



Pupil Premium Strategy Statement

This statement details our school's use of pupil premium (and recovery premium for the 2025 to 2026 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
School name	Hornchurch High School
Number of pupils in school	660
Proportion (%) of pupil premium eligible pupils	34%
Academic year/years that our current pupil premium strategy plan covers	2025/2026 to 2026/2027
Date this statement was published	October 2025
Date on which it will be reviewed	July 2027
Statement authorised by	Serena Madhvani Headteacher
Pupil Premium lead	Jas Padda Deputy Headteacher
Governor / Trustee lead	Lesley Hall Chair of Governors

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£272,910
Looked after children or Previously looked after children	£18,410
Recovery premium funding allocation this academic year	£0
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	£291,320



Part A: Pupil premium strategy plan

Statement of intent

At Hornchurch High School, our intention is that all pupils, irrespective of their background or the challenges they face, make outstanding progress and achieve high attainment across the curriculum, particularly in EBacc subjects.

The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high-attainers. We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Most of our students come from comparable backgrounds and it is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers. Our mission is clear and, simply put, aims to ensure that what a young person's family does or where they are born should not determine their life chances.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they're set
- act early to intervene at the point need is identified
- adopt a whole school approach in which all staff have high expectations for all students regardless of their background.

Challenges

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

Challenge number	Detail of challenge
1	Disadvantaged pupils reading ages are generally below expected when they arrive in Year 7, and low levels of literacy (particularly talking in full sentences) and numeracy are apparent from observations.
2	Lower progress for many disadvantaged students in each year, when compared to their non-disadvantaged peers (A pupil premium attainment/progress gap is discernible to some extent in all year groups).
3	Disadvantaged student's attendance is below those who are not disadvantaged, they are missing out on learning which therefore further impacts their progress made.
4	Observations show social and emotional welfare needs impact on learning behaviours, specifically on independent thinking, resilience and the ability to work collaboratively.



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
Improved reading comprehension among disadvantaged pupils across KS3.	<p>All students engage in the DEAR programme, and use their timetabled library lessons to allow them to access and have advice on appropriate reading material and exchange a reading book regularly.</p> <p>Embedded 'Accelerated Reader' programme to demonstrate improved engagement with literacy, and increased reading ages.</p> <p>Work scrutiny shows improved literacy and smaller disparity between disadvantaged and non-disadvantaged.</p>
Attainment and progress of disadvantaged students in line with whole school and above national non-disadvantaged.	<p>By the end of our current plan in 2026/27, disadvantaged students will be above national disadvantage for all measures, and in line with the whole school targets;</p> <ul style="list-style-type: none">• 50% 9-5 in combined English and maths• A8 measure of >46• P8 measure > +0.5 <p>At HHS, we strive for disadvantaged students to achieve in line with non-disadvantaged students.</p>
Attendance for disadvantaged students in line with whole school and above national average.	<p>Sustained high attendance for 2026/27 demonstrated by:</p> <ul style="list-style-type: none">• the overall absence rate for all pupils being no more than 3%, with the attendance of disadvantaged students being in line with their peers• The percentage of all pupils who are persistently absent being below 15% with the PA disadvantaged students being in line with their peers
Improved learning behaviours among disadvantaged pupils across all subjects.	<p>Sustained high levels of behaviour for learning demonstrated by;</p> <ul style="list-style-type: none">• Qualitative data from Classcharts and observations• Development of the schools three learning behaviours; Thinking, resilience and the ability to work collaboratively



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: £

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Funding the release of teachers for weekly subject specific CPD and coaching sessions.</p>	<p>Departments have an allocated 1 hour protected time in their timetable. This allows them to take part in department specific CPD and develop pedagogy. They also have an instructional coaching session per week also focused at improving teaching and learning. This raises teaching standards as evidenced by lesson observations and the progress students make, including those categorised as disadvantaged.</p> <p>Effective Professional Development EEF Metacognition and self-guided learning EEF</p>	<p>2,3,4</p>
<p>DEAR programme and Accelerated Reader.</p>	<p>Accelerated reader used to test all students, report their reading age and zone of proximal development. Reading ages are shared with students', parents and teachers and inform interventions. This data also ensures that students are reading appropriate material and have an appropriate reading book. The library lessons ensure students have access to diverse and current reading material that is regularly updated.</p> <p>Improving Literacy in Secondary Schools EEF</p>	<p>1,2,3,4</p>
<p>All maths teachers have been trained in how to deliver maths mastery.</p>	<p>We have embarked on a 3-year training programme to introduce maths mastery. Mastering maths means pupils of all ages acquiring a deep, long-term, secure and adaptable understanding of the subject. The phrase 'teaching for mastery' describes the elements of classroom practice and school organisation that combine to give pupils the best chances of mastering maths. We fund teacher release time to promote collaboration within a Maths Hub to develop mathematical pedagogy including the use of manipulatives and problem solving strategies.</p> <p>Improving Mathematics in Key Stages 2 and 3 EEF</p>	<p>2,3,4</p>
<p>Funding for the recruitment and retention of teachers.</p>	<p>This enables all students to be taught by subject specialists and means we can offer a broad and diverse curriculum. We fund teacher release to allow staff to pursue a range of NPQs to develop leadership skills, progress careers and improve school outcomes.</p>	<p>1,2,3,4</p>



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

Budgeted cost: £

Activity	Evidence that supports this approach	Challenge number(s) addressed
In class support.	Teaching assistant support for targeted students with key subjects and classes. It has contributed to high progress for our low prior-attainers across all year groups, including those who are disadvantaged. Deployment of Teaching Assistants EEF	1,2,4
Academic support and Intervention.	Additional lessons for all year 11 students. Year 11s are given an additional hour of schooling every day in a subject in which they need extra support.	2,4
Homework Club.	Homework club is run every day after school, all students have access to homework club which means they have somewhere quiet to work but also computer access.	1,2,3,4
Homework – online homework platforms	The majority of school homework is set via an online platform which can be easily accessed and assessed. All teachers set work weekly to support in-class learning and consolidate understanding.	1,2,4
Delivering well-evidenced teaching assistant interventions for pupils that require additional support	Research suggests that well-chosen interventions, delivered by TAs, can have a positive impact on academic and wider pupil outcomes, irrespective of the age of the pupils, the number of pupils receiving the intervention, and whether pupils have special educational needs. Deployment of Teaching Assistants EEF	1,2,4



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

Budgeted cost: £

Activity	Evidence that supports this approach	Challenge number(s) addressed
Attendance support.	Appointment of another dedicated welfare support officer to work alongside the pastoral team in identifying and intervening with students at risk of PA. This has contributed to attendance improving over time.	1, 2, 3, 4
Duke of Edinburgh award	The Duke of Edinburgh award is heavily subsidised for our disadvantaged students to encourage participation. There is currently 100% completion rate.	2,3,4
Access to a school counsellor/mentor	The services of a school counsellor two days a week, to help support our most vulnerable students.	2,4
Music lessons	All KS3 students have access to specialist music lessons, it's important that all students can experience learning a musical instrument and engaging with the music curriculum.	2,3,4
Extracurricular clubs and cultural trips	Arts participation has a positive effect on wellbeing and pupil outcomes and can have a positive impact on academic outcomes in other areas of the curriculum Arts participation Teaching and Learning Toolkit EEF	1,2,3,4

Total budgeted cost: £370,127



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 pupils in the 2023 to 2024 academic year.

Our 2023/24 GCSE data showed that the progress of disadvantaged pupils as -0.33. This highlights there is still work to be done to achieve the parity outlined in this statement however there has been an improvement since our 2022/23 data which shows disadvantaged students achieving a score of -0.58, in terms of starting points. Disadvantaged students have improved in terms of progress with a jump from 32% to 49% in terms of English and Maths at 5+ and attainment for English, maths and Ebacc subjects showing significant improvement.

Measure	2023-24 Disadvantaged	2023-24 Non-disadvantaged	2024-25 Disadvantaged	2024-25 Non-disadvantaged
A8 Disadvantage	40.8	55.3	45.1	57.4
EM 4+	57.0	80.0	57.0	85.0
EM 5+	32.0	65.0	49.0	66.0
A8 English	8.8	11.5	9.4	11.7
A8 Maths	8.1	10.9	8.6	11.1
Ebacc APS	3.5	5.0	4.0	5.2

Promisingly, our internal data for future predictions continues to show this deficit reducing further. With our current year 9 cohort showing disadvantaged students outperforming non-disadvantaged students.

	HHS Disadvantaged P8	HHS Non-disadvantaged P8	Progress Gap
2022 GCSE	-0.93	-0.14	-0.79
2023 GCSE (Feb 2023 New Leadership)	-0.59	0.11	-0.7
2024 GCSE	-0.33	0.45	-0.78
Year 10 2025/26 TAI	0.92	1.22	-0.3
Year 9 2025/26 TAI	1.14	1	0.14
Year 8 2025/26 TAI	1.2	1.22	-0.02
Year 7 2025/26 TAI	1.15	1.28	-0.13