HENDON SCHOOL



Pupil Premium Strategy Statement 2026 to 2029
Updated September 2026

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	1050
Proportion (%) of pupil premium eligible pupils	55.7% (Nat 30.0%)
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)**	September 2026 to August 2029
Date this statement was published	1/9/2026
Date on which it will be reviewed	1/9/2027
Statement authorised by	Mr C. McGuire
Pupil premium lead	Ms T. Sooknanan
Governor / Trustee lead	Mr E. Salem

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£502,400
Pupil premium funding carried forward from previous years *(enter £0 if not applicable)*	0
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*	£502,400

Part A: Pupil premium strategy plan

Statement of intent

At Hendon School, our ultimate objective is for disadvantaged pupils to achieve well academically, attend regularly, develop confidence, resilience and independence, and successfully progress to further education, employment or training. We aim to ensure that all disadvantaged pupils have the same opportunities to succeed, develop high aspirations and achieve their full potential, regardless of their starting point or circumstances.

Our Pupil Premium strategy is designed to address the specific barriers that may affect disadvantaged pupils through a combination of high-quality teaching, targeted academic support and wider strategies**.** We use robust assessment, attendance, pastoral and safeguarding information to identify need early and ensure that support is timely, targeted and responsive. We place particular emphasis on closing gaps in literacy and numeracy, improving attendance and engagement, supporting wellbeing and developing pupils' confidence and aspirations.

The key principles of our strategy are early identification, high expectations, equity of opportunity, evidence-informed practice, strong relationships and regular evaluation. We will work closely with pupils, families and relevant professionals to ensure support is coordinated and focused on individual need. The impact of our provision will be regularly reviewed, enabling us to refine our approach and ensure that Pupil Premium funding is used effectively to improve outcomes and remove barriers to success.

Challenges

The disadvantaged cohort at Hendon School is diverse, with pupils experiencing different circumstances that can affect their educational outcomes. Key barriers include **SEN, high mobility, EAL and safeguarding or wider vulnerabilities**. These factors can affect continuity of learning, access to the curriculum, language development, attendance, engagement and wellbeing. Some pupils experience multiple, overlapping barriers, making consistent progress more difficult and requiring a tailored response to their individual needs.

Challenge number	Detail of challenge
1	Starting Points and Literacy Many disadvantaged pupils join the school with lower prior attainment and weaker literacy skills than their peers. Gaps in reading, vocabulary and communication can make it more difficult for students to access the curriculum fully and achieve strong outcomes across subjects.

2	Student Mobility The school admits a significant number of disadvantaged pupils who join outside the normal Year 7 intake. These students may have experienced disruption to their education, gaps in learning and difficulties settling into established routines and curriculum pathways.
3	Persistent Absence Persistent absence remains a significant barrier to achievement for some disadvantaged pupils. Lost learning time impacts academic progress, engagement with school and the ability to build positive learning habits, making it harder for students to reach their potential.
4	SEND and SEMH Needs A higher proportion of disadvantaged pupils have identified SEND needs, including social, emotional and mental health (SEMH) difficulties. These additional needs can create barriers to learning, attendance, behaviour and engagement, requiring targeted support to ensure pupils can thrive academically and personally.
5	Parental Engagement Levels of engagement with school can vary across disadvantaged families due to a range of external pressures including language. Strengthening partnerships with parents and carers is important to support attendance, behaviour, home learning and academic success.
6	Attendance, Engagement and Aspirations Some disadvantaged pupils face wider social and economic challenges that can affect attendance, engagement and confidence in education. Ensuring that all pupils maintain high aspirations, participate fully in school life and access enrichment opportunities remains a key priority.

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
Priority 1: Attainment English and Mathematics grade 4 and above	Increase the proportion of disadvantaged pupils achieving **Grade 4+ in English and mathematics to 60%**
Priority 2: Increase Progress 8 scaore	Improve the **progress** of disadvantaged pupils across the curriculum, with the overall Progress 8 trajectory moving towards the national average.
Priority 3: Improve Attendance and Reduce Persistent Absence	Reduce persistent absence (90% and below) among disadvantaged pupils, to match national data for non-disadvantaged

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: £57,632.62

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional teachers employed in English and Maths	Additional staffing used to reduce class sizes and provide opportunities for class withdrawal. Also used to supervise lunchtime homework clubs in these subjects.	46,698.02
Smaller form groups in all year groups to facilitate more individual student support.	6 form entry by year group reducing class sizes in all subjects.	10,139.60
My maths online learning package	Highly effective online maths package supporting home learning and class work extension opportunities	795.00

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

Budgeted cost: £107, 558.95

Activity	Evidence that supports this approach	Challenge number(s) addressed
Targeted Literacy Project	Designed to overcome barriers particularly to exam success, which is hindered by poor comprehension.	14,846.59
Reading Score Programme	Reading score programme in place to test students' scores and to place the right intervention for students below their reading age.	4,633.00
Specialist Information and guidance on independent career advice	Inform wider range of careers opportunities to discuss different pathways.	14,696.08
Reading Canon	To support the implementation across KS3 and KS4	66,670.26

Reading Canon (books)	To expose students to texts that build a love for learning and cultural capital.	4,800.70
Careers Information	Careers fair supports large number of external companies visiting the school to providing students with a variety of information sources.	1,912.32

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

Budgeted cost: £411,776.99

Activity	Evidence that supports this approach	Challenge number(s) addressed
EWO support.	EWO to provide specialist knowledge to support attendance officer on a case-by-case basis.	11,017.00
Attendance officer	Attendance lead to deliver a strategic view on attendance and over view of the whole school target 93%.	32,240.86
Sol Tracker	Strategic approach to review attendance across the school and to identify key students and groups with poor attendance to school.	3,000
Deputy Heads of Year	Extra support for HOYs in leading their year groups in climate, attendance and climate curriculum.	5,000
Sixth Form private study support	HS6 has a more effective study area supervised to facilitate focus and support.	20,290.00
Dedicated team within our Student Support Services	Team size increased to allow wider coverage and specialisation within the team. Development of specific expertise.	156,508.34
Transitional intervention from Year 6 to Year 7	Range of activities including VIP picnic, school visits, parent support, dedicated email address and school drop ins.	37,874.79
Respite Placements in the PRU	Short term placements to allow students to reset their behaviour and continue learning.	11,763.00
Support from ASEND/Bumblebee	Access expert support as needed to build student confidence and capacity for learning.	30,680.00

Steps 2 Success	Full time small group, internal onsite intervention aimed at students who are at risk of permanent exclusion. Work includes anger management, trauma informed practice, small group discussion.	134,083

Total budgeted cost: £ 576,968.56

Overall review and outcomes for disadvantage students:

1. Attendance

Attendance outcomes for disadvantaged students improved significantly over the academic year. Overall attendance increased from **88.9% in 2023/24 to 91.0% in 2025/26**, successfully meeting the school's target of 91%. This demonstrates the positive impact of strengthened attendance monitoring, early intervention strategies, and improved engagement with families and students.

Nationally, the persistent absence rate is **21.9%**, compared with **36.8% for disadvantaged pupils nationally**. At **26.1%**, the school's disadvantaged persistent absence figure remains above the national average for all pupils but is substantially below the national disadvantaged figure. This indicates that disadvantaged students at the school attend more regularly than disadvantaged students nationally, while highlighting the need for continued work to close the remaining gap.

It is also important to recognise that the school's context has evolved significantly in recent years. The school has experienced increasing numbers of students with **SEND needs**, a growing **EAL cohort**, and higher levels of **student mobility after Year 7**, all of which can present additional challenges to securing strong attendance outcomes. Despite these changing demographics and increasing levels of need, attendance has improved and the persistent absence rate has reduced, demonstrating the effectiveness of the school's attendance strategy and pastoral support systems.

Overall, this target was **partially achieved**. Attendance for disadvantaged students met the school's target of 91%, and persistent absence reduced significantly. Continued focus on early intervention, robust tracking systems, and strengthening partnerships with hard-to-reach families will be essential in sustaining these improvements and further reducing persistent absence.

2. Progress and Attainment

The target was to close the pupil premium attainment gap by securing **60% of disadvantaged students achieving a Grade 4+ in English and Mathematics** and achieving a **positive Progress 8 score for disadvantaged students**, in line with their non-disadvantaged peers.

This target was **partially achieved**. In **2023/24, 60.3%** of disadvantaged students achieved a Grade 4+ in English and Mathematics. In **2025/26, the figure was 56.2%**, representing a decline of 4.1 percentage points and falling just short of the target of 60%.

Whilst the attainment target was not fully met, outcomes for disadvantaged students remain comparatively strong. The proportion of disadvantaged students achieving Grade 4+ in English and Mathematics remains significantly above the national figure of **43.5% for disadvantaged students**, demonstrating that disadvantaged learners at the school continue to achieve positive outcomes despite increasing levels of need within the cohort.

Furthermore, direct measurement of progress over time is challenging, as **Progress 8 data was not available for the earlier cohort and attainment was measured using Attainment 8 indicators instead**. As a result, it is difficult to make an accurate comparison regarding progress outcomes and evaluate whether the target of achieving a positive Progress 8 score was met.

Overall, while the attainment target was not fully achieved, disadvantaged students continue to perform above national outcomes. The data suggests that the school has maintained relatively strong attainment despite changing assessment measures and increasing levels of complexity within the disadvantaged cohort. Continued focus on high-quality teaching, targeted academic intervention, literacy support, and bespoke provision for disadvantaged learners will be key to further improving outcomes and narrowing gaps in achievement.

3. Climate for Learning

The target was to reduce the number of fixed-term suspensions (FTS) for disadvantaged students through the implementation of timely and effective Wave 1 to Wave 4 pastoral interventions. Specifically, the aim was to reduce repeat fixed-term suspensions and lower the overall frequency of suspensions for disadvantaged students.

This target was **successfully achieved and exceeded**. The proportion of disadvantaged students receiving **one fixed-term suspension** reduced significantly from **21.7% in 2023/24 to 5.6% in 2025/26**, a reduction of 16.1 percentage points. This figure is also substantially below the **national figure of 16.6%**, demonstrating that disadvantaged students at the school are significantly less likely to receive a fixed-term suspension than their peers nationally.

Similarly, the proportion of disadvantaged students receiving **two fixed-term suspensions** reduced from **8.7% in 2023/24 to 1.3% in 2025/26**, significantly below the **national figure of 9.4%**. This demonstrates a substantial reduction in repeat suspensions and highlights the success of interventions aimed at preventing escalation in student behaviour.

These outcomes indicate that the pastoral support and intervention structures in place have had a positive impact on student behaviour, engagement, and inclusion. The use of targeted support, early intervention, restorative approaches, mentoring, alternative provision, and the graduated Wave 1 to Wave 4 model has helped to reduce the number of disadvantaged students requiring repeated sanctions and exclusion from learning.

Overall, the data demonstrates a significant improvement in behaviour outcomes for disadvantaged students, with suspension rates falling well below national averages. The school's approach to behaviour support and inclusion has been highly effective in creating a positive climate for learning, improving student engagement, and ensuring that more disadvantaged students remain in lessons and able to access high-quality teaching and learning.

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.

Strategies	2025-26
Specialist Information and Guidance	14,811.55
Careers Information	899.40
EWO support.	10,627.00
A Sixth Form pastoral support	68,667.84
Targeted Literacy project	14,435.56
Dedicated staff within our Student Support Services	181,586.00
Additional teachers employed in English and Maths	53,400.34
Attendance Officer	50,952.00
Transitional intervention from Year 6 to Year 7	40,886.97
Reading Cannon	1,208.00
Reading score programme	3,444.00
Smaller form groups in all year groups to facilitate more individual student support esp. in E&M	11,078.58
Educational software Maths homework package	2,000.00
Any Placements in the PRU	11,455.32
Support from the pavilion / ASEND / Bumblebee	18,044.00
	483,496.56

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**
N/A
The impact of that spending on service pupil premium eligible pupils
N/A