

Hebburn Comprehensive School

Pupil Premium Strategy 2025–26

School Overview

Detail	Data
School name	Hebburn Comprehensive School
Number of pupils in school	867
Proportion (%) of pupil premium eligible pupils	52%
Academic year/years covered by statement	2025–26
Date this statement was published	18.12.2025
Date on which it will be reviewed	
Pupil Premium Lead	Mr D Cleugh
Governor Lead	Mr G Thompson
Statement authorised by	Mr D Thompson

Funding Overview

Detail	Amount
Pupil premium funding allocation this academic year	£495,550
Recovery premium funding allocation this academic year	£31,809
Pupil premium carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£7,431,596

Part A: Pupil Premium Strategy Plan

Statement of Intent

At Hebburn Comprehensive School, we are committed to ensuring that every student, regardless of their background or starting point, is supported to achieve their full potential. We recognise that pupils eligible for Pupil Premium (PP) funding face additional challenges and may require targeted support to overcome barriers to learning. Our intent is to use the funding strategically to close attainment and progress gaps, while also addressing wider aspects of personal development and wellbeing.

- We aim to:

- Ensure that disadvantaged pupils are given equitable opportunities to succeed academically, socially, and emotionally.
- Prioritise high-quality teaching as the most powerful lever for raising attainment.
- Provide targeted academic intervention and enrichment to accelerate progress and narrow gaps.
- Remove barriers to learning by supporting attendance, wellbeing, and engagement.
- Strengthen our inclusive culture so that all pupils feel valued, safe, and ambitious for their futures.
- Our strategy is fully aligned with:
 - The Education Act 2002 and the Equality Act 2010.
 - The Ofsted School Inspection Framework (2023).
 - The EEF Guide to Pupil Premium (2021).
- Our school values and 5Cs culture: Core Curriculum, Co-Curriculum, Conduct Curriculum, Character Curriculum, and Careers Curriculum.
- Our relational practice approach (When the Adults Change, Everything Changes).

Challenges

Challenge number	Detail of challenge
1	Disadvantaged pupils enter school with lower levels of literacy and numeracy, affecting access to the wider curriculum.
2	The attainment and progress of disadvantaged pupils, particularly boys and SEND, is below that of non-disadvantaged peers.
3	Persistent absence (PA) is higher than the national average for disadvantaged pupils, with some pupils struggling with punctuality and engagement.
4	Limited access to enrichment, cultural capital, and co-curricular opportunities compared with peers.
5	Social, emotional, and mental health (SEMH) needs, alongside lower aspirations and self-belief, act as barriers to achievement.

Intended Outcomes

Intended outcome	Success criteria
Improve attainment and progress for disadvantaged pupils across the curriculum, particularly in English and maths.	KS4 outcomes for disadvantaged pupils show a reduced gap with non-disadvantaged peers locally and nationally.
Improve reading ages in Key Stage 3.	Improved reading ages; improved outcomes in Year 7, 8 & 9 reading assessments.
Improve attendance and reduce persistent absence of disadvantaged pupils.	PA reduced to below national average; attendance gap between disadvantaged and all pupils narrowed.
Ensure disadvantaged pupils are supported through relational practice and SEMH interventions.	Increased pupil voice evidence of belonging and wellbeing; continued reduction of behaviour incidents and exclusions.
Increase access to enrichment, cultural capital, and careers opportunities for disadvantaged pupils.	Disadvantaged participation in co-curricular activities in line with peers; positive post-16 destinations sustained.

Activity in This Academic Year

Teaching (for example, CPD, recruitment, retention):

Activity	Budgeted cost
Embed high-quality teaching using TLAC strategies, retrieval practice, explicit instruction and effective feedback.	£98500
Continued investment in reading interventions.	£87000
Ongoing CPD in relational practice, coaching through Steplab, and instructional coaching.	£26500

Targeted Academic Support:

Activity	Budgeted cost
One-to-one and small group tutoring in English & maths	£45000
Deployment of Teaching Assistants for targeted catch-up with disadvantaged SEND pupils.	£52000

Wider Strategies:

Activity	Budgeted cost
2 x Reading Co-Ordinators	£53900
2 x Inclusion Bases: Bridge and Purple Zone	£67500
Enrichment funding to ensure disadvantaged pupils can access trips, music tuition, and clubs.	£9550
SEMH support – counselling, My School Health	£23100
Careers curriculum: targeted careers advice and employer engagement for PP pupils.	£32500

Monitoring and Implementation

Monitoring:

- Termly progress reviews for disadvantaged pupils.
- Attendance tracked daily, with weekly monitoring of PA.
- Pupil voice surveys on wellbeing, enrichment, and curriculum access.
- Governor reports.

Implementation:

- Strategy led by PP lead, with line management from senior leadership.
- Relational practice principles embedded across curriculum and behaviour systems.
- Middle leaders are accountable for the progress of disadvantaged pupils in their areas.

Part B: Review of Outcomes (2024–25)

Outcome	Review and Analysis - IDSR
Attainment gaps at KS4	<ul style="list-style-type: none"> • Overall A8 for ‘Disadvantaged’ pupils increased from 35.91 (2024) to 37.38 (2025). • E&M 7+% for ‘Disadvantaged’ increased from 3.5% (2024) to 8.8% (2025). • E&M 5+% for ‘Disadvantaged’ increased from 25.6% (2024) to 29.7% (2025). • E&M 4+% for ‘Disadvantaged’ increased from 46.5% (2024) to 49.5% (2025).
Reading	<ul style="list-style-type: none"> • Increasing participation and general interest from PP pupils in library lessons and workshops. Increase in borrowing from the library scheme from PP pupils. Currently, on average, 65% are making ‘above expected’ progress and is getting close to the whole-school average and the gap is closing.
Attendance	<p>Attendance % for Pupil Premium pupils over the last 3 academic years continues to improve:</p> <ul style="list-style-type: none"> • 04.09.23 - 19.07.24 - 85.9% • 02.09.24 - 18.07.25 - 86.2% • 02.09.25 - 14.05.26 - 86.8%
Enrichment	<ul style="list-style-type: none"> • School clubs/trips/opportunities have increased in variety and number of pupils opting to take part. The number of PP pupils accessing enrichment opportunities has increased by over 20%
SEMH	<ul style="list-style-type: none"> • Number of referrals, increase in young carers, early help, mental health, and social services continue to increase.

Our IDSR shows that Pupil Premium gaps are narrowing