

Pupil premium strategy statement – Hampstead School

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
School Name	Hampstead School
Number of pupils in school	1197
Proportion (%) of pupil premium eligible pupils	45.25%
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)	2025/2026 to 2028/2029
Date this statement was published	December 2025
Date on which it will be reviewed	September 2026
Statement authorised by	Matt Sadler Headteacher
Pupil premium lead	Tamsin Morrell Assistant Head
Governor / Trustee lead	Jacob Sam, Chair of Governing Body

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 572,255.00
Pupil premium funding carried forward from previous years <i>(enter £0 if not applicable)</i>	£ 13,578.50
Total budget for this academic year <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>	£ 585,833.50

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 pupils.

Challenge number	Detail of challenge
1	Diagnostic observations, learning walks and behaviour data indicate that a significant proportion of disadvantaged pupils, particularly lower prior attainers, struggle to apply effective metacognitive and self-regulation strategies when faced with demanding tasks. This impacts their ability to maintain focus, persist through challenge, and engage in productive learning behaviours. Exclusion and suspension data shows that 71% of sanctions involve PP-eligible pupils, compared with 29% non-PP, suggesting weaker behaviour regulation, lower confidence with

	challenging work, and inconsistent understanding of routines and expectations.
2	A growing number of disadvantaged pupils present with social, emotional, and mental health (SEMH) needs that impact attendance, engagement, and readiness to learn. Internal pastoral data highlights increased referrals for anxiety, emotional dysregulation, and safeguarding concerns among PP pupils. These needs can limit academic progress without targeted support, stability of relationships, and safe, structured environments.
3	Many disadvantaged pupils have fewer opportunities for enrichment, leadership, trips, and cultural experiences outside school. This limits their background knowledge, vocabulary, and confidence, particularly in subjects requiring broad cultural reference points (e.g. English, Humanities and the Arts). Participation data in extra-curricular activities shows a consistent gap between PP and non-PP pupils, indicating restricted access to wider development opportunities. This also highlights the need to further develop our Careers Education, Information, Advice and Guidance (CEIAG), providing students with positive role models and broader enrichment opportunities to raise aspirations.
4	Inconsistent application of high-quality teaching practices, including adaptive teaching, scaffolding, modelling, and group work routines, means disadvantaged pupils are not always accessing the most effective instruction. Observations suggest variable teacher confidence in designing challenging, well-scaffolded tasks that promote “hard thinking and high participation” and uphold limitless expectations for all learners.
5	Assessment systems and data use are not yet consistently precise or diagnostic enough to identify specific knowledge gaps for disadvantaged learners. As a result, targeted teaching responses, intervention prioritisation, and progress monitoring are sometimes less effective than needed. Ensuring high-quality, frequent, and accurate assessment is essential to raising standards and closing gaps for PP pupils.

Intended outcomes

This explains the outcomes we are aiming for by the end of our current strategy plan (Academic Year 2028-2029), and how we will measure whether they have been achieved.

Intended outcome	Success criteria
Disadvantaged pupils demonstrate improved self-regulation and metacognitive behaviours in lessons, resulting in greater perseverance, focus, and engagement with challenging tasks.	<ul style="list-style-type: none"> Learning walk and behaviour data shows a term-on-term reduction in low-level disruptions from PP pupils, including truancy and lesson avoidance. PP pupils’ engagement in ‘hard thinking’ activities improves (tracked through faculty QA cycles and activities).

	<ul style="list-style-type: none"> Pupil voice shows increased confidence and understanding of strategies to plan, monitor, and evaluate their learning.
Suspensions and exclusions for disadvantaged pupils reduce significantly as a result of more consistent routines, expectations, and relational practice.	<ul style="list-style-type: none"> The proportion of exclusions involving PP pupils reduces from 71% to below 40% within two academic years. PP pupils' behaviour incident logs show a downward trend across the year. Staff consistency (behaviour routines, expectations) is validated through PARS data and behaviour reports.
Disadvantaged pupils with SEMH needs receive timely and effective support, leading to improved emotional regulation, attendance, and readiness to learn.	<ul style="list-style-type: none"> Reduction in the number of SEMH referrals for PP pupils. Improved attendance for targeted PP pupils, with persistent absence rates for PP reducing year-on-year. Pupil voice surveys indicate improved feelings of safety, belonging, and readiness to learn. Increased engagement in mentoring, counselling, or pastoral programmes (measured by attendance and completion rates).
All disadvantaged pupils have equitable access to enrichment, leadership opportunities, trips, and cultural capital experiences that broaden knowledge, vocabulary, and aspiration.	<ul style="list-style-type: none"> Participation rates of PP pupils in extra-curricular and enrichment activities rise to match or exceed non-PP pupils. All PP pupils access at least one significant cultural capital experience per academic year/term? Leaders can demonstrate entitlement mapping for PP pupils across the curriculum. PP/non-PP gaps in engagement with leadership roles narrow.
High-quality teaching—characterised by strong adaptive instruction, modelling, scaffolding, and high-participation routines—is consistently delivered across the school, ensuring disadvantaged pupils access challenging, well-structured learning.	<ul style="list-style-type: none"> Termly QA activities and annual reviews show 95%+ of lessons meeting school expectations for adaptive teaching. Improvements in PP progress data across subjects, particularly where previously lower prior attainment was most pronounced. Teachers report increased confidence with TEEP, modelling, scaffolding, and challenge strategies. Book looks/lesson drop-ins show PP pupils completing high-quality work at levels comparable to non-PP peers.

<p>Assessment systems provide precise, actionable information that enables teachers and leaders to identify gaps, plan next steps effectively, and accelerate progress for disadvantaged pupils.</p>	<ul style="list-style-type: none"> Improved accuracy and consistency of assessments across subjects (validated through standardisation/moderation). PP pupils close gaps in key subjects, with progress rates improving term on term and meeting whole-school targets. Interventions for PP pupils show measurable impact after 6–8 weeks, based on entry/exit diagnostics. Data meetings demonstrate clear understanding of PP pupils' barriers, needs, and next steps.
--	--

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: £117,017.20

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"> • TEEP • Modelling • Adaptive teaching 	<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>EEF: high-quality teaching has greatest impact</p> <p>Education Endowment Foundation EEF Project - Research learning communities</p> <p>Education Endowment Foundation Toolkit - Mastery-learning</p>	<p>1, 4</p>

Adaptive teaching & specific SEND strategies and training	<p>EEF: scaffolding and structured teaching improve outcomes for PP</p> <p>EEF: Five a day: supporting high quality teaching for pupils with SEND</p> <p><u>Education Endowment Foundation: 5 a day</u></p>	4, 5
Investment in Online Home learning programmes to support independent work outside the classroom. To include use of Seneca Learning across faculties and Sparx for mathematics.	<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><u>Education Endowment Foundation - Toolkit - Homework</u></p>	1, 4, 5

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

Budgeted cost: £292,542.40

Activity	Evidence that supports this approach	Challenge number(s) addressed
Small-group & 1:1 tuition including the expanded use of Teaching Assistants	<p>EEF: small-group tuition +4 months; 1:1 tutoring +5 months</p> <p><u>One to one tuition EEF (educationendowmentfoundation.org.uk)</u></p> <p><u>Small group tuition Toolkit Strand Education Endowment Foundation EEF</u></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><u>Teaching Assistant Interventions - Education Endowment Foundation - Toolkit</u></p>	2, 4, 5

Targeted KS4 English & maths booster programmes – People's Classroom	<p>High impact on exam outcomes</p> <p>One to one tuition EEF (educationendowmentfoundation.org.uk)</p> <p>Small group tuition Toolkit Strand Education Endowment Foundation EEF</p>	5
SEND/PP overlap interventions	<p>Enhanced support for high-need pupils</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>	1
Metacognition and self-regulation	<p>Active teaching of metacognitive strategies to support behaviour and self-regulation</p> <p>Metacognition and self-regulation Toolkit Strand Education Endowment Foundation EEF</p>	1

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

Budgeted cost: £175,525,40

Activity	Evidence that supports this approach	Challenge number(s) addressed
SEMH support: counselling, early help, therapeutic programmes	<p>EEF: SEL interventions +4 months</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>	2

	<u>Education Endowment Foundation - Toolkit - Social and emotional learning</u>	
Cultural capital entitlement (trips, clubs, leadership, enrichment)	<p>Cultural capital improves vocabulary, engagement & aspiration.</p> <p><u>Education Endowment Foundation - Toolkit - Aspiration interventions</u></p>	3
Investment in Quality in Careers Standard	<p>Achieving a national standard will ensure that we are meeting all benchmarks for CEIAG and improving provision therefore access to role models and increasing aspirational goals.</p> <p>https://www.qualityincareers.org.uk/</p> <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><u>Education Endowment Foundation - Toolkit - Aspiration interventions</u></p>	3
Hardship fund (uniform, equipment, access support)	<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. Removes practical barriers to attendance & engagement:</p> <p><u>Education Endowment Foundation - Toolkit - School uniform</u></p>	All
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><u>Education Endowment Foundation - Projects - Magic breakfast</u></p>	2, 3

Total budgeted cost: £585,085

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Outcomes for 2025 show the progress gap between PP and non-PP is still significant at with PP students achieving progress of -0.02 compared with non-PP students achieving progress of +0.47, however, this gap has narrowed from 0.59 to 0.51 this academic year. This attainment gap is also reflected in A8 measures. The gap in progress reflects the challenges of the past few years have had a greater impact on the attainment of under-resourced families.

2025 GCSE Outcomes showed that 51% of disadvantaged students achieved English/Maths 4+ compared with 63% of non-disadvantaged students. 2025 GCSE Outcomes showed that 38% of disadvantaged students achieved English/Maths 5+ compared with 47% of non-disadvantaged students. 2025 GCSE Outcomes showed that 9% of disadvantaged students achieved English/Maths 7+ compared with 11% of non-disadvantaged students.

This reflects an increase in our results, and significantly improved progress for the cohort. This increase is particularly pleasing at the 7+ level, where the gap has been reduced to 2%. This demonstrates that our work with higher prior attainers has been effective.

Improved use of behaviour and attendance data has enabled the Hub Team to respond more swiftly and consistently to low-level behaviour, reducing escalation and ensuring timely intervention. As expectations and aspirations across the school have been raised, this has resulted in an increase in suspensions; however, this reflects a more robust and consistent application of behaviour standards alongside strengthened in-school provision.

In response, the school has:

- Expanded in-school support, including enhanced Hub provision
- Increased use of behaviour respite placements to support regulation, reflection, and reintegration
- Implemented earlier and more targeted interventions to address emerging behaviour concerns

While suspension figures are not insignificant, the data broadly reflects both school-level priorities and national trends. Boys, disadvantaged students, students with Special Educational Needs, and White British students continue to be disproportionately

represented. Although cohort sizes remain small and are therefore not statistically significant, patterns align with previous years. Encouragingly, there has been a reduction in suspensions issued to students of Black Caribbean ethnicity.

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 embedded.

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.

Programme	Provider

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

NIL

The impact of that spending on service pupil premium eligible pupils

n/a

Further information (optional)

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

- Embedding more effective practice around assessment and feedback. [EEF evidence](#) demonstrates this has significant benefits for students, particularly disadvantaged pupils.
- Ensuring pupils understand our 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 pupil 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 always 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/carers, students and teachers in order to identify the challenges faced by disadvantaged pupils. 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.