

Pupil premium strategy statement – Huish Episcopi Academy

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	1249
Proportion (%) of pupil premium eligible pupils	21.5%
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)	2022/23 - 2024/25
Date this statement was published	31 st December 2024
Date on which it will be reviewed	31 st December 2025
Statement authorised by	Katie Boyes, Principal
Pupil premium lead	Andrew Perrins, Assistant Principal
Governor / Trustee lead	Colin Cattanach, Chairperson of Governing Board

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£250,510 (Deprivation £223,650) (Service £26,860)
Pupil premium funding carried forward from previous years	£0
Total budget for this academic year	£250,510

Part A: Pupil premium strategy plan

Statement of intent

Our goal is for all students to make good progress and achieve well across the entire curriculum irrespective of need, circumstance or aspiration.

The focus of the pupil premium strategy is to support our disadvantaged students to meet these aspirations, including adding educational value for those who are already making better than expected progress. We seek to understand the challenges, blocks and barriers to learning and progress of each individual in receipt of pupil premium funding and support them accordingly.

The biggest impact will be made in the classroom and therefore promoting quality first teaching is key to delivering this plan. However, this approach will benefit all students at the academy and implicit in the intended outcomes is the intention that non-disadvantaged students' progress will be sustained and improved alongside progress of their disadvantaged peers.

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

- ensure disadvantaged pupils are challenged in the work that they are set.
- use internal data to diagnose current gaps, issues and barriers to learning.
- act early to intervene at the point the need is identified.
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve.
- ensure disadvantaged pupils have access to interventions and enrichment activities that enhance their cultural capital and narrow the attainment gap.

Challenges

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

Challenge number	Detail of challenge									
1	<p>Attendance</p> <table border="1"> <thead> <tr> <th>Academic Year</th> <th>PP</th> <th>Non-PP</th> </tr> </thead> <tbody> <tr> <td>2023/24</td> <td>88.2%</td> <td>91.7%</td> </tr> <tr> <td>2022/23</td> <td>91.4%</td> <td>93.0%</td> </tr> </tbody> </table> <p>The overall attendance of both PP and Non-PP students dropped in 2023/24 compared to 2022/23. The gap between PP and Non-PP students also widened. This remains a key priority for the school.</p>	Academic Year	PP	Non-PP	2023/24	88.2%	91.7%	2022/23	91.4%	93.0%
Academic Year	PP	Non-PP								
2023/24	88.2%	91.7%								
2022/23	91.4%	93.0%								
2	<p>Quality of Education</p> <p>High quality teaching is the most effective method of improving outcomes for all pupils, but especially the most disadvantaged. CPD is delivered through weekly Deliberate Practice sessions with explicit focus on embedding the Huish Lesson Structure (based on teach, check and practice) and TLAC strategies. A robust QA programme ensures that the teaching and learning strategies are delivered effectively across the whole curriculum.</p> <p>The CPD programme will also focus on embedding Rosenshine's principles and developing metacognition in both staff and pupils.</p>									
3	<p>Reading Age and Comprehension</p> <p>Data and early assessments highlight a significant concern related to the number of pupils that have a reading age in the lowest three stanines entering the school in Year 7. Disadvantaged students are overrepresented in this group (46%) when compared to Year 7 (24.7%) and the school as a whole (21.5%).</p> <p>A high literacy rate is a strong predictor of future success, and this therefore remains a key challenge to address.</p>									
4	<p>Curriculum</p> <p>Disadvantaged students are less likely to meet the requirements of the EBACC qualification and to not be entered for as many qualifications overall. Whilst the gap in EBACC entries between PP and Non-PP students reduced in 2023/24 compared to 2022/23, there is an overall</p>									

decrease in EBACC entries across all students and this therefore remains a key challenge for the school as a whole.

	2024 Exam Results (PP)	2024 Exam Results (Non-PP)	2023 Exam Results (PP)	2023 Exam Results (Non-PP)
Average number of entries	7.56	8.33	7.6	8.3
Entered for the EBACC	13.6%	15.3%	23.8%	18.4%
Average point score per EBACC subject	3.04	4.23	3.95	4.37

Academic Progress

The progress of disadvantaged students in Key Stage 4 continues to lag that of their non-disadvantaged peers.

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	2024 Exam Results (PP)	2024 Exam Results (Non-PP)
Attainment 8	36.17	49.62
Progress 8	-0.75	-0.06

	2024 Exam Results (PP)	2024 Exam Results (Non-PP)	2023 Exam Results (PP)	2023 Exam Results (Non-PP)
4+ English & Maths	52%	73%	55%	71%
5+ English & Maths	37%	60%	38%	49%
7+ English & Maths	2%	10%	8%	14%

Pupil Well-Being / Mental Health

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Concerns related to pupil wellbeing increased significantly during the pandemic and as we returned to full time education. It is also evident from assessments and discussions that many pupils and their families are experiencing mental health issues and cases of anxiety, depression (diagnosed by medical professionals) and low self-esteem are markedly increased. These challenges particularly affect disadvantaged pupils, including their attainment.

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
Attendance	<ul style="list-style-type: none"> • Average attendance of PP students to rise to at least 90% • Reduction in the percentage of PP students who are persistently absent.
Quality of Education	<ul style="list-style-type: none"> • Improvements in the application of Rosenshine's principles, feedback, and questioning leads to increased engagement in lessons, an improved ability of students to engage in independent work, and improved opportunity for students to master key skills and knowledge. • Weekly deliberate practice sessions continue to embed the Huish Way leading to a more consistent experience for students across all subjects and teachers.
Reading Age and Comprehension	<ul style="list-style-type: none"> • Lexonic Leap intervention reduces the overall percentage of students in stanine 1-3 of the NGRT assessment. • Proportion of PP students in stanine 1-3 of the NGRT assessment reduces.
Curriculum	<ul style="list-style-type: none"> • Book scrutinies show equitable access to a rigorous, academic curriculum for all students, without large gaps in their learning. • Uptake of EBACC curriculum increasing year on year across both PP and Non-PP students. • Average GCSE entries for PP students brought in line with their Non-PP peers. • Equitable access to the full curriculum, including in tiered subjects and separate sciences, is seen between PP students and their non-PP peers
Academic Progress	<ul style="list-style-type: none"> • Improvement in GCSE outcomes for both PP and Non-PP students year on year. • Whole school outcomes are above national average, to include improvement in outcomes for both PP and Non-PP students year on year. • With no Progress 8 measure in 2024/25, an increase in the number of PP students attaining a 4+, 5+, and 7+ in English and Maths.
Pupil Well-Being / Mental Health	<ul style="list-style-type: none"> • Sustained high levels of wellbeing demonstrated by: <ul style="list-style-type: none"> ○ data from student voice, student and parent surveys and teacher observations show improvements in self-esteem, self-confidence and resilience for the disadvantaged.

	<ul style="list-style-type: none">○ a significant increase in participation in enrichment activities, particularly among disadvantaged pupils.○ Fewer cases of emotional turmoil, anxiety and depression being identified.
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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: £38,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Deliberate practice and TLAC strategies.	<ul style="list-style-type: none"> • EEF – Teaching and Learning toolkit • EEF – Effective Professional Development • EEF – Metacognition & Self-regulated learning • EEF – Putting evidence into work • NFER – Deploying staff effectively • NFER – High quality teaching for all • NFER – Meeting individual learning needs 	4,5
Increase in staffing in the English and Maths Departments to allow for: <ul style="list-style-type: none"> • Class size reduction • Specialist English/Maths intervention tutor groups 	<ul style="list-style-type: none"> • NFER – Deploying staff effectively • EEF – Improving mathematics in KS2 & KS3 • NFER – High quality teaching for all • NFER – Meeting individual learning needs 	4,5
Investment in technology resources to support teaching and learning, e.g. visualisers	<ul style="list-style-type: none"> • EEF – Teaching and Learning toolkit • EEF – Effective Professional Development • EEF – Teacher feedback to improve learning • EEF – Using digital technology to improve learning • NFER – High quality teaching for all 	2,4,5
Online resources to support home learning and acquisition of knowledge	<ul style="list-style-type: none"> • NFER – High quality teaching for all • NFER – Meeting individual learning needs • EEF – Teaching and Learning toolkit 	4,5

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

Budgeted cost: £140,170

Activity	Evidence that supports this approach	Challenge number(s) addressed
NGRT, Reading Strategy, and specialist staffing to implement the Lexonic Leap programme	<ul style="list-style-type: none"> • EEF – Improving literacy in secondary schools • NFER – Meeting individual learning needs 	3,5,6
KS3 and KS4 small group intervention in Maths and English	<ul style="list-style-type: none"> • EEF – Pupil Premium guide • EEF – Improving mathematics in KS2 & KS3 • EEF – Improving literacy in secondary schools • NFER – Deploying staff effectively • NFER – High quality teaching for all • NFER – Meeting individual learning needs 	1,3,4,5
Primary Transition and Transition Coordinator, including a specialist Maths transition programme liaising with local primary schools	<ul style="list-style-type: none"> • EEF – Putting evidence into work • NFER – Clear responsive leadership • Ofsted – The Pupil Premium: How schools are spending the funding successfully to maximise achievement • The Secondary School Guide to Pupil Premium 	1,6
Attendance officers, Health and Welfare Officer, and increased Pastoral support to raise attendance	<ul style="list-style-type: none"> • EEF – Improving behaviour in schools • EEF – Metacognition & Self-regulated learning • NFER – Deploying staff effectively • NFER – Addressing behaviour and attendance • EEF – Behaviour interventions 	1,6

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

Budgeted cost: £72,340

Activity	Evidence that supports this approach	Challenge number(s) addressed
Mental Health support provision: dedicated Health and Welfare Officer, School Counsellors, and ELSA provision	<ul style="list-style-type: none"> • EEF – Improving behaviour in schools • EEF – Metacognition & Self-regulated learning • EEF – Putting evidence into work • EEF – Effective professional development • NFER- Addressing behaviour and attendance • EEF – Social and emotional learning 	1,4,5,6
Doubling provision in Careers Department to enhance guidance across all Key Stages	<ul style="list-style-type: none"> • Ofsted – The Pupil Premium: How schools are spending the funding successfully to maximise achievement 	4
Dedicated Raising Standards Lead in Year 11	<ul style="list-style-type: none"> • Ofsted – The Pupil Premium: How schools are spending the funding successfully to maximise achievement • Using pupil premium: guidance for school leaders 	1,5,6
Attendance Officer, Health and Welfare Officer, and increased Pastoral support to raise attendance and improve behaviour. Dedicated Heads of Year within the Senior Leadership Team.	<ul style="list-style-type: none"> • EEF – Improving behaviour in schools • EEF – Metacognition & Self-regulated learning • NFER – Deploying staff effectively • NFER – Addressing behaviour and attendance • EEF – Behaviour interventions • Just one day off can hamper children's life chances 	1,5,6

Pupil Premium Welfare Fund	<ul style="list-style-type: none"> • Using pupil premium: guidance for school leaders 	1,4,5,6
Supporting extra-curricular activities	<ul style="list-style-type: none"> • Using pupil premium: guidance for school leaders • EEF – Physical activity • EEF – Arts participation 	1,4,5,6

Total budgeted cost: £250,510

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

The reading age of our students on entry in Year 7 remains a focus, in particular the over-representation of pupil premium students in stanines 1-3. The NGRT assessment schedule has been successfully implemented, allowing for early identification of those most in need of support, and the Lexonic Leap program is now becoming embedded.

Attendance dropped in the 2023/24 academic year across the school, and the gap between disadvantaged students and their non-disadvantaged peers widened. This remains a key priority for the school, and the increased capacity in the pastoral and attendance teams has made a positive impact through the first term of 2024/25. Daily briefings from the Assistant Principal overseeing attendance maintains this high focus, and Heads of Year and Pastoral Support Workers prioritise our disadvantaged students when tracking and supporting attendance concerns.

The attainment of disadvantaged students continues to lag that of their non-disadvantaged peers at KS4. The Attainment 8 gap reduced to 1.3 in 2023/24 compared to 1.4 in 2022/23, whereas the Progress 8 gap widened to -0.69 from -0.62. This is set in the context of the whole school Attainment 8 and Progress 8 measures remaining relatively static from 2022/23 to 2023/24, and therefore the progress of our disadvantaged students remains a key priority moving forwards.

The uptake of the EBACC remains a key priority for the school as a whole, with the numbers qualifying for the EBACC limited by the uptake of a modern language. This is true of students across the school, and is being addressed through our focus on staff training and high-quality teaching and learning in every classroom. Our robust quality assurance process has identified an improving trend in the quality of teaching and learning, both in the MFL Department and across the school as a whole. This, along with further targeted guidance through the GCSE Options process, will support more students in feeling confident to choose a language as part of their suite of GCSEs.

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
Lexonic Leap	Lexonik
A Star Attendance	A Star Attendance Solutions
Mental Health First Aid Training	MHFA England
Academy 21	Academy 21

Service pupil premium funding

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		
<ul style="list-style-type: none"> • Enhanced pastoral support team, including: <ul style="list-style-type: none"> ○ a dedicated Pastoral Support Worker for each of Years 7-11. ○ a dedicated Attendance Officer. ○ a dedicated Health and Welfare Officer. ○ dedicated Heads of Year within the Senior Leadership Team. • A full-time counsellor available in school. 		
The impact of that spending on service pupil premium eligible pupils		
In 2023/24 students in receipt of the Service Pupil Premium performed strongly in comparison to those not in receipt of this funding, outperforming them on both the Attainment 8 and Progress 8 measures.		
	Service PP	Non-Service PP
Attainment 8	49.66	45.89
Progress 8	-0.12	-0.24