

Heathlands School Pupil premium strategy statement.

This statement details our schools use of pupil premium for the 2025 to 2027 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
Number of pupils in school	150
Proportion (%) of pupil premium eligible pupils	37%
Academic year/years that our current pupil premium strategy plan covers.	2025/2026 to 2026/2027
Date this statement was published	December 2025
Date on which it will be reviewed	June 2026
Statement authorised by	Sarah Shields
Pupil premium lead	Lesley Reeves Costi
Governor / Trustee lead	Akhtar Zaman

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£66,655
Pupil premium funding carried forward from previous years	£0
Total budget for this academic year	£66,655

Part A: Pupil premium strategy plan

Statement of intent

Our aim is to use pupil premium funding to help us achieve and sustain positive outcomes for our disadvantaged pupils. Whilst socio-economic disadvantage is not always the primary challenge our pupils face, we do see a variance in outcomes for disadvantaged pupils across the school when compared to their peers.

At the heart of our approach is high-quality teaching focussed on areas where disadvantaged pupils require it most, targeted support based on robust diagnostic assessment of need, and helping pupils to access a broad and balanced curriculum.

Heathlands intends for all students to '*Become the best they can be*' by ensuring the pupil premium strategy works towards achieving this. Using the schools individualised approach this looks different for each child. However, the grant focuses on the following key areas:

- Teaching and learning
- Targeted academic support
- Progression to further and higher education
- Language interventions
- Therapeutic interventions
- Equipment

- Social opportunities

The key principle of the strategy plan is to use pupil premium funding to accelerate the holistic progress and wider development of the individual student in receipt of pupil premium funding.

Our strategy will be driven by the needs and strengths of each young person, based on formal and informal assessments, not assumptions or labels. This will help us to ensure that we offer them the relevant skills and experience they require to be prepared for adulthood.

Challenges

This details the key challenges to achievement that we have identified amongst our disadvantaged students.

Challenge number	Detail of challenge
1.	Communication and language needs. Assessments, observations and discussions show that disadvantaged pupils are generally more likely to have severe language delays, limited language and comprehension difficulties than non-disadvantaged pupils in our school.
2.	Narrowing the learning gaps of pupil premium students to ensure they achieve in line with their peers
3.	Lack of reading and homework support at home. Our assessments, observations and conversations with pupils indicate that disadvantaged pupils often require additional support to develop secure reading skills.
4.	Poor mental health and wellbeing of a number of pupil premium students that causes a reduction in attendance and for them to fall behind academically.
5.	Lack of access to social opportunities. Through observations and conversations with pupils and their families, we find that disadvantaged pupils generally have fewer opportunities to develop cultural capital outside of 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
Progress of pupil premium students will be in line with peers.	Pupil premium students making progress in line with or exceeding their peers.
Continue to close the attendance gap of pupil premium students to be in line with their peers.	Attendance of pupil premium students to match the attendance of non-pupil premium students and to exceed national average figures.
Ensure that students have positive levels of wellbeing and mental health support to be able to progress and achieve in learning.	Reduction in number of students being referred to national Deaf CAMHS service Reduction of students in crisis. Students demonstrating high levels of resilience and student wellbeing.
Improve reading, writing and comprehension skills of students as EAL students.	Pupil premium students narrowing the gap in their reading age at the same speed or faster than non-pupil premium peers.

Staff to access a variety of CPD opportunities to enhance student learning and progress.	Staff will be able to support learning development and emotional resilience and wellbeing development effectively reducing the need of additional services.
Students will use specific resources and equipment to support and develop learning in school and at home.	Specific equipment is purchased to enhance curriculum access and learning.
Disadvantaged pupils have greater confidence and independence to help them engage more with the wider community and prepare for adulthood.	Improved attainment for disadvantaged pupils in all subjects, notably maths, relative to their starting points as identified through baseline assessments.
Disadvantaged pupils feel better prepared for further education, employment or training.	All disadvantaged pupils can access high quality work experience and careers mentoring. By the end of 2026/27, disadvantaged pupils are progressing to higher or further education in the same proportions as their peers.

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: **£30,000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Staff CPD focussed on areas of school improvement Staff CPD based on literacy and language strategies CPD based on emotional regulation and developing resilience and wellbeing.	NFER: what are the most effective ways to support disadvantaged pupils 'achievement. The Sutton Trust: school funding and Pupil Premium	1,2,3,4
Appointment of LSAs to allow for small group learning to narrow learning gaps.	EEF teaching and learning toolkit. The Sutton Trust: school funding and Pupil Premium NFER: what are the most effective ways to support disadvantaged pupils 'achievement.	1,2,3,4
Appointment of key staff.	EEF teaching and learning toolkit. The Sutton Trust: school funding and Pupil Premium	1,2,3

	NFER: what are the most effective ways to support disadvantaged pupils 'achievement.	
Provide all pupil premium students with equipment to access and progress learning ensuring they have equal access as peers.	The pupil premium: how schools are spending the funding successfully (Ofsted)	1,2

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

Budgeted cost: **£21,655**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Language intervention programme	EEF teaching and learning toolkit. The Sutton Trust: school funding and Pupil Premium NFER: what are the most effective ways to support disadvantaged pupils 'achievement.	1,2,3
Accelerated reading programme	EEF teaching and learning toolkit. The Sutton Trust: school funding and Pupil Premium NFER: what are the most effective ways to support disadvantaged pupils 'achievement.	1,2,3
One-to-one tutoring	EEF teaching and learning toolkit. The Sutton Trust: school funding and Pupil Premium NFER: what are the most effective ways to support disadvantaged pupils 'achievement.	1,2
BSL support	EEF teaching and learning toolkit. The Sutton Trust: school funding and Pupil Premium NFER: what are the most effective ways to support disadvantaged pupils 'achievement.	1,2

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

Budgeted cost: **£15,000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
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Counselling	The Sutton Trust: school funding and Pupil Premium NFER: what are the most effective ways to support disadvantaged pupils 'achievement.	4
Specialist training and workshops for young people	The Sutton Trust: school funding and Pupil Premium NFER: what are the most effective ways to support disadvantaged pupils 'achievement.	2,4
Equipment and uniform	The Sutton Trust: school funding and Pupil Premium NFER: what are the most effective ways to support disadvantaged pupils 'achievement.	2
Enhanced lunchtime staffing	The Sutton Trust: school funding and Pupil Premium NFER: what are the most effective ways to support disadvantaged pupils 'achievement.	1,2,3,4,5

Total budgeted cost: £66,655

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

We have analysed the educational performance of our school's disadvantaged pupils during the previous academic year, drawing on national assessment data and our own internal summative and formative assessments.

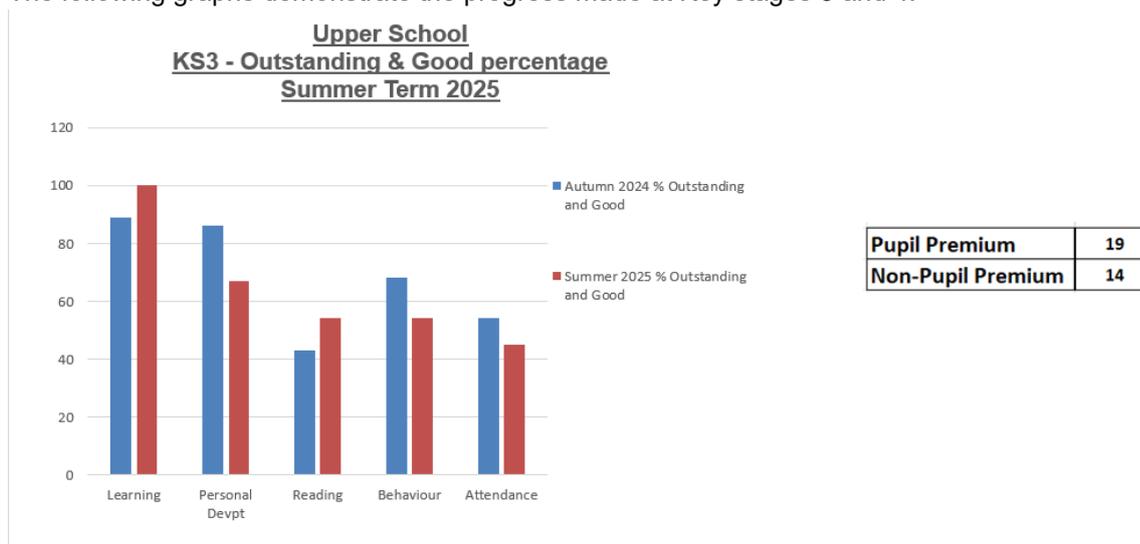
The data demonstrated (in various key stages) shows how well disadvantaged pupils are achieving at Heathlands school.

We have also analysed our disadvantaged pupils' wider development outcomes, drawing on our own assessments and observations.

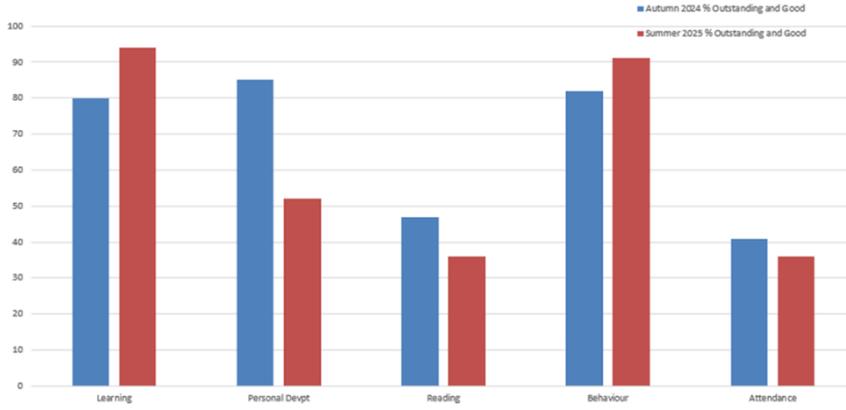
In lower school 65% of all pupils made good or outstanding progress in reading, 73% made good and outstanding progress in writing and 78% made good or outstanding progress in Maths.

71% of pupils made good or outstanding progress in other subject areas and 88% of all pupils made good or outstanding progress in Communication.

The following graphs demonstrate the progress made at Key stages 3 and 4.

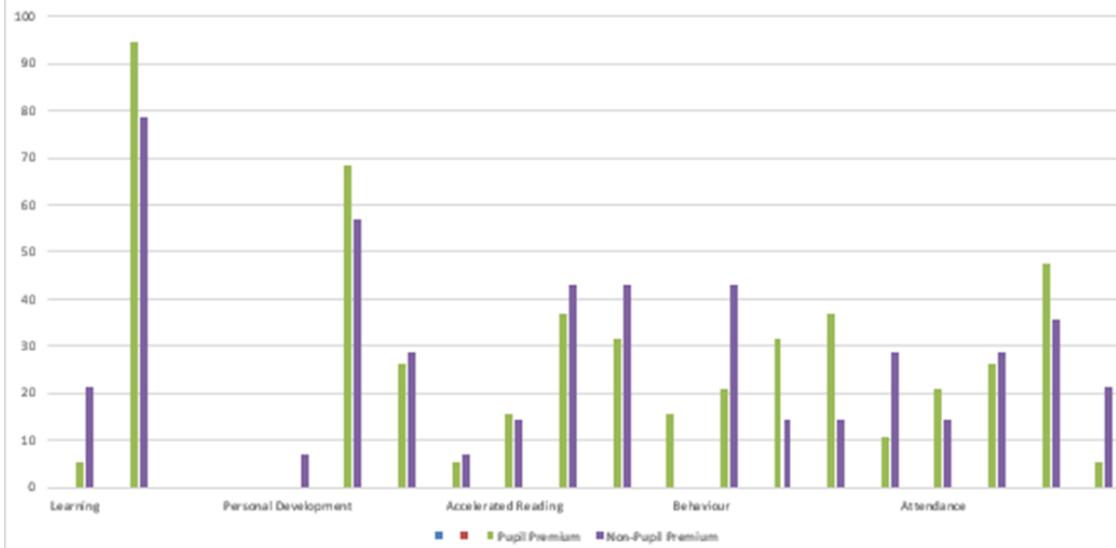


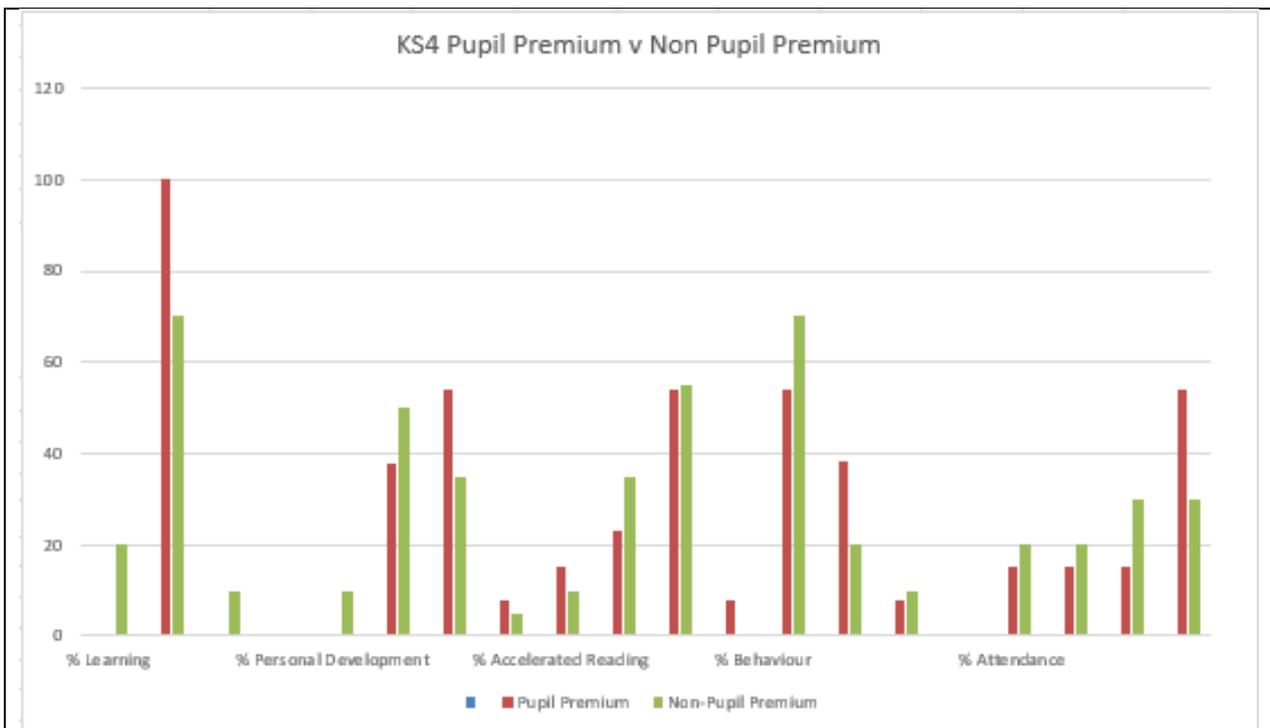
**Upper School KS4 - Outstanding & Good percentage
Summer Term 2025**



Pupil Premium	13
Non Pupil Premium	20

KS3 Pupil Premium v Non Pupil Premium (%)





From analysis key stage 3 students are all making good or outstanding progress in learning. This is continued in key stage 4 with 94% of students making good or outstanding progress in learning. It is evident that there is no significant difference between the achievement of pupil premium and non-pupil premium students across both key stages.

Heathlands continue to be the highest attaining school for deaf children nationally, with a **progress 8 score of 0.93**. This excellent progress score means that our Year 11 pupils on average, achieved almost one GCSE grade better progress, than pupils across England with similar attainment at the end of KS2.

Heathlands was the only school for deaf children to achieve a progress score within the highest category of **'well above average'** and this concurs with the **Ofsted (2023) 'Outstanding'** rating and statement that "pupils achieve very well from their different starting points". Heathlands is the highest attaining special school in the UK (No. 1 of 1718) and the only special school in the 'well above average' band.

Heathlands is ranked at No. 107 out of 6542 schools in the national schools progress 8 table.

Based on all the information above, the performance of our disadvantaged pupils meets expectations, and we are at present *on course* to achieve the outcomes we set out to achieve by 2027/28, as stated in the Intended Outcomes section above.

Our evaluation of the approaches delivered last academic year indicates that the spend is allocated to meet the needs of students, smaller classes with a focus on developing language and literacy are vital.