

# The Hyndburn Academy Pupil Premium Strategy Statement

This statement details our school's use of Pupil Premium (and recovery premium for the 2024 to 2025 academic year) 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	The Hyndburn Academy
Number of pupils in school	657
Proportion (%) of pupil premium eligible pupils	43%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	Year 24/25 (of 2024/25- 2026/27)
Date this statement was published	September 2024
Date reviewed	February 2025
Date on which it will be next reviewed	September 2025
Statement authorised by	Nicola Palmer
Pupil premium lead	Nicola Palmer
Governor / Trustee lead	Gill Whittaker

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£282,810
Recovery premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year (24/25)</b>	<b>£282,810</b>

# Part A: Pupil Premium Strategy Plan

## Statement of Intent

The Hyndburn Academy is committed to ensuring that all students have access to high quality education and aspirational experiences, irrespective of their background.

The Hyndburn Academy recognises that students from disadvantaged backgrounds may face several challenges. The school is committed to using the pupil premium (PP) funding to help all learners reach their full potential. The Hyndburn Academy has over 43% of the student population eligible for PP, however, the remaining student demographic are not significantly more affluent. The intended outcome of all activities/interventions detailed within this document is that all pupils, irrespective of background, are provided with high quality teaching, effective support, and accessible enrichment opportunities.

The Hyndburn Academy is dedicated to ensuring that the individual needs of each child are met by the meticulous use of the pupil premium funds. Challenges faced by our disadvantaged pupils will be identified, and plans/actions regularly reviewed to ensure they are having the desired impact.

At The Hyndburn Academy we believe that social or financial disadvantage should never be a barrier to a young person's life chances. Our objective for our disadvantaged pupils is that they make as much progress if not more than their peers, there should be no gap between their attainment, attendance, and behaviour figures. Our disadvantaged students receive a broad and rich ambitious curriculum which prepares them for their next phase in their life. We encourage every pupil to believe in themselves and to achieve their highest potential.

Our Pupil Premium Strategy Plan identifies any barriers to learning and so they can be resolved in with research informed solutions, as a starting point we have used the EEF recommendation of a tiered approach with focus on quality first teaching, targeted academic support and wider strategies. The plan is reviewed regularly and adapted based on evidence, intervention, and wider research.

## Challenges

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

Challenge number	Detail of challenge
1	Disadvantaged pupils perform below their non-disadvantaged peers in summative assessments.
2	Disadvantaged boys perform lower than disadvantaged girls.
3	The percent of disadvantaged students achieving maths and English basics is lower than non-disadvantaged students.
4	Attendance of disadvantaged students is lower than their non-disadvantaged peers.
5	On entry year 7 Reading ages are lower for students eligible for Pupil Premium than non-Pupil Premium students.
6	There is a higher proportion of social and emotional issues affecting disadvantaged pupils in comparison to non-disadvantaged pupils.

## 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
Positive Progress 8 score for all students with a focus on those eligible for Pupil Premium. Disadvantaged students experience a broad and challenging curriculum. They receive excellent information, advice, and guidance, including those with the EBacc suit. A8 for the next 2 years instead of Progress.	PP students have a positive P8 score, equal to or above their peers.  PP students have an A8 score, equal to their peers.
% Grade 4+ in maths and English. PP students experience excellent teaching in English and maths and the % achieving 4+ is in line with their prior data	PP students achieving 4+ in Maths and English is at least National average.
% Grade 5+ in maths and English PP students experience excellent teaching in English and maths and the % achieving 5+ is in line with their prior data.	PP students achieving 5+ in Maths and English is at least National average.
PP eligible students attend regularly, those with targeted intervention for attendance improve their % and PA among PP students drops.	PP students' attendance is at least 93%.
Reading Ages improve at the same rate for PP as for non-PP students.	Reading ages of disadvantaged students are in line with their non-disadvantaged peers.
Reduction in behavioural sanctions for students eligible for pupil premium	Reduction in fixed term suspension and withdrawal to independent learning for students eligible for pupil premium.

## Activity in this Academic Year

This details how we intend to spend our Pupil Premium (and recovery premium funding) **this academic year** to address the challenges listed above.

### Teaching

**Budgeted cost: £ 76,948**

Activity	Evidence that supports this approach	Challenge number(s) addressed	Review Feb 25
Increase support through an SLT T&L team to develop high quality CPD for staff who, using Rosenshine principles and TLAC techniques to promote deep learning and long-term memory. Coaching steplab. (£5,864)	EEF metacognition and self-regulation The principles behind Rosenshine and TLAC are in line with the majority of the EEF approaches.	1, 2, 3	
Specialist teacher 1 day per week. (£5,800)	EEF Reading and comprehension strategies. Extra focus with specialist staff to support learning gaps in targeted sessions. EEF cites this adds 2 months progress to learners.	2, 3, 5	
Delivery of a Yr7 -10 School Guided Reading Programme during AM tutor times. (£32,384)	EEF Oral language interventions. All students participate in tutor reading programme to develop literacy skills, promote a love of reading whilst supporting gaps in cultural capital. The EEF cites this as 6 months progress for learners.	1, 2, 3, 5	
Continued review of a broad and ambitious curriculum with a strong focus on sequencing to embed skills and knowledge. (£3,868)	EEF cites mastery learning can improve progress by up to 6 months in science and maths.	1,2,3,4,5	
Relaunch Knowledge Organisers for all groups leading to students being able to self-quiz and promote long term memory across the curriculum	EEF cites mastery learning can improve progress by up to 5 months across different subjects.	1, 2, 3, 5	

linked to retrieval practice independent study (£5,616)			
Whole academy curriculum overview is widely published around the academy, on website and all staff access 'curriculum bible'. The curriculum includes a wealth of low stakes formative assessment, key for catch-up and checking for understanding. (£9,670)	EEF mastery learning.	1, 2, 3	
Early baseline assessment of year 7 intake with Mydis, tests and NGRT. Lowest readers receive small group reading intervention, including phonics programme if required. Staff trained in Toe by Toe and Rapid Reader. (£4,530)	EEF Reading and comprehension strategies Such support the understanding of pupil profile ensuring setting and intervention is accurately targeted.	1, 2, 3, 5	
Completion of retrieval homework using SPARX for English, Maths and Science to aid cognition, memory and catch up. (£5,348)	Use of online programmes to support EEF mastery and homework. Homework can add 5 months progress to learns according to the EEF.	1, 2, 3, 5	
Continue with whole Academy QA focus on Disadvantaged students in terms of learning walks, work scrutiny and deep dives and CPD in morning briefings and Weds staff training. (£3,868)	There is always representation of the Pupil Premium students to quality of their learning work is as good if not better than their NPP peers of a similar ability.	1, 2, 3	

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

**Budgeted cost: £81,291**

Activity	Evidence that supports this approach	Challenge number(s) addressed	Review Feb 25
Developing the Engage provision especially for removing barriers to learning for PP students including attendance and behaviour strategies. Recruitment of teaching lead for Engage and ELSA trained. (£33,358)	EEF mentoring Small group or 1:1 support in resilience and social communications. The EEF cites learners make up to 4 months progress for social and emotional learning.	1, 2, 3, 4, 5, 6	
Introduce Maths Excellence Tutoring for maths so that out of hours online tuition is available to support HAPS disadvantaged students in maths. (included in Maths budget)	EEF cites up to 4 months progress on learners receiving tuition.	1,2,3	
Literacy and numeracy intervention Provision for LAP and MAP PP students. (£3,475)	EEF small group and 1:1 tuition.	1, 2, 3, 5	
Saturday School from January to July targeting disadvantaged students Yr7-11. (£4,000)	We have maths and literacy tutor working 2 days a week delivering small group tuition, EEF cites up to 4 months progress on learners.	1, 2, 3	
Holiday revision workshops, online, or in the academy for year 11, targeting Disadvantaged students. (£4,000)	EEF extending the school day cites to improve progress by up to 3 months.	1, 2, 3	
Programme of after school targeted interventions in core subjects, in class sets with class teachers from year 11 from start of Autumn term. (£10,425)	EEF extending the school day cites to improve progress by up to 3 months. In previous years students who regularly attended were more likely to achieve their target grades or above.	1, 2, 3	

SLT Mentor meeting with students and parents to discuss mock results, next steps, revision techniques etc. All non-attenders have follow-up meetings. (£4,810)	EEF cites parental engagement can improve progress by up to 4 months. The academy offers alternative dates, times and methods of communication to ensure hard to reach parents are involved.	1, 2, 3, 4, 6	
All year 11 Disadvantaged students have an SLT mentor who meets with them weekly. (£3,290)	EEF mentoring cites up to 2 months progress on learners.	1, 2, 3, 5, 6	
Small group reading (rapid reading) and writing interventions with Teaching Assistants, particularly in year 7 and year 8. (£7,307)	EEF Reading and comprehension strategies. We have used small group 'Fresh start' and 'Read Write Inc' programme in SENs area for year 7 with lowest reading.	2, 3, 6	
The CEIAG programme has been designed for Disadvantaged students first for prioritising interviews visits and follow-up meetings and destination support. (£4,427)	EEF Aspirations interventions. Previous focus on prioritising PP students has contributed to our leavers rarely being NEET.	1, 2, 3, 4, 5, 6	
Male role model mentoring for PP males as part of the aggressive mentoring post November mocks. (included in pastoral budget)	EEF mentoring cites up to 2 months progress on learners.	1, 2, 3, 5, 6	
Key workers for SEND students to support those students who are double disadvantaged. (£6,199)	Teaching assistants are assigned students as keyworkers. The EEF cites this has 4 months progress.	1, 2, 3, 4, 5, 6	

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

**Budgeted cost: £124,571**

Activity	Evidence that supports this approach	Challenge number(s) addressed	Review Feb 25
Intervention for Disadvantaged students affected by Persistent Absence. (£13,237)	EEF 1:1 tuition. EEF mentoring. EEF behaviour interventions. EEF social and emotional learning.	1, 2, 3, 4, 5, 6	
Second year of increasing the capacity of the attendance team creating capacity to ensure every absence receives a phone call as well as a text and allow for more home visits. (£39,888)	EEF feedback. EEF parental engagement.	4	
Ensuring the students who are at risk of suspension have appropriate pastoral intervention in place which is reviewed at ACAF meetings. Where it is in the best interest of the child support Alternative Provision as required. (£10,933)	EEF mentoring, EEF behaviour interventions and EEF 1:1 tuition.	4, 6	
Continue with structured tracking of Arbor behaviour and achievement systems within the pastoral system to ensure students are moved to the next strategy if required. (£1,000)	EEF cite behaviour strategies and parental engagement can improve progress by up to 4 months.	6	
Introduction of Forest Schools in Yr7 for disadvantaged students to experience outside learning and support cultural capital. (£5,400)	EEF outdoor adventure learning. Such trips also promote cultural capital.	4, 6	
Engage SEMH short term interventions e.g. fishing, boxing and cycling to engage in a positive mentoring climate. (£5,230)	EEF behaviour interventions.	5	
Wide range of co-curricular clubs and opportunities such as DFE, school performances and sport teams to engage and support with cultural capital.	EEF Aspirations.	6	



(Included in whole school budget)			
Whole school mental health strategy, continues, including therapeutic practitioner and ELSA trained teacher based in the academy. A high proportion receiving support last year were PP. (£3,656)	EEF social and emotional learning, despite there being little evidence, the limited studies show this can improve learning by 4 months.	4, 6	
Academy to investigate all alternatives to PEX for Disadvantaged students. (£8,000)	EEF behaviour interventions.	4, 6	
Continue to purchase revision guides for every GCSE student in every subject. Extended to PP receiving free texts for English literature. (£526)	EEF mastery learning, also homework can add 5 months progress to learners according to the EEF.	1, 2, 3, 4	
Continue to raise the profile of the house system to raise the profile of positive praise, rewards and ambition across the academy. (£1,118)	EEF aspiration interventions do not have enough evidence to state an improvement in months but as the academy behaviour and attainment improves, we want to focus on rewards and positives.	1, 2, 3, 4, 6	
Engage Unit first full year of operation to reach school refusers. Also used to for Internal suspension for students who are readjusting to school to reduce FTS for PP. (£13,237)	EEF behaviour interventions	4,6	
Sundries for other barriers to learning, including purchasing music lessons, equipment or uniform or trips and visits. (£7,000)	EEF cites parental engagement can improve progress by up to 4 months.	1, 4, 6	
Utilisation of our specialist teacher support and screen all disadvantaged students for examination support in KS4 And working with students in KS3 who already present with the barriers to exam success. (included in specialist teacher budget)	EEF Reading and comprehension strategies. Extra focus with specialist staff to support learning gaps in targeted sessions. EEF cites this adds 2 months progress to learners.	1,2,3,5,6	
Student breakfast before exams. (£2,420)	When students have a full meal, they can focus for longer periods,	1, 2, 3, 5, 6	

	enhancing their exam performance.		
Transportation (£2,790)	Enabling access to disadvantaged students to the school bus service, as well as using the minibus to allow all students to attend after school intervention and enrichment.	1, 3, 6	
Data Manager (£10,136)	Data Manager to analyse and present data, allowing both students and staff to understand performance and target how to improve.	1, 2, 3, 5, 6	

**Total budgeted cost: £282,810**

### Further information

Due to the confidentiality and data protection of students who are eligible for Pupil Premium it is inevitable that students who are not eligible for Pupil Premium to benefit from many of the strategies above, particularly with the primary focus being on quality first teaching.

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

The performance of our school's disadvantaged pupils during the 2023/24 academic year has been analysed using Key Stage 4 (KS4) performance data and Key Stage 3(KS3) NGRT data.

For 2024, the percentage of pupil premium pupils achieving 5+ across 5 or more subjects including Maths and English was 14% (2023 =19%). This is compared to 33% (2023 =20%) of non-pupil premium. The Progress 8 figure for our disadvantaged pupils was -1.31 (2023= -1.33) and our Attainment 8 figure for the same cohort of pupils was 31.59 (2023 =29.23). At KS3 84% of pupil premium pupils achieved a stanine 4 or higher, and 43% achieved a stanine 7 or higher. This is compared to 94% and 45% respectively for Non-pupil premium students. In comparing this year to last year, it has been decided to adapt our strategies to have an impact on this cohort of students, this includes new focuses on tutoring, teaching and wider strategies.

The pupil premium attendance, whole school 88%, KS4 84.3%, KS3 90%, last year (23/24) showed that absences of disadvantaged students was 5.5% higher than their peers in 2023/4. The national average for pupil premium attendance was 83%. The school recognises that this gap is too wide, and therefore a focus of the current plan is to make further amendments to the structures that we use on how we tackle the attendance of students and how to tackle the issue. The Pastoral team has grown to facilitate support beyond academic need, SEMH support, anger management, domestic abuse groups, we have a member of staff dedicated the help write any Early Help plans to support students and families within the home as well as school. As a school we have committed to complete the Impact Ed support programme in UL schools, using any data provided to aid the support of students and specific needs.

To support student attainment and progress we have adapted our strategies and planned into our PP plan to recruit to Science where we have identified that more experience is needed in the department, resulting in an improvement of 16% at Grade 5+, and 8% at 4+ in the 23/24 Combined Science GCSE's compared to 22/23. In Separate Sciences there was an increase of between 20% and 34% at Grade 7+, and between 11% and 22% at grade 5+ compared to the previous year.

The recruitment of a librarian has allowed students to access the library during lessons as well as social time, to support students with reading, oracy and literacy development. The attendance team has increased by an additional member of staff allowing for home liaison, with attendance being 5% higher than the national average.

A further aim for disadvantaged was to provide the students in year 11 with a residential experience that focuses on raising student aspiration, positive feeling towards school, peers and staff, and therefore impacts on them in multiple ways in terms of the engagement and attitude towards lessons, attendance and punctuality which we know are where we are not making the required progress, with 90 students attending the residential it was seen as a positive trip by the students.

The school is planning to make use of our morning form time for targeted intervention, weave year 11 afterschool intervention into our extra-curricular provision earlier and make our whole provision of intervention more data driven to make greater impacts; especially with students identified as disadvantaged. More face-to-face mentoring will take place with students, tailored to the individual needs.

Overall, our strong ethos of promoting high-quality teaching, suitably challenging lessons, and our culture around attendance and behaviour provides all students at the Academy with the effective message that we expect them to succeed, and we will endeavour to provide any support necessary to allow this to happen. As stated, student progress and attendance remain priorities this academic year, however we have reviewed our strategy plan and made changes to how we intend to use our budget this academic year.

## Externally provided programmes

<b>Programme</b>	<b>Provider</b>
Sparx English / Maths / Science	Sparx
NGRT	GL Assessments
LBQ	Learning By Questions Ltd
Seneca	Seneca
4Matrix	