



**HARTLAND  
HIGH SCHOOL**

# Hartland High School

# **Pupil Premium Strategy**

# **Statement**

Hartland High School is part of the Greenshaw Learning Trust.  
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## Pupil premium strategy statement

Report from Emily Davey, Headteacher, Hartland High School, for Governing Body meeting on 18th November 2025.

This statement details our school's use of pupil premium (and recovery 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	602
Proportion (%) of pupil premium eligible pupils	41.6%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended – you must still publish an updated statement each academic year</b> )	25-28
Date this statement was published	December 2025
Date on which it will be reviewed	December 2028
Statement authorised by	Emily Davey
Pupil premium lead	Emily Collins
Governor / Trustee lead	

### Funding overview

Detail	Amount
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Pupil premium funding allocation this academic year	£291,325
Recovery premium funding allocation this academic year <i>Recovery premium received in academic year 2023/24 cannot be carried forward beyond August 31, 2024.</i>	£0
Pupil premium funding carried forward from previous years <i>(enter £0 if not applicable)</i>	£0
<b>Total budget for this academic year</b> <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>	£291,325



## Part A: Pupil premium strategy plan

### Statement of intent

At Hartland High School, we are committed to taking effective action to close the disadvantage gap in our community in Whitley. We strongly believe that socioeconomic background should not define our students' opportunities and we see ourselves as a critical vehicle for social mobility. Our school is characterised by high expectations for **all** students; we guard against a culture of excuses or a lowered bar for our Pupil Premium students. We provide high quality teaching, clear systems for behaviour and rewards, and character development; in return we expect **all** students to work hard and be kind.

Our approach to Pupil Premium expenditure is research-based, primarily drawing on the Education Endowment Foundation (EEF) toolkit. For this reason, we prioritise high-quality professional development for all staff to secure exceptional teaching as the number one lever for closing the disadvantage gap. We commit to the use of data to identify underperformance and challenge it early and decisively.

Achieving true inclusion for all means removing both logistical and financial barriers to full access to the school day. Our strategy ensures that all students, regardless of Pupil Premium status, can participate fully in the wider life of the school, including extracurricular activities and educational visits, and that they have the necessary school resources, thereby levelling the playing field outside of the classroom hours.

Finally, we ensure that our strategy fosters high aspiration, recognising recent research by the Sutton Trust that points to a flattening social mobility line and an ongoing gap in access to higher education and 'elite' level careers. We prioritise community engagement, actively seeking and strengthening partnerships with local stakeholders and, most critically, families. This collaborative approach ensures that the support we provide is holistic and reinforced beyond the school gates, strengthening the wider ecosystem of support for our disadvantaged students.



Underpinning everything is a strong moral imperative: our school, which serves one of the most deprived areas in Reading and with a history of underperformance, must provide a first-class education that rivals that of any other institution in the country.

## Challenges

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

Challenge number	Detail of challenge
1	Historic performance data from the school demonstrates a significant performance gap. For example our GCSE attainment 8 score was -8.91.
2	Our data suggests lower access to further education at our school. We currently have 16% of students in sixth form eligible for free school meals, a significant drop off from the rest of the school. We know that this trend continues into higher education nationally.
3	Behavioural challenges disproportionately impact pupil premium students. In the period from September to 17th November 2024, referrals from lesson and social time were a rate of 1.94 for students overall, but 5.85 for PP students.
4	Disadvantaged students are more likely to be behind in their reading when they start secondary school, according to research by the EEF and National Literacy Trust.
5	Disadvantaged students are more likely to face day to day challenges in accessing school. One of these challenges is attendance. For example, in the academic year 2024-25, our attendance for PP students was 76%, whereas overall attendance was 84%.
6	Disadvantaged students also face other day to day challenges in accessing school, such as lack of equipment, incorrect uniform, access to technology and completion of homework.
7	Students from disadvantaged backgrounds have lower cultural capital than their peers.
8	Students from disadvantaged backgrounds are more likely to be impacted by poor health, both physical and mental, and are more likely to report a low sense of wellbeing.



9	Pupils from disadvantaged backgrounds are more likely to be diagnosed with a special educational need or disability (SEND). Outcomes for students with SEND are also significantly behind those without: in 2024-25 the attainment 8 gap for students with SEND was -13.43.
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## 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
Outcomes for disadvantaged students are in line with, or better than, those who are not disadvantaged.	<p>The following data comparisons show no difference between disadvantaged and non-disadvantaged students:</p> <ul style="list-style-type: none"> <li>● GCSE results</li> <li>● Progress in KS3 and year 10 end of unit assessments</li> <li>● Homework completion</li> <li>● Lesson Attendance</li> <li>● Positive points</li> <li>● Rewards offer</li> </ul>
Students who are in receipt of pupil premium are not issued fixed term suspensions more than those who aren't	Suspension data and RfL referrals show no difference between pupil premium students and the rest of the school. Tracking shows that students have access to the correct support and interventions at the correct time to reduce risk of suspension or referrals.
Attendance for students in receipt of pupil premium is in line with students who are not	Attendance for the school is in line with the national average and there is no difference between the attendance of disadvantaged students compared to non-disadvantaged
All students access a high quality, academically rigorous curriculum taught by subject experts.	<p>The same curriculum is accessed by all students, so students are not disadvantaged by having a 'good' or 'bad' teacher.</p> <p>Professional development supports high quality delivery by all teachers.</p> <p>Students who are significantly behind in reading and maths at KS3 are identified early for intervention.</p>



Destinations for disadvantaged students in line with those who are not disadvantaged	Disadvantaged students go on to the same proportion of prestigious, rigorous post-16 qualifications as those who are not disadvantaged.
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### Activity in this academic year

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

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

Budgeted cost: £60,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Introduction of rigorous evidence-based approach to teaching, using Rosenshine's principles of instruction	High-quality teaching is the most effective lever that we have for driving up the achievement of all students. Rosenshine's principles of instruction are a tried and tested method for doing this.  <a href="#">Rosenshine's Principles</a>	1, 2, 3, 9
Development of shared curriculum with explicitly teaching of key vocabulary, and knowledge organisers to accompany, through prioritisation of departmental planning time	Curriculum is essential in ensuring that students have access to powerful knowledge that takes them beyond their lived experience.  Ensuring that curriculum thinking is correct is critical because high quality teaching on the wrong content will not impact achievement or aspiration.  <a href="#">The knowledge deficit. 2006. E. D. Hirsch</a> <a href="#">Why Don't Students Like School. 2021. Dylan William</a> <a href="#">Knowledge and the Future School. 2014. Michael Young.</a>	4, 9



<p>Consistent lesson structure and routines, including low-stakes quizzing routine at the start of lesson</p>	<p>Clarity and consistency means that students know what to expect and can therefore meet expectations.</p> <p>Low stakes quizzing at the start of every lesson provides a calm routine but is also an example of the testing effect, to embed powerful knowledge.</p> <p><a href="#">Teacher Toolkit: Cognitive Load Theory</a></p> <p><a href="#">Rosenshine's Principles</a></p> <p><a href="#">Why Don't Students Like School. 2021. Dylan Wiliam</a></p>	<p>1, 3, 9</p>
<p>Recruitment and retention of excellent teachers</p>	<p>Quality of instruction - strong evidence of impact on student progress. The most effective is high quality day to day teaching</p> <p><a href="#">Sutton Trust: What makes great teaching</a></p> <p><a href="#">Making Every Lesson Count. 2015. Shaun Allison and Andy Tharby</a></p> <p><a href="#">Teacher Toolkit: Cognitive Load Theory</a></p>	<p>1, 2, 3, 9</p>
<p>Regular low-stakes observation and feedback of staff members</p>	<p>Evidence suggests that observations in which staff members are judged or graded are less effective in improving teaching than frequent low-stakes observation of those staff members, with feedback and rehearsal.</p> <p><a href="#">Get Better Faster. 2.0. 2025. Paul Bambrick-Santoyo.</a></p>	<p>1, 3, 4, 9</p>
<p>Professional Development programme for all staff, including collaboration with staff in schools across the trust</p>	<p>Highly skilled and supportive staff, teaching in a consistent manner, will be critical in ensuring all students make excellent progress. We recognise expertise exists across the trust so we draw on those networks to provide support where it's needed.</p> <p><a href="#">EEF Effective Professional Development</a></p>	<p>1, 2, 3, 4, 9</p>



<p>Development of our strategy for SEND alongside PP, including use of pupil passports, effective deployment of TAs, SEND coffee mornings for parents/carers</p>	<p>58% of our students with SEND are also PP students. Our approach to supporting students with SEND is built-in not bolt-on, and involves ensuring we work closely with families and use TAs effectively to remove as many possible barriers to learning as possible.</p> <p><a href="#">ResearchEd Guide to Special Educational Needs. 2021. Karen Wespieser.</a></p>	<p>9</p>
<p>Providing mini-whiteboard and pen free of charge to all students</p>	<p>Providing equipment to students and checking this each day ensures no disruption in lessons and 100% participation in low stakes quizzing and other learning activities. Ensuring mini-whiteboards are part of all lessons enables students to receive instant feedback and also for spaced learning and low stakes testing to be embedded routines.</p> <p><a href="#">Sutton Trust: What makes great teaching</a></p>	<p>1, 9</p>
<p>Online learning platforms, e.g. Sparx Reader, Sparx maths and Sparx Science</p>	<p>These programmes allow us to link our homework closely to our curriculum which is important for student progress. They enable easy monitoring and follow-up from both parents/carers and teachers.</p> <p><a href="#">Sparx Maths Impact</a> <a href="#">EEF: Homework</a></p>	<p>1, 2, 4, 6</p>

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

Budgeted cost: £100,000



Activity	Evidence that supports this approach	Challenge number(s) addressed
Supported study time, including staffed homework clubs at lunch and after school	<p>We know that many students in affluent areas access tutoring; we also know that many of our students do not have access to computers at home for their homework and may not have a calm, quiet environment in which to work.</p> <p><a href="#">EEF: Homework</a></p>	1, 2, 4,
Direct Instruction intervention in maths and EAL	<p>Where students are not able to access the curriculum (due to KS2 entry level or other reasons) the DI programme for Maths and English is a highly effective strategy for catching up key skills and regaining the ability to access the curriculum</p> <p><a href="#">The science and success of Engelman's Direct Instruction: Jean Stockard</a></p>	1, 4, 9
Read Write Inc reading intervention	<p>Research-led intervention Read Write Inc has been found to be highly impactful as a system for teaching students to read via synthetic phonics.</p> <p><a href="#">Testing the impact of a systematic and rigorous phonics programme on early readers and also those that have fallen behind at the end of Key Stage 2.</a> (EEF)</p>	1, 4, 9
Period 6, Champions' Hour and holiday school	<p>Additional revision and lesson time with classroom teachers benefits disadvantaged students to a higher degree than non-disadvantaged and can help catch up from historical lower progress. Additionally, we are aware that in some areas a high proportion of students will access GCSE tutors and we aim to provide opportunities for this within school for</p>	1, 2, 6



	<p>those students who would not access this without our provision.</p> <p><a href="#">UCL: School absences and pupil achievement</a></p> <p><a href="#">EEF: Extending School Day</a></p>	
Tutor time reading programme	<p>It has been estimated there is a 30 million word gap by the age of 3 for disadvantaged students (*US study) Our Tutor Time Reading Programme aims to rapidly improve all student's reading ages whilst simultaneously introducing students to a carefully curated set of culturally important texts. It also provides a calm, safe, structured start to the day.</p> <p><a href="#">The Early Catastrophe. American Educator. B Hart and T Risley.</a></p> <p><a href="#">The Enchanted Hour: The Miraculous Power of Reading Aloud in the Age of Distraction. 2020. Meghan Cox Gurdon.</a></p>	1, 4, 7, 8
Free of charge guitar lessons and subsidies for resources in subjects such as art, graphics, catering and music	<p>Arts participation approaches can have a positive impact on academic outcomes in other areas of the curriculum. Furthermore, it is important to us that all our students have equal opportunity to access all areas of the curriculum, including arts.</p> <p><a href="#">EEF: Arts Participation</a></p>	1, 2, 6, 7, 8

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

Budgeted cost: £130,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Mountain Rescue provision for students	There is evidence that CBT strategies are beneficial for students in school. There is	3, 5, 6, 8



<p>requiring additional support (SEMH, attendance, behaviour, mental health and CBT), including additional ELSA training for staff members</p>	<p>also evidence that building a feeling of belonging can support students with attendance. We also know that many students require mental health support and that waiting lists for services such as CAMHS are long.</p> <p><a href="#">EEF: Attendance</a></p> <p><a href="#">Adolescent mental health: A systematic review on the effectiveness of school-based interventions</a></p> <p><a href="#">Mental Health and Behaviour in Schools</a></p>	
<p>Attendance strategies, including use of mini bus, attendance rewards, daily phone calls and investment in our attendance team</p>	<p>Attendance has a huge impact on achievement; there is a clear link between attendance and wellbeing. Our approach is holistic, encompassing ensuring students feel they belong at school and are safe, while also being data informed. It is our moral duty to ensure students attend school.</p> <p><a href="#">EEF: Attendance</a></p> <p><a href="#">Working together to improve attendance</a></p>	5
<p>Uniform and equipment</p>	<p>A lack of equipment and uniform can both be a barrier to attendance, a cause of bullying and a barrier to learning within lessons. By providing uniform and equipment we remove these barriers so students can focus on learning within all their lessons.</p> <p><a href="#">EEF: Behaviour</a></p>	1, 3, 5, 6
<p>Student rewards, forming part of our behaviour policy and approach to attendance</p>	<p>A structure of rewards and sanctions underpins this ensuring learning is not disrupted and that positive learning behaviours are noticed and reinforced.</p> <p>Our Fun Friday initiative enables us to come together as a school each Friday to recognise and celebrate the hard work during the week.</p> <p><a href="#">EEF: Behaviour Interventions</a></p>	1, 3, 5, 7



Interventions with external providers to support behaviour (e.g. New Angle boxing and Jamie's Farm)	Some of our students require specialist support with their behaviour, mental health and wellbeing. We ensure these have a positive impact and help students integrate into school, rather than removing them from school. <a href="#">EEF: Behaviour Interventions</a>	3, 5, 8
Pastoral support staff, including heads of year and inclusion manager	We invest in pastoral support staff, including heads of year, the team in RfL, attendance officer and mountain rescue staff. <a href="#">EEF: Behaviour Interventions</a>	1, 3, 5
Careers programme, including university visits, external speakers, and careers events	We know that our area is impacted by low aspiration and a lack of social mobility and that targeted careers support and raising aspiration events can change this. <a href="#">EEF: Careers Education</a>	2, 7
Development of exceptional enrichment programme, with varied range of activities for students to try	Involvement in extra-curricular activities can positively impact well-being, attendance, aspiration and academic achievement and has been found to be a strong lever for social mobility. Our students deserve access to extra-curricular provision that rivals that of elite private schools. <a href="#">An Unequal Playing Field: Extra-Curricular Activities, Soft Skills and Social Mobility</a>	2, 3, 5, 7, 8
Free breakfast for students	A warm, healthy breakfast is essential for the ability to learn and thrive during the school day. Offering a breakfast can also boost attendance and punctuality. <a href="#">National School Breakfast Programme: Impact</a> <a href="#">EEF: Attendance</a>	5, 6, 8

**Total budgeted cost: £290,000**



## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

Outcomes for disadvantaged students last year highlight the need for urgent action and a clear strategy moving forward. Our academic performance last year reveals a significant attainment gap for students from disadvantaged backgrounds. Our A8 was 32.97 overall, but 24.06 for PP students. This is a significant gap and also well below the national average A8 for disadvantaged students, which is estimated at 34.9. This may have been impacted additionally by the A8 gap that existed for students with SEND, where A8 was -13.43, as well as by the attendance of PP students, which was 8% below our overall attendance for the year.

Hartland High School (formerly John Madejski Academy) was taken over by Greenshaw Learning Trust in January 2025. The previous PP strategy has not done enough to improve outcomes.

### Externally provided programmes

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

Programme	Provider
NGRT Assessments	<a href="https://www.gl-assessment.co.uk/products/new-group-reading-test/">https://www.gl-assessment.co.uk/products/new-group-reading-test/</a>
New Angle	<a href="https://www.n3wangle.com/">https://www.n3wangle.com/</a>
Sparx	<a href="https://sparx-learning.com/">https://sparx-learning.com/</a>
Seneca	<a href="https://senecalearning.com/en-GB/">https://senecalearning.com/en-GB/</a>
Tassomai	<a href="https://www.tassomai.com/">https://www.tassomai.com/</a>