

Pupil Premium Strategy Statement – Prince Henry's High 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	1283
Proportion (%) of pupil premium eligible pupils	11%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended – you must still publish an updated statement each academic year)	2025/2026 2026/2027 2027/2028
Date this statement was published	December 2025
Date on which it will be reviewed	December 2026
Statement authorised by	Dr A Evans
Pupil Premium Lead	Mrs A Lungley
Governor/Trustee Lead	Mr K Watson Chair of the Learning, Education & Teaching (LET) Committee

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£161,385
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year <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>	£161,385

Part A: Pupil premium strategy plan

Statement of intent

At Prince Henry's we aim to raise the attainment of our Pupil Premium students through Quality First Teaching. We are passionate about achieving good progress scores for all and are relentless in our inclusive approach and drive for high standards. The purpose of this is to ensure all Pupil Premium students have greater opportunities in the future. We ensure they have expert careers guidance, we aim for excellence in the classroom, and we support the students through targeted interventions and forensic use of data, then using the money to support enrichment activities (trips and music lessons). Pupil Premium funding is also used for specific staffing purposes – e.g. Student Welfare Lead and Team, and extra resources in the pastoral team and EWO, the Lodge and the Bridge – as well for the Bridge House and our SEND team and support.

Supporting students with homework and funding After Hours sessions.

We want every pupil regardless of their background to have the very best experience at PHHS and the very best opportunities in the future. We have an Amongst the First (PP) and The First (PP and SEND students) principle in every aspect of Teaching and Learning and Personal Development, which means these students are always at the forefront of our thinking. Teaching staff have a PP booklet outlining the key barriers and strategies for success for teaching these students.

Key principles – we will continue to focus upon: attendance, Quality First Teaching, supporting the vulnerable in terms of student well-being and full access to the curriculum (the Bridge alternative provision), extra-curricular and enrichment (NACE) activities and literacy, support with homework through After Hours and Before Hours sessions, and continue the training of staff to provide metacognition and self-regulation support.

Challenges

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

Challenge number	Detail of challenge
1	Assessments, observations and discussion with Year 9 students, staff and feeder school staff indicate that disadvantaged pupils generally have lower levels of reading comprehension than peers. This impacts their progress in all subjects.
2	The attendance data for extra-curricular and enrichment opportunities for the disadvantaged students is not as high as for the non-disadvantaged. We think by focusing upon the cultural capital for these

	students there will be many benefits to their self-esteem, overall well-being and attainment and progress within their subjects.
3	Our observations suggest many lower-attaining disadvantaged pupils lack metacognitive/self-regulation strategies when faced with challenging tasks, notably in their monitoring and evaluation of their answers. This is indicated across the curriculum in all areas. Independent learning
4	Our assessments, observations and discussions with pupils and families have identified social and emotional issues for many pupils, such as anxiety and low self-esteem. These challenges particularly affect disadvantaged pupils, including their attainment. Reading Comprehension
5	Our attendance data indicates that attendance among disadvantaged pupils has been slightly lower than for non-disadvantaged pupils despite a huge amount of intervention from the school.

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
1 Improved attainment among disadvantaged pupils across the curriculum by the end of KS4, with a focus on EBacc subjects.	In 2024/25, we aimed to enter more of our disadvantaged pupils for the English Baccalaureate (EBacc) and the entry was 75% overall and 61% for disadvantaged students (second in county for both measures) of which 17% achieved EBacc at Grade 5+ (the highest for disadvantaged in the county). In 2024/2025 we achieved 53% 4+ in Maths and 50% 4+ in English. There were no Progress measures for 2025. We aim to achieve over 60% for EBacc entry in 2026 and for 60% 4+ in both English and Maths. In 2023/2024 the whole year figure for entry for the EBacc was 65% with 32% of students achieving this level, and 48% of disadvantaged students were entered for the EBacc measure (39% were entered in 2022/2023) with 15% achieving the requisite level (7% achieved this in 2022/2023). In 2023/2024 we achieved 57% 4+ in Maths and 70% 4+ in English. In 2023/24 we achieved a Progress 8 measure of -0.04. This placed us fourth in the county.

2 Improved attendance at extra-curricular activities and enrichment opportunities e.g. trips, music lessons and lunchtime and after school clubs.	We have a really high uptake of extra-curricular activities and the attendance of PP students is improving. We have a designated member of staff who oversees extra-curricular activities and who reports the attendance and participation rates to the Senior Leadership Team every term. We would like to increase these levels to the same attendance rates as non-disadvantaged for extra-curricular activities and enrichment programmes. This is being monitored by our Activities Coordinator. There are regular Pupil Voice opportunities to ask students about their involvement in extracurricular activities so we can help where necessary.
3 Improved metacognitive and self-regulatory skills among disadvantaged pupils across all subjects.	Teacher reports and class observations suggest disadvantaged pupils are less able to monitor and regulate their own learning. We aim to have increased classwork and homework completion rates across all classes and subjects. We will achieve this by focusing on the After Hours sessions to support homework and also by Heads of Year monitoring homework referrals, particularly scrutinising data on disadvantaged pupils. We will also continue our programme of CPD including oracy with a focus upon disadvantaged/SEND in February as one strand of our training. BWWI and mentoring
4 To achieve and sustain improved well-being for all pupils, including those who are disadvantaged.	Sustained high levels of well-being from 2025/26 demonstrated by qualitative data from student voice, student and parent surveys and teacher observations. We have employed a Student Well-Being Lead who leads a team of highly trained Counsellors, teachers and non teachers, many who are ELSA and EBSA-trained who support the more vulnerable students. We will also ensure there is increased student awareness of the well-being provision at the school by including more regular assemblies taken by our Diversity co-ordinator and Student Well-being Lead.
5 To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	Our aim is a sustained high attendance from 2025/26 demonstrated by the attendance gap between disadvantaged

	pupils and their non-disadvantaged peers being reduced.
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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: £60,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Continuing to develop metacognitive and self-regulation skills in all pupils. This will involve ongoing teacher training (T and L CPD) and support and release time.	Teaching metacognitive strategies to pupils can be an inexpensive method to help students become more independent learners. There is particularly strong evidence that it can have a positive impact on maths attainment: Metacognition and self-regulation Toolkit Strand Education Endowment Foundation EEF	3
Embed our teaching pedagogy for ensuring our classrooms are fully inclusive. We will continue with the work we started on our TED Days with a focus upon oracy and questioning in the February TED 2025/2026.	To teach content really effectively to all students and to ensure that all students (with a focus upon dyslexic and autistic students) are catered for even more robustly and explicitly. To continue to use and embed the specific examples of good practice in their teaching delivered during the TED Days. This will also involve curriculum planning, lesson planning, writing individual student and departmental action plans. Evidence shows that, in an inclusive classroom, all students are given the opportunity to access the curriculum and to achieve well. https://www.britishcouncil.mk/sites/default/files/making_classrooms_dyslexia_friendly.pdf	1,4
Purchase of cognitive assessments. Training will be provided for staff to ensure assessments are interpreted correctly.	Standardised tests can provide reliable insights into the specific cognitive strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction: Standardised tests Assessing and Monitoring Pupil Progress Education Endowment Foundation EEF	1,3

Enhancement of our Maths teaching through Mastery. We will fund teacher release time to embed key elements of the guidance in school, and to access Maths Hub resources and CPD offers.	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: Teaching mathematics at key stage 3 – GOV.UK (www.gov.uk) 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: KS2 KS3 Maths Guidance 2017.pdf (educationendowmentfoundation.org.uk) https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mastery-learning	1,3
Improving literacy in all subject areas in line with recommendations in the EEF Improving Literacy in Secondary Schools guidance.	Acquiring disciplinary literacy is key for students as they learn new, more complex concepts in each subject: Improving Literacy in Secondary Schools Reading comprehension, vocabulary and other literacy skills are heavily linked with attainment in Maths and English: word-gap.pdf (oup.com.cn) Teaching and Learning Development Group/Head of English/Deputy Headteacher/Literacy Lead will deliver training sessions on Literacy in the classroom during whole school training sessions. Year 9 Tutor Group Reading Programme will be introduced in order to expose all students to a rich variety of vocabulary and improve comprehension as well as supporting student wellbeing by ensuring that everybody reads regularly. The aim is to then roll this out in other year groups.	1,3
To continue to provide In-House provision (The Lodge and the Bridge House) for students who do not cope with the main school provision and who need 1:1 tuition and support.	Ensuring every student who study in our In-House Alternative Provision Centre is monitored, tracked and engaged. Parental engagement may be an issue for some students and we will manage this through our excellent pastoral support. This helps the attendance levels of these students, which is vital for school success and to reduce the number of NEETS. Evidence shows that one-to-one tuition (available in The Bridge House) is very effective at improving student outcomes.	1,2,3,4 and 5

	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition	
Teaching and Learning Development Group meetings and CPD programme for the whole staff and to continue to fund new Teaching and Learning Champions.	We will provide T and L CPD to ensure staff are well trained to deliver their content well to all students appropriately and rigorously. 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. They will use the specific examples of good practice delivered during our calendared T and L CPD throughout the year to increase the progress of the students in their classes.	1,3

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

Budgeted cost: £30,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Using Reading Buddies, Literacy and Literacy Plus and LRC lessons for disadvantaged pupils who need additional help to comprehend texts and address vocabulary gaps.	Reading comprehension strategies can have a positive impact on pupils' ability to understand a text, and this is particularly the case when interventions are delivered over a shorter timespan: Reading comprehension strategies Toolkit Strand Education Endowment Foundation EEF	1,2 and 3
Students who need to make progress will be invited to the After Hours sessions where specialist teachers and homework support will be given. They will also be supported in Before Hours by staff who can discuss their homework and pick up any issues before school.	Student attendance and engagement at sessions will need to be monitored and findings acted upon. Parental engagement may be an issue for some students, and we will manage this through our excellent pastoral support. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/homework	1,2 and 5

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

Budgeted cost: £71,385

Activity	Evidence that supports this approach	Challenge number(s) addressed
Fund School Counsellor and embed the work of the current School Counsellor. To ensure we utilise the EWO, our full-time School Counsellor and our In-House Provision (The Bridge) for students with medical conditions/poor attendance or mental health issues. We will continue to provide a thorough IAG programme. We have appointed a Student Welfare Lead and team.	EIF's report on adolescent mental health found good evidence that 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 Early Intervention Foundation (eif.org.uk) Careers meetings DofE	4
Embedding principles of good practice set out in DfE's Improving School Attendance advice. Staff will get training and release time to develop and implement procedures. Attendance/support officers will monitor and put in procedures to raise attendance and will liaise with parents. There is a weekly Attendance meeting led by the Senior Deputy Headteacher and a focus every week at Senior Leadership meetings.	Evidence shows that good attendance and parental involvement have a hugely positive impact on student progress. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement	5

To enable the department Pupil Premium Champions, Deputy Headteacher, Assistant Headteacher (new appointment) and Senior Teacher (new appointment) to drive through PP initiatives throughout the year.	The money will be spent on cover for meetings, revision sessions, tutor time catch-up sessions and department time (for meetings, CPD, lesson observations and the monitoring and tracking of PP students). We will continue to support students through the purchasing of resources, e.g. calculators, text books, supporting the costs of educational visits, the Duke of Edinburgh Award, Saturday sport, the extra-curricular programme, revision classes, music lessons, etc. The Deputy Headteacher and the PP team will need time regularly to strategically review our approach. We also share our data analysis regularly with the HODs and HOYs and HOYs and Core HODs meet to discuss the progress of the PP students. Pupil Premium students are a Fixed Department meeting agenda item.	1,2,3,4 and 5
Other	Money will be spent on cover for PP/SEND Pupil Progress Review Meetings (5 times a year), Mentoring and Because We are Worth It sessions and Revision Resources	1,2,3,4 and 5
Contingency fund for acute issues.	We will set a small amount of funding aside to respond quickly to needs that have not yet been identified.	1,2,3,4 or 5

Total budgeted cost: £161,385

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

The attainment outcomes we achieved at the end of 2023/24 were some of the best attainment and progress scores for disadvantaged students we have ever had (-0.04 for Progress 8, 57% Grade 4+ in Maths, 70% Grade 4+ English and 46% five Grades 4+ including English and Maths). Our Progress score came in significantly above the county average and we were positioned fourth in the county. There were no Progress scores in 2025. However, in 2024/25, we aimed to enter more of our disadvantaged pupils for the English Baccalaureate (EBacc) and the entry was 75% overall and 61% for disadvantaged students (second in county for both measures) of which 17% achieved EBacc at Grade 5+ (the highest for disadvantaged in the county). In 2024/2025 we achieved 53% 4+ in Maths and 50% 4+ in English. There were no Progress measures for 2025. We aim to achieve over 60% for EBacc entry in 2026 and for 60% 4+ in both English and Maths.

We have identified the continued drive on Attendance in our plan.

We believe in order to develop cultural capital within our disadvantaged students it is very important for them to get involved with extra-curricular activities. Consequently, we have used our funding to support many enrichment opportunities; we have provided financial support for extra-curricular trips for the majority of our disadvantaged students including DofE, we have funded music lessons for a number of students, and almost all students have had revision guides and/or other educational resources paid for them.

We used pupil premium funding to provide well-being support for the disadvantaged students where necessary, and we provide targeted interventions where required. The excellent results in Maths and English and Science were testament to the hard work of our staff, the extra support, the drive on revision strategies and the superb well-being support we provide at Prince Henry's High School.

We are on target to meet the outcomes of our plan by the end of the academic year 2025/2026.

Further information

Other strategies we employ, which will support all students, and therefore the disadvantaged students include:

Our Senior Leadership Team is very experienced and know the school very well. The team is well respected by the students and staff alike.

A continued drive on excellent student behaviour across the school. We have very good robust systems led by a Head of Year, two Deputy Heads of Year and an Assistant Head of Year. We also provide mentoring across all year groups which helps to raise attainment and self-esteem.

We aim to appoint expert teachers who are well qualified and who teach engaging lessons.

We have a lovely school site which is well looked after and cared for and displays are very creative and stimulating around the school site.