- 2021 P8 gap -0.56 *TAGs/unofficial
- 2022 P8 gap -0.39
- 2023 P8 gap -0.42
- 2024 P8 gap -0.03
- **2025 P8 gap -0.61**

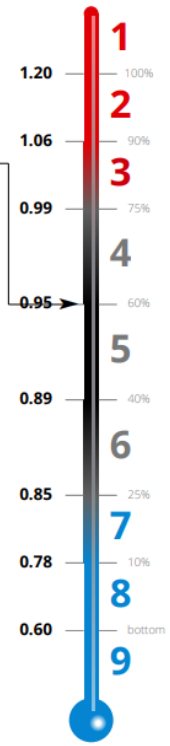
Value Added Score

$$1 + \left(\frac{\text{Actual KS4 pts - Expected KS4 pts}}{\text{Entries} \times 5} \right)$$

$$1 + \left(\frac{1{,}210 - 1{,}273.10}{277 \times 5} \right) = 0.95$$

Key Stage 4 QI score = 0.95 QI grade = 4

Subject	Entries	Expected Points	Actual Points	Score	Grade
GCSE - Art & Design (9-1)	3	11.92	18	1.41	2
GCSE - Biology (9-1)	33	150.43	146	0.97	6
GCSE - Business Studies (9-1)	9	40.91	32	0.80	6
GCSE - Chemistry (9-1)	31	143.90	135	0.94	6
GCSE - Computer Science (9-1)	7	38.42	35	0.90	4
GCSE - Design & Technology (9-1)	3	16.46	13	0.77	7
GCSE - Drama & Theatre Studies (9-1)	6	22.03	25	1.10	3
GCSE - English Language (9-1)	35	155.70	148	0.96	5
GCSE - English Literature (9-1)	33	150.43	148	0.99	4
GCSE - Food Preparation & Nutrition (9-1)	1	5.06	3	0.59	8
GCSE - Geography (9-1)	13	57.97	51	0.89	5
GCSE - History (9-1)	9	42.58	32	0.76	7
GCSE - Mathematics (9-1)	35	155.70	148	0.96	5
GCSE - Media Studies (9-1)	5	24.05	30	1.24	2
GCSE - Physical Education (9-1)	3	13.69	12	0.89	5
GCSE - Physics (9-1)	30	140.95	128	0.91	7
GCSE - Psychology (9-1)	6	30.88	23	0.74	6
GCSE - Religious Studies (9-1)	6	28.78	27	0.94	6
GCSE - Spanish (9-1)	9	43.24	56	1.28	2
Totals	277	1,273.10	1,210		



Externally provided programmes

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

Programme	Provider
Parents Evening	School Cloud
Accelerated Reader	Renaissance Learning
Show my Homework	Teachercentric
Careers platform	Unifrog
Edulink	Overnet Data
My Concern	The Safeguarding Company
Seneca	Seneca Learning

GCSE POD	Soundbite Learning
DPR	Axle learning
Thinking Reading Intervention	Essex Year of Reading
Impero	Impero Solutions

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information: **How our service pupil premium allocation was spent last academic year**
The impact of that spending on service pupil premium eligible pupils

Further information (optional)

Pupil Premium key specific responsibilities for 2025

Position	Responsibilities
Chair of Governors	To receive progress reports at Governing Body meetings
Headteacher	To meet with Assistant Headteacher
Assistant Headteacher and KS3 RSL	To oversee all Pupil Premium activities To update the strategy Bi-termly and report on the School website. To lead of the school's mentoring programme for disadvantaged pupils. To monitor the progress of all students, notably via the KS3 RAP meetings. Lead on actioning strategies to remove barriers to learning.
Finance Team	To allocate funding in line with the limitations as stated below. To liaise with the Headteacher in the event of funding disputes.
Pupil Premium Co-ordinator	Work closely with SLT lead for Pupil Premium. Allocate pupils to mentors and make timely adjustments when pupils and mentors change and to communicate such changes. Identify staff who have not completed their interviews and establish why this is. Monitor after school activities and track the proportion of disadvantage pupil attendance.
KS5 Raising Standards Leader	To monitor the progress of Pupil Premium students in Year 12 and 13. To continue to create and monitor ILP's for such students. To monitor their progress following every progress check. To liaise with the Careers' Co-ordinator regarding the students that require active and sustained intervention regarding apprenticeship opportunities.
KS4 Raising Standards Leader	To monitor the progress of all students, provide intervention and track progression line with their P8 progression.
School safeguarding lead	To monitor issues concerning Pupil Premium welfare including bullying, attendance and punctuality.
Careers' co-ordinator	To provide interviews and interventions to all Pupil Premium students on an annual basis To provide high quality careers programme for all pupils
Heads of Year	To track the progress of Pupil Premium students notably the poorest performers per year, meeting students and parents on a regular basis. There needs to be a strong focus on attendance and behaviour. Discussions and actions from RAP meetings
Learning support and SEN team	To provide group and one to one intervention support for such pupils.
Teachers	To ensure that Pupil Premium students' achievements are in line with class averages. To ensure that all Pupil Premium students are clearly identified on documents such as seating plans. To be proactive regarding implementing the school's literacy policy and that pupils have clear and targeted opportunities to be questioned and to answer. To ensure that such pupils are focused upon, notably for areas such as educational visits and that funding is not an obstacle to their participation. The key point here being confidence building.

	Being aware of barriers and possible S2S from the Pupil Premium Profiles for each student they teach
Catering Manager	To monitor Pupil Premium breakfast club spend as well as Pupil Premium student spending on lunches and spot check types of foods consumed. Provide holiday support hampers to families
Behaviour team	To ensure that Pupil Premium behavioural issues are followed up via the respective Head of House and, where necessary home.