Horizon Community College Pupil Premium Strategy Statement 2025-26



Pupil premium strategy statement
Horizon Community College

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	1916
Proportion (%) of pupil premium eligible pupils	31% (591)
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	2025-2028
Date this statement was published	December 2025
Date on which it will be reviewed	September 2026
Statement authorised by	Claire Huddart
Pupil premium lead	Rachael Gillatt
Governor / Trustee lead	Beryce Nixon

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£650,835
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*	£650,835

Part A: Pupil premium strategy plan

Statement of intent

At Horizon Community College, we believe that every student deserves the opportunity to thrive both academically and personally. Our vision is that disadvantaged students leave Horizon “work ready and life ready”, achieving academic outcomes in line with their non-disadvantaged peers, and equipped with the character, confidence, and cultural capital to succeed in the wider world.

Through high-quality teaching, tailored support, and inclusive enrichment opportunities, we empower every disadvantaged student to secure a meaningful post-16 destination, whether in further education, employment, or training.

Challenges

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

Challenge number	Detail of challenge
1. Attendance and Persistent absence	Students eligible for the Pupil Premium have lower attendance rates and higher persistent absence compared to their non-PP peers. These lower attendance rates impact on student outcomes.
2. Attainment in all subjects (including literacy and numeracy)	Students eligible for the Pupil Premium underperform in English and Maths compared to their non-PP peers, even when compared to the FFT50 benchmark. PP students show lower attainment in literacy and numeracy compared with their non-PP peers. These gaps affect access to the curriculum and student outcomes.
3. Behaviour incidents and Exclusions	Students eligible for Pupil Premium show higher behaviour incidents and fixed-term exclusions compared to their non-PP peers highlighting a gap in engagement.
4. Social and emotional MH (SEMH)	Students eligible for Pupil Premium are disproportionately in need of pastoral and mental health interventions when compared with their non-PP peers. An increasing proportion of SEND students are also PP students; these students need more support with their SEMH.
5. Personal Development	Students eligible for Pupil Premium access fewer enrichment and personal development opportunities compared to their non-PP peers, limiting their cultural capital, confidence, and wider skill development.
6. Parental Engagement	Parental engagement for students eligible for the Pupil Premium is lower than that for non-PP students, affecting communication, support at home and student outcomes.

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 Attendance and Reduced Persistent Absence (PA)	Attendance for PP students shows improvement towards national average when compared with non-PP students. Persistent absence for PP students shows a decline, to be below national average when compared with non-PP students.
Achievement in Core Subjects (English & Maths)	PP students will meet or exceed their achievement grade in English and Maths (FFT 20 measure). The attainment gap between PP students and non-PP students in English and Maths will reduce (FFT 20 measure).
Reduction in Behaviour Incidents and Suspensions	The number of level 0-4 behaviour incidents for PP students will reduce to be in line with non-PP students Suspension rate for PP students will reduce to be in line with national suspension rate for FSM eligible students (27.55 in 23/24) 100% of PP students who have received 2+ suspensions will have a Pastoral Support Plan (with clear programme of intervention) and identified key adult/mentor in college. The gap between PP and non-PP students receiving C3 and C5 sanctions will reduce by 5%, when compared to the same period in 24/25, PP students will maximise time in the classroom.
Increased social and emotional MH (SEMH) support	≥80% of PP students will report through pupil voice that they feel safe and supported. 100% of PP students with SEMH SEND needs receive 1:1 tailored support for the options process
Increased Engagement in Enrichment Activities	≥ 85% of PP pupils will have participated in a minimum of one enrichment or personal development activity in line with or above non-PP students per term. PP students accessing leadership opportunities will move to be in line with the proportion of the school population.
Increased parental engagement opportunities	The proportion of parents of PP students attending at least one school event (e.g. parent consultation evening, information evening and careers fair) will increase by 10%. PP parents will report that they feel well informed about their child's progress and supported in their learning.

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: Approx. £587,948

Activity	Evidence that supports this approach	Challenge number(s) addressed
Foundation Learning Groups & Inclusion School [Support adaptive teaching for identified students]	Reducing class size | EEF EEF Toolkit: Reducing class size (+2 months)	1, 2, 3
iPad support for students Ed class B Squared [Enhance engagement and accessibility through digital tools]	EEF – Using Digital Technology to Improve Learning Individualised instruction | EEF EEF Toolkit: Individualised instruction (4 months+)	2
Staff CPD [Improve teaching quality and pedagogy across subjects]	EEF Guide to the Pupil Premium: Professional development on evidence-based approaches. EEF's Effective Professional Development EEF Guide to the Pupil Premium: Mentoring and coaching. EEF's Effective Professional Development: The mechanisms of PD	2

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

Budgeted cost: Approx. £86,306

Activity	Evidence that supports this approach	Challenge number(s) addressed
Sparx Maths & Reader [Structured online learning for Maths and Literacy improvement]	Improving literacy in secondary schools – Guidance Report EEF Guide to Improving Literacy in Secondary Schools Improving numeracy in key stages 2 & 3 – Guidance Report EEF-Improving-Mathematics-in-Key-Stages-2-and-3-2022-Update.pdf	2
Numeracy catch-up [Address gaps in Maths knowledge for	Catch Up Numeracy - first trial | EEF EEF toolkit: Catch up numeracy (+3 months)	2

underperforming students]		
Reading interventions [Boost reading fluency and comprehension]	EEF Guide to Improving Literacy in Secondary Schools EEF Guide to the Pupil Premium: Interventions to support language development, literacy and numeracy. EEF Literacy guidance for teachers. EEF toolkit: Reading comprehension strategies (+6 months) Oral language interventions (+6 months)	2
SEND interventions [Targeted support for students with SEND]	Selecting interventions | EEF	1,2,3,4
EAL support [Language development for students with English as an additional language]	English as an additional language (EAL) | EEF	2
Y11 Easter College [Additional revision and practical sessions]	EEF Guide to the Pupil Premium: Extended school time, including summer schools. EEF toolkit: Homework (+5 months)	2
Y11 Interventions and Tutoring [Small-group academic interventions for key subjects]	Tutoring_Guide_2022_V1.2.pdf	2
Enhanced Transition (SEND) [Support smooth academic and social transition]	EEF Blog: Supporting pupils through transitions – a trio of… | EEF	2, 4
Y11 Revision Guides [Structured independent revision resources]	Supporting Revision and the 'Seven-step Model' | EEF Homework | EEF EEF toolkit: Homework (+5 months)	2

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

Budgeted cost: Approx. £62,487

Activity	Evidence that supports this approach	Challenge number(s) addressed
Attendance strategies [Improvement attendance and reduce PA]	Working with parents to support children's learning Guidance Report: EEF_Parental_Engagement_Guidance_Report.pdf Supporting school attendance: Supporting attendance | EEF Attendance toolkit for schools: Attendance toolkit for schools.pdf	1,2,3
Home learning online platforms [Extend learning opportunities outside classroom]	EEF Guide to the Pupil Premium: Technology and other resources focussed on supporting high quality teaching and learning. EEF's Using Digital Technology to Improve Learning Homework | EEF EEF toolkit: Homework (+5 months)	2,6
Trips [Enrichment and cultural capital]	Outdoor adventure learning | EEF EEF Guide to the Pupil Premium: Extracurricular activities	5,6
Enrichment and extra-curricular [Promote engagement, aspiration and wellbeing]	EEF toolkit: Arts Participation (+3 months) Physical activity (+1 months)	5,6
Theatre visit [Broaden cultural experiences and literacy links]	EEF to test impact of school theatre trips under £2.5m trial Do school trips to the theatre provide any educational benefits? : My College	2
Work experience / Employer experience [Develop employability skills and future aspirations]	Generation STEM Work Experience - trial | EEF How to get work experience | National Careers Service Work experience and related activities in schools and colleges Research report Department for Education	5,6
Careers – 1:1s [Individual guidance on next steps and career pathways]	EEF – Careers Education Summary	5,6
Wellbeing interventions: [Support emotional health and resilience]	EEF Guide to the Pupil Premium: Supporting pupils' social, emotional and behavioural needs. EEF guidance report on Improving Behaviour in Schools EEF toolkit: Social and Emotional Learning (+4 months) Behavioural Interventions (+4 months) Mentoring (+2 months)	4
Rise Project work	EEF – Improving School Behaviour	1,2,3

[Targeted behaviour support and re-engagement]		
Parental engagement [Strengthen home-school partnership and support learning at home]	Parental engagement | EEF EEF Toolkit (+4 months)	6

Total budgeted cost: Approx. £736,750

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

This details the impact that our pupil premium activity had on pupils in the 2024 to 2025 academic year.

Intended outcomes	Impact 2023/24	Impact 2024/25
The improved achievement of our PP students and the narrowing of gaps (national and internal, as appropriate)	Across the academic year 2023-24: Our PP students achieved an average attainment grade of just over a 4, with 48% achieving a grade 4 or above in both English and Maths and 32% a grade 5 or above. The overall P8 figure for our PP students was -0.02. This was slightly above the P8 for all students nationally (who achieved a figure of -0.03) and will have placed Horizon in the top 25% of schools nationally for PP progress. The P8 figure for non-PP students nationally was +0.17.	Across the academic year 2024-25: Our PP students achieved an average attainment grade of 4.15 which is above the national average of 3.49. 50% of PP students achieved a grade 4 or above in both English and Maths (national average 43.5%) and 29.3% a grade 5 or above (national average 25.6%). No progress data available for 2024/25 attainment only.
The improved attendance of our PP students and the narrowing of gaps (national and internal, as appropriate)	Across the academic year 2023-24 PP attendance was 89.7%, compared to the national PP figure of 89.1%. PP persistent absence figures were 33.5%, compared to the national PP figure of 35.7%. Both percentages were therefore above the comparable national figures for this cohort – but still slightly below the national attendance figure for all students of 92.3% and the persistence absence figure for all students of 25.2%.	Across the academic year 2024-25 PP attendance was 90.7% compared to the national PP figure of 88.2%. PP persistent absence figures were 30.2%, compared to the national PP figure of 34.5%. Both percentages were therefore above the comparable national figures for this cohort – but still below the national attendance figure for all students of 93.8% and the persistence absence figure for all students of 18.7%.
The improved engagement of our PP students, within lessons and during	Across the academic year 2023-24: PP students accounted for 28% of all Achievement Points awarded 26% of all Bronze, Silver, Gold and Platinum Awards presented.	Across the academic year 2024-25: PP students accounted for 35**%** of all Achievement Points awarded 32% of all Bronze, Silver, Gold and Platinum Awards presented.

unstructured times	These figures showed an increase in the proportion of PP students being rewarded for positive engagement with their learning, though is not yet in line with the proportion of PP students within school.	These figures showed an increase in the proportion of PP students being rewarded for positive engagement with their learning, though is not yet in line with the proportion of PP students within school.
An increased uptake of enrichment activities by PP students, both academic and social, and of post-16 opportunities.	Across the academic year 2023-24: 45% of PP students accessed enrichment activities (up from 45% the previous year). This figure compared to 64% of non-PP students. 32% of all students undertaking a trip or visit were PP students. This figure was in line with the percentage of PP students on roll. 100% of Y11 PP leavers in 2024 were in Education, Employment or Training places in November 2024. Of our 2021 PP cohort, 88% were still in Education, Employment or Training for two terms after leaving us. This was in comparison to a national figure of 96% for non-PP students.	Across the academic year 2024-25: 91% of PP students have engaged with at least 1 enrichment or trip compared to 92% of non-PP students. 100% of Y10 PP students engaged in 5 days of work experience in the summer term to support future aspirations and post 16 destinations. 97.5% of Y11 PP leavers in 2025 were enrolled in further education, employment or training.

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
2023-24 National Tutoring Programme	Fledge

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?	This is included in our whole school pupil premium approach.