

# Pupil premium strategy statement

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 school.

## School overview

Detail	Data
School name	Sir Christopher Hatton Academy
Number of pupils in school	1480
Proportion (%) of pupil premium eligible pupils	16.7%
Academic year/years that our current pupil premium strategy plan covers	2021-2025
Date this statement was published	Nov 2024
Date on which it will be reviewed	Nov 2025
Statement authorised by	N Salisbury, Co-Principal
Pupil premium lead	Review conducted by Pete Atkinson, Assistant Principal
Governor / Trustee lead	William Thallon, chair of the Board of Directors

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£245,000
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£245,000

## Part A: Pupil premium strategy plan

### Statement of intent

Traditionally the disadvantage progress at SCHA has been significantly above all pupils nationally. In 2023 our disadvantaged students made excellent progress. The data shows a Progress 8 score of +0.35% for our disadvantaged students. We are still awaiting our official figures for the 2024 cohort. The progress of this cohort is not expected to be as high as in previous years.

We have a robust data collection system backed by comprehensive assessment programme for each faculty area to ensure we collate accurate data. We invest in GL assessments and have a member of the senior leadership team to analyse the data of disadvantaged students. This allows us to plan intervention which is rooted in robust diagnostic assessment.

High-quality teaching is at the heart of our approach, with a focus on (but not limited to) Mathematics and English. 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. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

We are also mindful of the impact that the Covid pandemic has had on all of our pupil's mental wellbeing. A focus on supporting students with their wellbeing and pastoral needs will also translate to academic success.

Our strategy is also integral to wider school plans for education recovery, notably in its targeted support for pupils whose education has been worst affected, including non-disadvantaged pupils.

## Challenges

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

Challenge number	Detail of challenge
1	Accurate tracking of student performance is key in providing support and delivering effective intervention. Internal data systems need to be backed by robust external assessment. GL assessment data validates our internal data and supports our staff in targeting students to receive appropriate support and intervention.
2	<p>The Maths attainment of disadvantaged pupils is generally lower than that of their peers.</p> <p>GL assessments and on entry to year 8 show that the standard age score of disadvantaged students is 98.5 compared to 105.5 for non-disadvantaged students. GL assessments and on entry to year 7 show that the standard age score of disadvantaged students is 98.9 compared to 103.9 for non-disadvantaged students.</p>
3	<p>The English attainment of disadvantaged pupils is generally lower than that of their peers.</p> <p>GL assessments on entry to year 8 show that the standard age score of disadvantaged students is 100.8 compared to 107.1 for non-disadvantaged students. GL assessments and on entry to year 7 show that the standard age score of disadvantaged students is 98.9 compared to 104.2 for non-disadvantaged students.</p>
4	Our observations and discussions with pupils and families suggest that the wellbeing of many disadvantaged pupils has been impacted by partial school closures to a greater extent than for other pupils. These findings are backed up by several national studies. This can also have an impact on behaviour.
5	Research shows that nationally, Pupil Premium students have been disproportionately affected by the Covid school closures. This can lead to lower attainment across all subjects than that of their non-disadvantaged peers.

## 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
<p>Challenge number 1</p> <p>Improve our understanding of the knowledge gaps for our disadvantaged students via rigorous assessment.</p>	<p>By the end of the 2024-2025 academic year, the GL assessments data for our KS3 disadvantaged students will be used routinely by Curriculum Leaders to identify students with gaps in their learning. The assessment data will also be used to identify the areas of learning that these students have knowledge gaps and to devise catch up plans.</p>
<p>Challenge number 2</p> <p>Improve Maths attainment for disadvantaged pupils across all key stages.</p>	<p>Internal assessments, GL assessments and external GCSE exams will show that the gap between disadvantaged pupils and their non-disadvantaged peers is closing in Maths. The progress of our disadvantaged students will continue to be well above the progress of all students nationally.</p>
<p>Challenge number 3</p> <p>Improve English attainment for disadvantaged pupils across all key stages.</p>	<p>Internal assessments, GL assessments and external GCSE exams will show that the gap between disadvantaged pupils and their non-disadvantaged peers is closing in English. The progress of our disadvantaged students will continue to be well above the progress of all students nationally.</p>
<p>Challenge number 4</p> <p>To achieve and sustain improved wellbeing for all pupils, including those who are disadvantaged</p>	<p>Sustained high levels of wellbeing from 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> <li>• qualitative data from student voice, student and parent surveys and teacher observations.</li> <li>• a significant increase in participation in enrichment activities, particularly among disadvantaged pupils.</li> <li>• high behavioural standards across the academy as evidenced in learning walks, lesson observations and behaviour watch records.</li> </ul>
<p>Challenge number 5</p> <p>Improved attainment among disadvantaged pupils across the</p>	<p>By the end of our current plan in 2024/25, we aim to increase the number of disadvantaged pupils entering the English Baccalaureate (EBacc).</p>

<p>curriculum at the end of KS4, with a focus on EBacc subjects.</p>	<p>By 2024/25 the progress of disadvantaged students will continue to be in line with or better than that of all students nationally (and significantly better than disadvantaged students nationally).</p>
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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: £ 73,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase GL assessments	<p>The EEF report on the RS Assessment showed that the Year 6 Pupil Premium group could now be around 7 months behind the non-Pupil Premium group in Maths, a widening of 2 months since 2019. We are buying into the GL Assessments so that we can properly assess all of our students, and in particular, see how the Covid closures affected our Pupil Premium students.</p> <p>Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction.</p>	1
Fund an additional Maths teacher to reduce class sizes in Maths.	Creation of smaller classes in Maths to boost personalised development in mathematics.	2
Fund an additional English teacher to reduce class sizes in English.	Creation of smaller classes in English to boost personalised literacy development.	3

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

Budgeted cost: £ 61,250

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Fund a Maths HLTA We will fund a HLTA in Maths to work with small groups of students with a focus on disadvantaged students.</p>	<p>Due to the impacts of COVID-19 we have more students requiring additional support. The existing Maths HLTA funded by Pupil Premium will provide support for disadvantaged students.</p>	<p>2</p>
<p>Fund an English specialist literacy coordinator. We will fund an additional specialist literacy teacher in English to work with small groups of students with a focus on disadvantaged students.</p>	<p>Due to the impacts of COVID-19 we have more students requiring additional support. An English specialist literacy coordinator funded by Pupil Premium will be recruited for a year. This individual will provide support for disadvantaged students.</p>	<p>3</p>
<p>Provide a blend of after school interventions and in school, small group tuition for pupils whose education has been most impacted by the pandemic. A significant proportion of the pupils who receive support will be disadvantaged, including those who are high attainers.</p>	<p>Intervention and support targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind in small groups: <a href="#">Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	<p>2, 3, 5</p>

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

Budgeted cost: £110,250

Activity	Evidence that supports this approach	Challenge number(s) addressed
Fund a student Welfare and Wellbeing officer.	<p>EIF's report on adolescent mental health found good evidence that CBT interventions support young people's social and emotional skills and can reduce symptoms of anxiety and depression:  <a href="#">Adolescent mental health: A systematic review on the effectiveness of school-based interventions   Early Intervention Foundation (eif.org.uk)</a></p> <p>We have funded a dedicated wellbeing officer, who can focus on mindfulness-based interventions, we hope to promote mental wellbeing and reduce behavioural difficulties.</p>	4
Fund a Family Liaison Officer	<p>EIF's report on improving support for families shows that the right support can help families to manage a range of challenges. It can improve family relationships and wellbeing. It can support children's development, leading to improvements across a range of important child outcomes, including mental and physical health, and educational attainment.</p> <p><a href="#">Improving support for families facing multiple and complex problems   Early Intervention Foundation (eif.org.uk)</a></p> <p>We have funded a dedicated Family Liaison Officer who can help to support families facing multiple and complex problems.</p>	4
Fund five non-teaching heads of year	<p>As above, by having five dedicated non-teaching heads of year, all of our students' pastoral needs are being catered for. This will have a big impact on our disadvantaged</p>	4



	students, whose wellbeing has been affected the most.	
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**Total budgeted cost: £ 245,000**

## 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.

In 2023 our disadvantaged students made excellent progress. The data shows a Progress 8 score of +0.35 for our disadvantaged students. Although this is below the progress made by disadvantaged students in 2019, it is significantly higher than the national average. We are still awaiting our official figures for the 2024 cohort. The progress of this cohort is not expected to be as high as in previous years.

### Externally provided programmes

*Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England*

Programme	Provider
N/A	

### 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?	In the academic year 2024-2025, the academy has 23 students who are eligible for the service pupil premium funding. The funding has been utilised across the academy to support the provision of our pastoral department where we have 5 non-teaching heads of year along with our safeguarding and pastoral support team. This ensures that additional support when required is available to all children of service personal. The funding is also used to support counselling provision where required.

<p>What was the impact of that spending on service pupil premium eligible pupils?</p>	<p>The progress of students of service personal is in line with the academy's progress and this is expected to be maintained. Behaviour and attitude of this cohort of students is also very strong as a result of the support and the strong teaching they receive.</p>
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