

Pupil premium strategy statement

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

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
School name	Hampstead School
Number of students in school	1228
Proportion (%) of pupil premium eligible students	48.1%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021/2022 to 2024/2025
Date this statement was published	December 2024
Date on which it will be reviewed	September 2025
Statement authorised by	Matt Sadler, Headteacher
Pupil premium lead	Tamsin Morrell, Assistant Head
Governor / Trustee lead	Lorrie King, Chair of the Governors Quality of Education Committee

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£555,960
Recovery premium funding allocation this academic year	N/A
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	N/A
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£555,960

Part A: Pupil premium strategy plan

Statement of intent

The Hampstead School curriculum – the total educational experience of our students – embodies our values. It fosters sophisticated critical thought and an understanding of the crucial importance of effort, within a safe, ambitious and inclusive environment. It enables learners to Think Big, Work Hard and Be Kind.

Like the community we serve, our curriculum is diverse and creative. It grows passionate, life-long learners, equipped with the skills, knowledge and confidence necessary to thrive in modern society. It provides our young people with the extracurricular opportunities, personalised guidance and necessary currency to make informed, aspirational choices about their futures.

Our curriculum celebrates what makes us different and what we have in common. An ever-developing understanding of equity, diversity and inclusion is complemented by universally high expectations; all of our students have an entitlement to an outstanding education, personalised to their needs and relevant to their context. We do not differentiate the aims, values or outcomes of our curriculum to any one group or criterion; our intent is as ambitious and as relevant to our pupil premium cohort as it is to all other student groups. We strive to ensure that all our vulnerable groups are placed at the heart of all we do.

Our curriculum is never finished. It grows and changes as we grow and change. It realises in students the belief that they can make a difference, and gives them the tools and the motivation to make the world a better place.

Challenges

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

Challenge number	Detail of challenge
1	<p>Assessments, observations and discussion with KS3 teachers and students indicate that disadvantaged students generally have lower levels of reading comprehension skills than their peers. This affects their progress in all subjects.</p> <p>Over the past few years, our data shows increased numbers of students arriving with below age-related expectations are disadvantaged. This further indicates the impact of the pandemic on the literacy gaps for these students.</p>

2	<p>Our data indicates that the education and wellbeing of many of our disadvantaged students has been impacted by partial school closures to a greater extent than for other students. We have also identified increasing social and emotional issues for many students, such as anxiety, depression (diagnosed by medical professionals) and low self-esteem and lack of confidence. These challenges traditionally affect disadvantaged students, including their attainment and attendance; PP students were twice as likely to have attendance of below 92% three years ago however currently there is little gap between PP and NPP in overall average attendance and in those lower than 92%.</p> <p>There are still significant knowledge gaps resulting in students falling further behind age-related expectations, across most subjects as a result of the Covid-pandemic.</p>
3	<p>Our observations suggest many lower attaining disadvantaged students lack metacognitive / self-regulation strategies when faced with challenging tasks. This results in poor behaviour for learning, and increasing need for a focus on values and ethos and routines.</p> <p>Exclusion/ suspension data for the year to date indicates that 78% of exclusions are of students who are disadvantaged, compared with 22% non-PP, supporting the evidence that our disadvantaged students are less able to regulate their behaviour. We continue to extensively work with this group.</p>
4	<p>Our assessments and observations have indicated that there are a larger number of Higher Potential Learners (HPLs) at risk of underachievement in public examinations, this is particularly the case for our disadvantaged students.</p> <p>Our Data Drop 1 (DD1) data for Year 11 shows that there is a gap in progress between PP and non-PP students. Based on CATS, PP students are achieving +0.43 compared to +0.78 of our non-PP students (These figures are only comparative and not based on KS2 data).</p>
5	<p>The pandemic has had a particularly detrimental impact on the development of Cultural Capital and Enrichment opportunities across the school. This has led to a decrease in aspirations especially in our disadvantaged cohort.</p> <p>This has indicated to us the need for further development of Careers Education, Information, Advice and Guidance (CEIAG) activities and opportunities to introduce our students to positive role models and a wider range of enrichment activities designed to promote their aspirations.</p>

Intended outcomes

This explains the outcomes we are aiming for by the end of our current strategy plan (Academic Year 2024-2025), and how we will measure whether they have been achieved.

Intended outcome	Success criteria
Improved reading and comprehension among disadvantaged students across KS3.	<p>Data will show a closing of the gap in literacy between our disadvantaged and non-disadvantaged students. At leadership level, there will be a renewed focus on:</p> <ul style="list-style-type: none"> • Whole school strategies for improving reading and comprehension • Reading for pleasure • 3-5 Year plan
Improved wellbeing for disadvantaged students, with a comprehensive system of support and intervention available where appropriate.	<p>Data will demonstrate improved outcomes for those with wellbeing concerns, through close monitoring and tracking by Heads of Year.</p> <p>Increased provision of support through:</p> <ul style="list-style-type: none"> • Achievement support • School counsellor • Increased provision for Mental Health • Mentoring programmes, including the use of the Hub team • Widening focus on attendance linked to safeguarding for this group of students. • Hub provision, uniform provision and student welfare. • 3-5 Year plan
Improved classroom behaviour and self-regulatory skills among disadvantaged students across all subjects.	<p>Teacher reports and class observations suggest disadvantaged students are more able to monitor and regulate their own learning. This will be supported by:</p> <ul style="list-style-type: none"> • PARS data on behaviour is meaningful and used to inform preventative interventions • The Hub – our Student Welfare centre, incorporating a wider variety of referrals, including internal exclusion and a place for respite and investigation – use of behaviour respite placements and other strategies as alternatives to exclusions. • Exclusion and suspension data suggests a reduction in the PP students receiving exclusions • Use of Hub staff for mentoring • Behaviour mentoring programmes etc.
Improved and sustained attainment by HPLs in line with target grades by the end of KS4	<p>Positive contribution to P8 and A8 by each group, due to the risk of reduced outcomes for these students given changes to assessment system from the last few years, which provided additional support to these groups.</p>

<p>MPLs achieving to allow progression</p>	<p>This will be demonstrated by 2024/25 cohort in light of other interventions in place to support their progress. Increased number of HPLs and MPLs achieving their target grades, and demonstration of closing the gap of attainment between disadvantaged and non-disadvantaged students.</p>
<p>A comprehensive and diverse programme of enrichment and CEIAG opportunities will be embedded within faculties to increase aspirations, especially for our disadvantaged students.</p>	<p>By the end of our current plan in 2024/25, all students will have had multiple opportunities to engage with different enrichment and CEIAG opportunities, to include:</p> <ul style="list-style-type: none"> • Engagement with a wide range of positive role models, embedded through CEIAG in faculties and wider provision • Programme of enrichment embedded across all faculties with targeting of disadvantaged students where appropriate to engage with as many different opportunities as possible, including but not limited to: <ul style="list-style-type: none"> ○ Educational visits ○ Off-timetable days ○ STEAM activities

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: £109,277

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Teaching and Learning Continuous CPD – using TOIL time, including staff briefing</p> <p>Focussing on:</p> <ul style="list-style-type: none"> • Behaviour for learning • Routines • Inclusive questioning • Participation • Reading • Feedback 	<p>Teachers “continually inquire into their practice and, as a result, discover, create, and negotiate new meanings that improve their practice”. By keeping teachers informed of latest research and giving opportunities to reflect and develop their teaching strategies outcomes improve.</p> <p>Education Endowment Foundation EEF Project - Research learning communities</p> <p>Reading comprehension strategies Toolkit Strand Education Endowment Foundation EEF</p> <p>Education Endowment Foundation Toolkit - Mastery-learning</p> <p>Education Endowment Foundation Toolkit - feedback</p>	<p>1, 3, 4</p>
<p>Improving literacy in all subject areas in line with recommendations in the EEF Improving Literacy in Secondary Schools guidance.</p>	<p>Acquiring disciplinary literacy is key for students as they learn new, more complex concepts in each subject:</p> <p>Improving Literacy in Secondary Schools</p> <p>Reading comprehension, vocabulary and other literacy skills are heavily linked with attainment in Maths and English and therefore all other subjects:</p> <p>word-gap.pdf (oup.com.cn)</p> <p>Reading comprehension strategies Toolkit Strand Education Endowment Foundation EEF</p>	<p>1, 4</p>

<p>Instructional Coaching</p> <p>We will fund professional development and instructional coaching focussed on each teacher's subject area.</p>	<p>Instructional coaching allows teachers to take more responsibility for developing their practice, and therefore they become stronger teachers leading to better outcomes for students:</p> <p>The school buys in to a 'Walk Thrus' programme for teacher coaching and development</p> <p>https://walkthrus.co.uk/</p>	<p>1, 3, 4</p>
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £285,545

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Pastoral support officers – employed to work in a variety of roles across the school, including supporting with tuition and restorative practice in the Hub.</p>	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining students or those falling behind, both one-to-one:</p> <p>One to one tuition EEF (educationendowmentfoundation.org.uk)</p> <p>And in small groups:</p> <p>Small group tuition Toolkit Strand Education Endowment Foundation EEF</p>	<p>2, 3, 4</p>
<p>Employment of a part time Bilingual Teaching Assistant to support with increasing number of EAL students arriving who are usually also disadvantaged students to help ease their transition into the UK Educational system and to learn English.</p>	<p>Teaching assistants can provide a large positive impact on learner outcomes, however, how they are deployed is key. Recognising the needs of our students has allowed us to target the use of TAs:</p> <p>Teaching Assistant Interventions - Education Endowment Foundation - Toolkit</p> <p>They can also be used to as an effective method to support low attaining students or those falling behind, both one-to-one:</p> <p>One to one tuition EEF (educationendowmentfoundation.org.uk)</p>	<p>1, 3</p>

	<p>And in small groups:</p> <p>Small group tuition Toolkit Strand Education Endowment Foundation EEF</p>	
<p>Employment of Subject specific Teaching Assistants for Maths (funded by Richard Reeves Foundation), to work with individual and small groups of students particularly those disadvantaged to close the attainment gap.</p>	<p>As above, we have recognised the impact that TAs can make when deployed effectively and have recruited to allow for effective intervention in each of these areas.</p> <p>Teaching Assistant Interventions - Education Endowment Foundation - Toolkit</p> <p>One to one tuition EEF (educationendowmentfoundation.org.uk)</p> <p>Small group tuition Toolkit Strand Education Endowment Foundation EEF</p>	1, 3, 4
<p>Home learning focus to support with engagement in home learning and develop more independent learning skills. To include use of Seneca Learning across faculties and Sparx for mathematics.</p>	<p>Evidence suggests that homework has a positive impact on students learning, but that providing a space for students who may not be able to learn at home is key. This will be a whole school initiative at Senior Leadership level and will include emphasis on online platforms to support home learning.</p> <p>Education Endowment Foundation - Toolkit - Homework</p> <p>This club also allows for the Intervention Mentors to work in small groups to benefit our disadvantaged students more:</p> <p>Small group tuition Toolkit Strand Education Endowment Foundation EEF</p>	2, 4, 5

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

Budgeted cost: £161,138

Activity	Evidence that supports this approach	Challenge number(s) addressed
Recruitment of a Hub team structure to increase capacity allowing for mentors,	Both targeted interventions and universal approaches have positive overall effects. The re-	2, 3

<p>ELSAs and the school counsellor to offer more tailored and individual support as required. Use of external agencies to deal with specific mental health and wellbeing needs.</p>	<p>cruitment of a new Hub team allows us to develop capacity in this area and also increase our provision.</p> <p>Education Endowment Foundation - Toolkit - Behaviour interventions</p> <p>There is evidence to suggest that CBT can have a high impact on risk behaviours and behavioural difficulties:</p> <p>Cognitive Behavioural Therapy - Youth Endowment Fund</p> <p>EIF's report on adolescent mental health found good evidence that CBT interventions support young people's social and emotional skills and can reduce symptoms of anxiety and depression:</p> <p>Adolescent mental health: A systematic review on the effectiveness of school-based interventions Early Intervention Foundation (eif.org.uk)</p>	
<p>Implementation of the Hub as a unit to support students in need to immediate respite as well as a more prolonged time to regulate and reflect of their behaviours. Also to learn how to develop their behaviours more positively through mentoring and more tailored support.</p>	<p>We need to teach students how to regulate their behaviour and emotions and how to think about their learning:</p> <p>Metacognition and self-regulation Toolkit Strand Education Endowment Foundation EEF</p> <p>Social and emotional learning interventions seek to improve students' decision-making skills, interaction with others and their self-management of emotions, rather than focusing directly on the academic or cognitive elements of learning:</p> <p>Education Endowment Foundation - Toolkit - Social and emotional learning</p> <p>Mentoring has increasingly been offered to young people who are deemed to be hard to reach or at risk of educational failure or exclusion. It does show some positive impact</p>	<p>2, 3</p>

	<p>when used effectively over a prolonged period of time:</p> <p>Education Endowment Foundation - Toolkit - Mentoring</p>	
Magic Breakfast Club	<p>Although the evidence for the Magic Breakfast is not conclusive in its impact, we recognise that the large percentage of disadvantaged students in our school necessitates this intervention:</p> <p>Education Endowment Foundation - Projects - Magic breakfast</p>	2, 5
Extra-Curricular enrichment activities to include visiting speakers and activities in class and outside of lesson time	<p>To meet their aspirations about careers, university, and further education, students often require good educational outcomes. Raising aspirations is therefore often believed to incentivise improved attainment.</p> <p>Education Endowment Foundation - Toolkit - Aspiration interventions</p> <p>Arts participation approaches can have a positive impact on academic outcomes in other areas of the curriculum.</p> <p>Education Endowment Foundation - Toolkit - Arts participation</p>	5
School uniform, equipment supplies, revision guides and other resources specifically for disadvantaged students, to include ICT equipment as needed	<p>We have allocated funding to support with the provision of specific resources in individual and group cases where it is deemed appropriate to ensure that no student is inadequately equipped due to disadvantage:</p> <p>Education Endowment Foundation - Toolkit - School uniform</p>	
Contingency fund for acute issues.	<p>Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.</p>	All

Total budgeted cost: £555,960

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on students in the 2023 to 2024 academic year.

Outcomes for 2024 show the progress gap between PP and non-PP is still significant at with PP students achieving progress of -0.63 compared with non-PP students achieving progress of -0.04. This widening attainment gap is also reflected in A8 measures.

The large gap in progress reflects the challenges of the past few years have had a greater impact on the attainment of under-resourced families.

2024 GCSE Outcomes showed that 46.7% of disadvantaged students achieved English/Maths 4+ compared with 68.8% of non-disadvantaged students. 2024 GCSE Outcomes showed that 26.2% of disadvantaged students achieved English/Maths 5+ compared with 41.7% of non-disadvantaged students. 2024 GCSE Outcomes showed that 2.8% of disadvantaged students achieved English/Maths 7+ compared with 11.5% of non-disadvantaged students.

This reflects a downturn in our results, although in-year data for Year 11 shows improved progress for the cohort.

Absence and issues with wellbeing continues to impact outcomes, and knowledge gaps.

Improved use of data has led to a swifter response to low level behaviour issues, by the Hub Team, ensuring incidents do not escalate. The year so far has seen a reduction in the number of students issued fixed term suspensions (FTS). This can be explained by:

- Ø Improved behaviour and a smaller number of serious incidents
- Ø Strengthening in-school provision (e.g. the Hub)
- Ø Use of behaviour respite placements as an alternative to suspension

Although the numbers are very small, it is important to note that the current suspension figures reflect embedded school and national trends. The data suggests that boys, disadvantaged students, students with a Special Educational Need and Black Caribbean and White British students are disproportionately likely to be suspended. The small numbers we are dealing with may not be statistically significant, but we can draw from previous years and see a continuation of previous patterns.

Increased funding was given to enrichment opportunities and further work continues this year to ensure we can measure the uptake of such opportunities. A more equitable and transparent criteria based system of funding has been introduced.

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	NIL
What was the impact of that spending on service pupil premium eligible pupils?	n/a

Further information (optional)

Additional activity

Our pupil premium strategy will be supplemented by additional activities that are not being directly funded by pupil premium or recovery premium. These will include:

- Embedding more effective practice around feedback. [EEF evidence](#) demonstrates this has significant benefits for students, particularly disadvantaged students.
- Ensuring students understand our 'catch-up' plan by providing information about the support they will receive (including targeted interventions listed above), how the curriculum will be delivered, and what is expected of them. This will help to address concerns around learning loss - one of the main drivers of student anxiety.
- Utilising support from our local [Mental Health Support Team](#) and local behaviour hub, plus funding for CPD from the local authority's Wellbeing for Education Recovery budget, to support students with mild to moderate mental health and wellbeing issues, many of whom are disadvantaged.
- Offering a wide range of high-quality extracurricular activities to boost wellbeing, behaviour, attendance, and aspiration. Activities (e.g., The Duke of Edinburgh's Award), will focus on building life skills such as confidence, resilience, and socialising. Disadvantaged students will be encouraged and supported to participate.

Planning, implementation, and evaluation

In planning our pupil premium strategy, we evaluated why activity undertaken in previous years had not had the degree of impact that we had expected.

We triangulated evidence from multiple sources of data including assessments, engagement in class, book scrutiny, and conversations with parents, students and teachers in order to identify the challenges faced by disadvantaged students. We liaise regularly with Camden and our local schools to learn from their approaches.

We looked at a number of reports and studies about effective use of pupil premium, the impact of disadvantage on education outcomes and how to address challenges to learning presented by socio-economic disadvantage. We also looked at a number of studies about the impact of the pandemic on disadvantaged students.

We used the [EEF's implementation guidance](#) to help us develop our strategy and will continue to use it through the implementation of our activities.

We have put a robust evaluation framework in place for the duration of our 3 to 5-year approach and will adjust our plan over time to secure better outcomes for students.