



Pupil Premium Strategy Statement 2025-26

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 effect that last year's spending of pupil premium had within our Academy.

School overview

Detail	Data
School name	Hundred of Hoo Academy
Number of pupils in school	1352
Proportion (%) of pupil premium eligible pupils	29.8%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2023/2024 to 2025/2026
Date this statement was published	October 2025
Date on which it will be reviewed	July 2026
Statement authorised by	Carl Guerin-Hassett, Principal
Pupil Premium lead	Joshua Sandland, Vice Principal
Governor / Trustee lead	Keith Morrison

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£502,670
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	£502,670

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As an Academy we are committed to ensuring we continue to provide all pupils with a well constructed, appropriately broad, balanced and rich curriculum that allows pupils to acquire the skills and knowledge they need to be successful in their future chosen paths. Our Academy teaching staff are dedicated to being highly effective practitioners who ensure they have expert knowledge of both their subject and pedagogy which will enable them to implement our exceptional curriculum.

High-quality teaching is central to our strategy. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit all pupils in our school (source: [The EEF Guide to the Pupil Premium](#)). To continue to maintain our excellent teaching standards we are committed to providing our staff body with high quality professional development, this will mean that our disadvantaged pupils are in receipt of consistent highly effective teaching and we are ambitious with raising the proportion of teachers who are highly effective to being 50% or more. This will ensure that disadvantaged pupils have access to consistently high quality teaching across all subjects. Highly effective practitioners incorporate appropriately adaptive teaching approaches responding through skilled assessment to each individual's learning needs and they support pupils with making at least good progress to ensure they are in line with their peers. Last academic year we have also implemented the use of Step-lab, an online coaching platform, which will aid in increasing the proportion of highly effective practitioners in our Academy.

Regardless of each pupil's ability, background or personal circumstances we will ensure that all pupils make at least good progress and ensure that we intervene to diminish differences in the attainment of key student groups. We will continue to consider the challenges faced by vulnerable pupils, such as low self-esteem, resilience and well-being, including the long term impact of COVID-19, and ensure that they have appropriate and structured support to be able to become resilient, confident and well-rounded young people overcoming these difficulties. Our Academy has an inclusive culture and the activities we have outlined in this statement are intended to support all pupil needs, disadvantaged and non-disadvantaged, to raise outcomes, aspirations and improve life chances for all. We will look to ensure our disadvantaged pupils have high aspirations and are supported in those aspirations with quality advice and guidance on how to achieve those aspirations and how their educational goals need to align with those, so they have all the tools and resources they need to be successful.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. These can be identified using:

- regular and robust assessment of pupils;
- subject specific gap analyses and question level analysis using Samlearning;
- regular retrieval practice including low stakes quizzing
- targeted reading level screening
- high quality and consistent monitoring and observation of teaching and pupils' work;

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- qualitative and quantitative feedback from pupils, parents/carers, other professionals and teachers;
- regular analysis and evaluation of attendance (including for co-curricular clubs) and behaviour data;
- In school review data including weekly inclusion forums;
- EHCP and learning support plan reviews through the use of Edukey and provision maps.

Challenges

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

Challenge number	Detail of challenge
1	Low Attendance • The attendance of our most disadvantaged remains below that of our non-disadvantaged pupils. • 2024/25 (2023/24 in brackets) attendance for disadvantaged pupils despite increasing from the previous academic year was 88.4% (87.3%) compared to 91.6% for the whole cohort from Years 7-11. Within the last academic year, attendance of vulnerable students shows an improving trajectory. Persistent absence decreased and was 41.5% (45.9% in 2022/23) for disadvantaged pupils, again demonstrating an improvement but a trend that must continue. • Low attendance results in significant gaps in both knowledge and understanding, as pupils miss key teaching, guided practice, and opportunities to consolidate learning through retrieval and application. Reduced frequency of exposure to prior content weakens memory retention and schema development, making it harder for pupils to connect new knowledge to existing understanding. This cumulative learning loss is particularly detrimental for disadvantaged pupils, who are less likely to have access to the same level of support or enrichment outside of school, and therefore experience a disproportionate impact on their long-term progress and attainment.
2	Literacy Levels Assessment data, classroom observations, and pupil discussions at Key Stage 3 reveal that disadvantaged pupils typically demonstrate lower levels of reading comprehension and literacy than their peers. This deficit limits their ability to access and engage with the full curriculum, thereby impeding progress across all subjects. Across all year groups, reading age data shows that disadvantaged students consistently perform below their peers, with many reading below their chronological age. Addressing this gap is a key priority, as weaker reading fluency and comprehension at Key Stage 4 directly hinder

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	success in GCSE examinations, where advanced reading demands are central to performance.
3	Mental Health and Wellbeing Disadvantaged pupils are more likely to experience challenges in maintaining positive mental health and developing strong self-esteem. These difficulties can adversely affect their engagement with learning, attitude towards school, and overall behaviour, leading to barriers in attainment and progress. The impact of the pandemic has further intensified these challenges for some students, and the school continues to provide targeted pastoral and wellbeing support to help them rebuild confidence, resilience, and readiness to learn.
4	Behaviour and Attitudes Behaviour data indicates that disadvantaged pupils receive negative points and sanctions more frequently than their peers. This trend can have several implications: increased disengagement from school life, reduced focus in lessons, and slower academic progress. The loss of learning time resulting from sanctions can further widen gaps in knowledge and make reintegration into the classroom more challenging. In line with the Academy's Behaviour and Attitudes Policy, our focus is therefore on proactive intervention, restorative conversations, and targeted support to help disadvantaged pupils re-engage positively with learning and sustain high standards of behaviour.
5	Aspiration Our disadvantaged pupils can sometimes have lower aspirations than their non-disadvantaged peers. As a result, their engagement in learning may be affected, as some do not yet see the value of academic focus or have a clear plan for life after school. To address this, we work proactively with universities and local employers to raise aspirations, broaden horizons, and provide meaningful insight into future pathways. Our developing careers programme further supports this by offering structured opportunities for pupils to explore a wide range of post-16 and post-18 options, ensuring that every student can connect their learning to real-world opportunities. In terms of cultural capital, disadvantage can also lead to gaps that make it more challenging for pupils to build and connect knowledge within their schema, including when contextualising their reading. Through targeted enrichment and exposure to diverse cultural experiences, we aim to bridge these gaps and help all pupils see the relevance and value of their education.

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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
To ensure that all PP pupils have access to high quality teaching and learning We will ensure that all pupils, including PP and disadvantaged students, are in receipt of highly effective teaching and never less than effective teaching practice evidence argues that high quality teaching is the most important factor in ensuring the best possible outcomes for pupils. (The EEF Guide to the Pupil Premium)	Overall teaching practice to be 100% effective, with 50% highly effective so that all pupils have access to quality teaching. Demonstrable through regularly-updated lesson visit records. Data capture to evidence equality of outcome between PP students and their peers. PP students will be shown to be making progress which is at least in line with their peers. CPD records will demonstrate the Academy's commitment to upskilling teachers' pedagogical practice in line with research and cognitive science approaches (e.g. EEF). 1. Teaching is consistently high-quality across the school with 100% effective and 50% highly effective teaching. • All teachers demonstrate strong subject and pedagogical knowledge, ensuring lessons are well-sequenced and responsive to pupils' needs. • Regular instructional coaching, professional development, and collaborative planning are embedded and lead to measurable improvements in classroom practice (evidenced through learning walks, book scrutiny, and pupil voice). • Adaptive teaching strategies are used effectively to support PP pupils without lowering expectations. 2. PP pupils make at least expected progress in line with or above non-PP peers. • Attainment and progress gaps between PP and non-PP pupils are closing in all key subjects. • Assessment data shows that PP pupils are achieving challenging curriculum endpoints. 3. Barriers to learning are identified and addressed through evidence-informed practice. • Teachers and leaders use diagnostic assessment to identify gaps in knowledge and misconceptions for PP pupils. • Interventions and support strategies are aligned with the EEF's evidence base and monitored for impact

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	(e.g., feedback, metacognition, reading comprehension strategies). 4. PP pupils are fully engaged in the learning process. - Lesson observations and pupil voice indicate that PP pupils participate actively and demonstrate positive learning behaviours. - Attendance to lessons, homework completion, and engagement in enrichment or extension activities are comparable to non-PP peers. 5. Leadership ensures equity and accountability. - Leaders systematically monitor the quality of teaching and learning for PP pupils and act swiftly on findings. - Staff understand the barriers faced by disadvantaged pupils and can articulate how their teaching supports PP progress. - The impact of professional development and teaching strategies on PP outcomes is evaluated termly. 6. A sustained culture of high expectations and inclusion is evident. - All staff share responsibility for the achievement and wellbeing of PP pupils. - The school culture promotes equity, aspiration, and a belief that all pupils can achieve highly.
Increase attainment and progress of disadvantaged students to be in line with non-disadvantaged peers.	Attainment and progress gaps between disadvantaged and non-disadvantaged students will have been eliminated, as evidenced in examination results and internal tracking data. For the whole cohort: - Continue to achieve an A8 of 43 or higher; - P8 to exceed 0; - Average MYP score to be 4.2 or above for all subjects; - At KS5, Value Added to exceed 0 and APS to be at or above 30.
Improved reading, comprehension and literacy levels among disadvantaged pupils across KS3 and KS4, specifically: in Year 7, gaps in reading skills are	Accurate Diagnosis and Targeted Support - Baseline reading assessment data (e.g. NGRT or equivalent) are analysed to identify specific need types: decoding, fluency, vocabulary, or comprehension and inform evidence-based intervention. - Interventions are prioritised and implemented according to need, with measurable impact

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identified early and remedied through impactful intervention, enabling full access to the MYP curriculum; in KS4, gaps in reading skill are identified rapidly and remedied to the point where students can fully access the language demand of English and History exams.	demonstrated through re-assessment and pupil progress data. Accelerated Reading Progress Across Key Stages - By the end of Year 7, all pupils read at or above their chronological reading age, with sustained scaffolding in place only for those with additional needs (e.g. SEND). - By KS4, all disadvantaged pupils read at or above the reading age required to access GCSE-level texts (15 years 8 months), enabling full curriculum access and improved exam outcomes. Embedding Disciplinary Literacy Across the Curriculum - Teachers explicitly teach subject-specific vocabulary, reading strategies, and extended writing in line with the EEF's disciplinary literacy recommendations. - Work scrutiny and lesson observations show a consistent emphasis on literacy across subjects, with clear evidence of improved comprehension, use of academic language, and coherence in writing. Improved Pupil Outcomes and Engagement - Reading assessments and comprehension tasks show measurable improvement in reading fluency and understanding among disadvantaged pupils. - Pupil voice and engagement data indicate increased confidence, motivation, and enjoyment in reading, both within and beyond English lessons. Sustained Leadership and Monitoring - Literacy and reading priorities are embedded in curriculum planning, CPD, and quality assurance processes. - Leaders monitor the impact of reading and literacy interventions termly, ensuring disadvantaged pupils' progress informs ongoing provision.
To achieve and sustain improved attendance for	Attendance levels improve and are sustained above national averages to be at least 93%.

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all pupils, particularly our disadvantaged pupils. To continue to raise attendance towards the national average and reduce the percentage of pupils classified as persistent absence (especially those who are disadvantaged).	• Overall attendance is in line with, or above, the latest national average. • The attendance gap between disadvantaged and non-disadvantaged pupils is reduced term-on-term. • Year-on-year data show sustained improvement, not short-term spikes. Persistent absence (PA) rates are reduced, especially for disadvantaged pupils to 25% or less. • The proportion of pupils (and particularly disadvantaged pupils) with attendance below 90% decreases each term. • Targeted intervention records show that PA pupils are being identified early, supported promptly, and reintegrated successfully. 3. Attendance systems are robust, data-driven, and timely. • Attendance data are analysed daily and weekly to identify trends, triggers, and vulnerable pupils. • Interventions follow the DfE's tiered model (prevention, early intervention, targeted support, and formal escalation) with clear documentation of actions and outcomes. • Leaders and tutors use Lenz effectively to track individual and cohort progress. Engagement with families is proactive, consistent, and supportive. • Communication with parents/carers is early, relational, and focused on barriers rather than blame. • Evidence shows improved parental understanding of the link between attendance and attainment. • Family support workers and pastoral teams maintain clear records of contact, interventions, and outcomes, showing impact on re-engagement. Attendance culture is embedded across the school. • High attendance is celebrated consistently through positive reinforcement, assemblies, and rewards. • Staff at all levels promote attendance as a shared responsibility — attendance messages are visible in tutor time, assemblies, and in lessons.
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	- Pupil voice and surveys indicate a sense of belonging and positive attitudes toward school, particularly among disadvantaged pupils. 6. Leadership oversight ensures accountability and sustainability. - Governors and senior leaders receive regular attendance reports showing trends by group, year, and category (PA, disadvantaged, SEND). - Attendance strategy and practice are reviewed termly to evaluate effectiveness and refine approaches in line with DfE guidance. - External partnerships are leveraged to sustain long-term improvement.
To achieve and sustain improved wellbeing for all pupils, including those who are disadvantaged.	Sustained high levels of wellbeing by 2025/26 as demonstrated by: - A reduction in the amount of persistent absence owing to anxiety. - Qualitative data from student voice, student and parent surveys and teacher observations demonstrates improved self-efficacy and self-reported wellbeing levels; - Inclusion referral data indicates a high impact of intervention for students by demonstrating students' progress from their wellbeing starting points; - a significant increase in participation in enrichment and co-curricular activities across all students and particularly among disadvantaged pupils.
We will provide all pupils with culturally and personally enriching experiences beyond the curriculum. All students are able to fully participate in academic and extracurricular activities, where financial and cultural capital do not restrict them.	- Disadvantaged and non-disadvantaged student detentions for lack of equipment are in line, and sanctions are never issued as an indirect penalty for disadvantage. - Disadvantaged and non-disadvantaged detentions for lack of homework are proportionately in line with each other and no sanctions are issued as an indirect penalty for disadvantage. - Participation in enrichment, trips and visits for disadvantaged and non-disadvantaged students are proportionately in line with each other, or participation rates for PP students exceed that of their peers. - Academy records demonstrate how the Pupil Premium has been utilised to eliminate disadvantage emanating from a lack of resources.

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Activity in this academic year

This details how we intend to spend our pupil premium **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: **£270,000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
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High Quality Teaching and Learning: A clear and strategic mapping of teaching staff within the enquiry walk timetable ensures a sustained focus on classes with higher proportions of disadvantaged pupils. Departmental and whole-school enquiry walks are deliberately targeted to ensure that all Pupil Premium students are observed across each module. During these visits, pupil workbooks are a central focus, allowing for precise evaluation of progress and access to the curriculum. Constructive feedback is recorded on Steplab, with findings collated through both enquiry walk and On Track feedback systems. This analysis is used to identify common classroom barriers and inform the deployment of evidence-informed strategies, which are then reviewed and refined within departmental development time. All teaching staff participate in regular, high-quality professional development delivered both at whole-school and Trust level. This CPD is designed to strengthen teachers' understanding and application of the latest educational research, particularly around effective instruction, adaptive teaching, and feedback: all key drivers of improved outcomes for disadvantaged pupils.	Evidence argues that high quality teaching is the most important factor in ensuring the best possible outcomes for all pupils, particularly those in receipt of PP. The EEF Guide to the Pupil Premium To continue to drive up standards in teachers' pedagogy with regular, well-planned and evidence-driven CPD both whole school and departmentally as 'effective professional development (PD) plays a crucial role in improving classroom practice and pupil outcomes' Effective Professional Development EEF. CPD priority areas to be: • Effective use of StepLab for instructional coaching and teacher development. • Extended writing in the classroom. • Reading and language development (Improving Literacy in Secondary Schools EEF); • Metacognition strategies to support students being able to know more and remember more (Metacognition and Self-regulated Learning EEF); • Adaptive teaching approaches implemented as a result of high quality assessment; • Effective deployment of adults in the classroom (Making Best Use of Teaching Assistants EEF); • New staff and colleagues who are relatively new to the profession, CPD to ensure that excellent support is provided as part of their transition, assuring standards of pedagogy, application of policy (e.g. Behaviour Policy) and classroom management.	2,4,5 (Literacy, Behaviour & Attitudes, Aspiration)
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Through regular enquiry walks and coached conversations, staff receive timely, developmental feedback focused on the progress of disadvantaged pupils within our ambitious curriculum. This process is evidenced and tracked through Steplab to ensure transparency and impact. The Pupil Premium Lead systematically analyses this feedback to identify patterns, share effective practice, and report progress to senior leaders and stakeholders, ensuring that the needs of disadvantaged pupils remain central to all teaching and learning developments.		
Homework: support to improve levels of self-regulation: Students of concern completing homework and in particular disadvantaged students to receive homework sanctions and automated communication home which results in compulsory homework intervention. Tracking of teachers setting homework consistently on Google Classroom to be completed and ensuring that the homework policy is being followed consistently across all departments. Metacognition in form time to focus on creating homework and/or revision timetables for students to best use their time when out of lessons as well as forming strong revision practices. Homework Club run four afternoons a week after school, to help pupils to manage the completion of home learning assignments or to support with Knowledge Organiser retrieval activities. Form tutors and college leaders will monitor pupils' homework completion rates and, rather than	Research from the Education Endowment Foundation (EEF) highlights that high-quality homework, when closely linked to classroom learning and completed in a supportive environment, can accelerate progress by up to five months. Ensuring that disadvantaged pupils develop the organisational skills and study habits needed to complete homework effectively is therefore essential in closing attainment gaps and preventing further disadvantage. This strategy focuses on building pupils' independence, time management, and self-regulation so that homework reinforces and extends classroom learning. By supporting Pupil Premium students to meet deadlines and experience success in their independent study, the school aims to strengthen their sense of achievement and belonging. In turn, this approach is expected to reduce the number of sanctions associated with incomplete homework, improving behaviour, attitudes to learning, and overall engagement with the curriculum. Celebrating success in homework completion and recognising effort will further enhance motivation and promote positive learning behaviours among disadvantaged pupils. (Education Endowment Fund- Homework)	4,5 <i>(Behaviour & Attitudes, Aspiration)</i>

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having students receiving detentions for poor organisation, students will be issued a series of homework intervention sessions that will help them to improve their skills of independent working and self-regulation. This is reliant on good communication between school and home. New behaviour policy event to clearly communicate through MCAS when students have not completed homework with a follow up sanction which is analysed by Directors of Progress.		
Literacy and Language Development: To improve disadvantaged pupils' literacy skills by • Embedding extended writing in the curriculum so students can write at length unaided. • Working on oracy and the articulation of ideas in the classroom through a range of strategies presented to staff in CPD. • Identifying areas of deficit through detailed assessment (NGRT); • Implementing interventions that improve reading and vocabulary ages to be inline with peers and chronological age (e.g. reading, phonics, comprehension, oracy and handwriting); • Continued use of Sparx Reader for all students across KS3-4 to ensure regular, targeted, reading and comprehension skill-building; • Ensuring consistency with high quality Reciprocal Reading approach within Form Time activities and in reading activities in lessons; • Harnessing the Library as a vehicle for inspiring a 'love of	The University of Cambridge - Voice 21 an ongoing study by the University of Cambridge to assess the impacts of oracy on KS3 students (primarily year 7s). Thus far the study has found that students are better prepared for tasks where they have to talk to persuade and talk to present. Acquiring strong disciplinary literacy is equally vital as pupils encounter increasingly complex concepts within each subject. Research shows that gaps in vocabulary and cultural capital disproportionately affect disadvantaged pupils, limiting their ability to access, understand, and articulate subject-specific knowledge. To address this, the academy has implemented a whole-school approach to literacy, ensuring that strategies to develop reading, writing, and oracy are embedded across the curriculum and tailored to subject needs. Professional development for teachers draws on the EEF's Improving Literacy in Secondary Schools guidance, Alex Quigley's Closing the Vocabulary Gap and Closing the Reading Gap, and wider research linking vocabulary knowledge to attainment in English and Maths (OUP, 2018). Through targeted CPD and curriculum design, all staff are equipped to teach	2 <i>(Literacy)</i>

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reading' culture across all areas of the Academy. See Literacy strategy and policy (HOH Literacy Policy).	and model effective use of disciplinary literacy, ensuring that disadvantaged pupils can confidently engage with academic language, deepen comprehension, and access the full breadth of the curriculum. Improving Literacy in Secondary Schools. word-gap.pdf (oup.com.cn)	
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: **£160,000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Digital Approach All pupils to be given a LAT chromebook to enable them to become more proficient in using technology. Pupils to be given support with access to the internet at home, if needed. All pupils to access Google software so that they can complete home learning, as well as remote learning if needed in the future. Pupils to be able to use the chromebooks to access online academic support, such as (but not exclusively): • Read and Write - a literacy support tool that offers help with everyday tasks like reading text out loud, understanding unfamiliar words, researching assignments and proofing written work. • Sparx Reader - an online reading application which will	Technology to Improve Learning: Evidence Review. London: Education Endowment Foundation. (Using Digital Technology to Improve Learning EEF) Improving Literacy in Secondary Schools. Reading comprehension, vocabulary and other literacy skills are heavily linked with attainment in Maths and English: word-gap.pdf (oup.com.cn) Also: Alex Quigley 'Closing the Vocabulary Gap' and 'Closing the Reading Gap' (Routledge).	1, 2, 4 <i>(Attendance, Behaviour & Attitudes, Literacy)</i>

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raise literacy levels over time; • Tassomai- A Science revision application to aid knowing more and remembering more; • Google Classroom for all lesson resources; • Online quizzes and activities (e.g. Googleforms). • Sparxmaths - an online maths platform. • Languagehut - an online language learning platform.		
Effective deployment of adults within and outside of the classroom: Teaching assistants to be deployed to support classes where the largest gaps in progress for literacy and numeracy are evident. These classes are to be identified by the HOD to have maximum impact. Teaching assistants to be given feedback using the support staff rubric designed to improve their practice and support in the classroom. Support for literacy and numeracy development in KS3 to be provided by primary specialist, with the aim of rapidly eliminating disadvantage-related learning gaps and thereby granting students full access to the MYP curriculum. Maths and English tutors to work with disadvantaged students to bridge gaps in their learning and to support their acquisition and development of foundation skills which are not secure.	Research demonstrates that Teaching Assistants (TAs) can significantly enhance the progress of disadvantaged pupils when deployed strategically. According to the Education Endowment Foundation's guidance (Making Best Use of Teaching Assistants), TAs are most effective when they receive high-quality training, are given clear instruction, and work under the direction of the classroom teacher to reinforce and extend learning. In practice, this involves TAs supporting targeted groups or individuals, providing timely interventions, and helping pupils consolidate learning within lessons. Structured, small-group support or one-to-one sessions akin to tutoring, can add approximately four months' additional progress over an academic year for pupils who are struggling, as highlighted by both the EEF and the DfE's independent review of tutoring in schools. To maximise impact, CPD is delivered for both TAs and teaching staff to ensure alignment with the curriculum and evidence-informed approaches. This enables TAs to contribute meaningfully to teaching and learning, helping disadvantaged pupils to access the curriculum fully, close attainment gaps, and develop the confidence and skills needed to succeed academically.	4, 5 <i>(Behaviour & Attitudes, Aspiration)</i>

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These students are identified by core HoDs.	Making Best Use of Teaching Assistants EEF DFE Independent review on tutoring in schools	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: **£72,670**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Attendance tracking: College leaders will monitor and track attendance and meet with parents where there is low attendance to help support pupils both to be in school more frequently and to catch up following periods of absence, ensuring that there is no learning lost. Regular meetings will be held with the Trust attendance team, the Attendance advisory service and the Attendance lead of each college will ensure that interventions and support are applied consistently for the purpose of raising attendance.	The EEF details 8 key approaches to implement in order to improve attendance and this report will be used to inform the type of intervention to which each PP student is likely to respond: Attendance interventions rapid evidence assessment EEF Other Inclusion interventions will be relevant according to need, for example strategies to build resilience for students who are reluctant attenders due to anxiety. EBSA may also be used for these students. Our attendance strategy will continue to be developed in line with: Working together to improve school attendance - GOV.UK	1, 4 <i>(Attendance, Behaviour & Attitudes)</i>
Aspiration for all: ‘Hoo Aspire,’ to be sharpened. This is a comprehensive plan perfectly aligned to the Academy’s values, to raise aspirations for our disadvantaged pupils. Students will be aware	The Education Endowment Fund published a review of evidence that found disadvantaged pupils often have high aspirations, but are unclear on how to access opportunities, including how to find out what academic qualifications they need. For many young people, education goals do not exactly match their aspirations, and therefore careers information and guidance	5 <i>(Aspiration)</i>

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of the choices they have in terms of careers, further education (including at our own Sixth Form), higher education, apprenticeships and employment through working with establishments including but not limited to Cambridge University and Exeter University. Establish a high quality and effective careers advice programme, so disadvantaged pupils: • are informed of what academic qualifications they need; • are aware of alternatives, and how to access support if they change their mind or do not achieve the entry requirements they needed; • have meaningful encounters with employers and other educational establishments; • have the opportunity for experiencing a place of work; • have the opportunity to broaden their horizons and break down barriers such as low family income, or no-one in their family having gone to university before.	is critical in focusing them on their end destination. Careers guidance, and opportunities to meet employers and other education providers, is therefore vital for PP students in order to avoid compounding ongoing disadvantage (Gatsby: The Benchmarks) (Poorer young people more likely to have career aspirations that... EEF).	
Inclusion Approaches: Mentoring Programme: To support pupils to improve their mental health by creating positive attitudes and building self-esteem; helping pupils to manage the stresses in their lives, inside and outside of the Academy. College leaders	Improving the mental health, self esteem and social skills of all students, particularly disadvantaged pupils, the impact will be seen in the following areas: : • A reduction in the incidence of dysregulated behaviours and therefore inclusion and exclusion time, which will enable pupils to access learning without interruption; • Improved behaviour for learning, arising from lower anxiety levels, better concentration and improved	3, 4, 5 <i>(Mental Health, Aspiration, Behaviour & Attitudes)</i>

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and pastoral colleagues will refer to the Mentoring Programme according to need. Social Skills Programme: To support pupils in building healthy and positive relationships with others; to help reduce relationship issues with others and reduce tension; to help pupils manage conflict and promote positive relationships which will, in turn, improve mental health. The programmes are bespoke, according to the needs of the pupil.	engagement; • Better outcomes for the pupil, which could be the equivalent of up to 4 months learning time (Behaviour interventions EEF).	
Access to resources and cultural capital: Disadvantaged students must be able to access education resources such as revision books, texts to support learning and educational workshops, commensurate with their peers. Staff can apply for funding for resources, materials, educational trips, tutoring, music lessons or anything that is course related and will support engagement and progress. This includes support for enabling internet access for a pupil's Chromebook, if needed. The cost of uniform has been reviewed, and the uniform policy has been adapted accordingly. Colleges operate a high-quality second-hand	While there is limited evidence on the direct impact of ensuring pupils have the correct resources on attainment and progress, we know that for pupils to be able to engage in education and have the same opportunities as their peers, sometimes disadvantaged pupils do need support with purchasing items. The government has published guidance for schools and families in respect of reviewing uniform policies (School uniform: How much does it cost and what financial support is available - The Education Hub). We also know the importance of building strong relationships between home and school, and are therefore building events into the school calendar to promote this (e.g. parent/child workshops for numeracy).	3 <i>(Wellbeing)</i>

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uniform shop which allows students to support their peers through donations whilst improving individuals' access to staple items. The school will also hold items to give to disadvantaged families in order to support these families with uniform requirements.		
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Total budgeted cost: £502,670

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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 2024 to 2025 academic year.

- 2024/25 (2023/24 in brackets) attendance for disadvantaged pupils despite increasing from the previous academic year was 88.4% (87.3%) compared to 91.6% for the whole cohort from Years 7-11. Within the last academic year, attendance of vulnerable students shows an improving trajectory. Persistent absence decreased and was 41.5% (45.9% in 2022/23) for disadvantaged pupils, again demonstrating an improvement but a trend that must continue.
- A coaching model of professional development was implemented through StepLab in 2024-2025 and all teachers participate in this collaborative approach to seeking continual improvement. As a consequence, in subsequent visits to the Academy by the Academies Director, it was noted that staff are very comfortable with lesson visits and open to feedback and review. Staff welcome feedback through drop-ins on quick wins to improve their practice as well as more in depth coaching with their assigned coach.
- The impact of our reading and language development strategy up to this point in time has been carefully considered, and the decision made to continue to use NGRT testing alongside Sparx Reader, in order to accelerate the impact on students' literacy levels, boost student engagement and embed reading skills more deeply by ensuring very regular, deliberate, practice. NGRT assessments have been chosen because they will permit detailed diagnosis of exactly what each student's needs are, and Sparx Reader is proving to be more engaging for students whilst monitoring closely the amount of time a pupil is reading over the course of a week. There was a focus on the top 20% of underperforming students with frequent retesting.
- A detailed review of exam papers from the 2025 series was been undertaken, particularly for the EBAC subjects, and the curricula were adjusted to reflect:
 - explicit teaching of extended writing strategies, following our trust-wide extended writing focus;
 - explicit teaching and practice in respect of crafting a strong, lengthy, written response;
 - high-quality teaching and retrieval of key disciplinary literacy terminology and tier 2 vocabulary;
 - support for handwriting fluency and resilience for identified individuals, according to need.
- Although the dataset is, as yet, unvalidated, the attainment gap between PP students and the whole cohort has narrowed further, however we continue to reduce the gap further:
 - 2024-25: A8 for the whole Year 11 cohort was 43.21; A8 for PP students was 38.08 this year.

Part A: Pupil Premium strategy plan

Statement of intent

- For English and Maths combined, 57.8% of PP students achieved 4+ in both, compared with 65% for the whole cohort;
 - For English and Maths combined, 28.1% of PP students achieved 5+ in both, compared with 39.4% for the whole cohort;
 - Priority areas for the Year 11 cohort of 2025-6 are: English/Maths at 7+, MFL, Sociology and vocational subjects (this includes a higher proportion of students entering the EBacc); also aspiration and challenge for students targeting grade 7 and above. A8 to continue to be above 43.
 - At KS5, disadvantaged students achieved an average grade for A-Level of D+ compared to non-disadvantaged students of C-. This compares to the applied qualifications with non-disadvantaged outperforming disadvantaged students. An ongoing target is for KS5 average grade to move consistently to 30 or higher and for the gap to narrow further. .
- The Academy has employed its own tutors, for the purpose of driving up attainment at KS4 in English and Maths. This has improved the combined Maths/English outcomes compared to 2024, however was refocused using robust end of year assessment data to maximise gains for the 2025 series.
- The Mentoring programme is now well embedded and many pupils have benefited from the mental health support, dog therapy and wellbeing ambassadors as well as the skills they have gained from social skills workshops. This has had an impact on pupils' attitudes towards school, as well as attendance, which helped to improve attendance above national during the last academic year.
- The consistent implementation of the use of chromebooks both in and out of the classroom has been successful and we have a digital strategy to drive up standards of digital education in lessons, upskilling staff via Google qualifications and embracing new technology such as AI. In providing pupils with access to a device outside the Academy day, we have ensured that every student has access to technology for home learning, and eliminated the digital poverty that many disadvantaged families experienced in 2020 at the start of the pandemic. Access to Sparx Reader is via each student's Chromebook, and this has ensured that all students have access to stage-appropriate reading both in and outside of the Academy.
- Records demonstrate that praise outweighs sanction for all students at the academy, with 93% of events being positive in 2024-25. Now that above 90% are awarded for positive behaviours (and a greater volume of points is being recorded overall), the culture of celebration and praise has developed further and there is only a small difference for PP students. There is, therefore, little discernible difference between disadvantaged students and their peers in terms of conduct.
- Scrutiny of the 2024-25 academic year homework data indicates that a student on average received 6 negative points for homework not being complete. PP students received on average 7 points for submitting a late homework or hand in a piece that is below expectation; despite huge gains in the last academic year, homework support remains a priority for 2025-26, while we work on reducing these numbers further.

Part A: Pupil Premium strategy plan

Statement of intent

Externally provided programmes

Programme	Provider
Fortis	
Marlborough Outreach	
Cambridge University Outreach	Cambridge University
Exeter University Outreach	Exeter University