

Pupil Premium Statement Secondary 2024-2025

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 Hathaway Academy
Number of pupils in school	610
Proportion (%) of pupil premium eligible pupils	194 (32%)
Academic year/years that our current pupil premium strategy plan covers	2024/2025
Date this statement was published	December 2024
Date on which it will be reviewed	April 2025
Statement authorised by	Fatima Rodrigues, Principal
Pupil premium lead	Kevin Dyke, Assistant Principal
Governor / Trustee lead	Stephen Sweeting, Chair of the Governing Body

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£215,250
Recovery premium funding allocation this academic year	£0
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	£215,250

Part A: Pupil premium strategy plan

Statement of intent

Our intention at The Hathaway Academy is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across the curriculum, particularly in EBacc subjects.

The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are classified as Middle Prior Attainers (from Key Stage 2) as well as girls at Key Stage 3 and boys at Key Stage 4. We will consider the challenges faced by vulnerable pupils, such as those who have external agency support and high levels of pastoral barriers to learning. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. 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.

Our strategy also supports plans for education recovery, notably in its targeted support through the external providers and programmes such as, "Impress the Examiner", "GLS" and "CPG" and for pupils whose education has been worst affected, including non-disadvantaged pupils.

Our approach will be responsive to common challenges and individual needs, rooted in accurate and relevant 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 and receive the same curriculum entitlement as their non-disadvantaged peers.
- act early to intervene at the point need is identified.
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupil's outcomes and raise expectations of what they can achieve ensuring "Know, Ask, Check" and "Pupil Premium First" is at the core of all actions.

Challenges

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

Challenge number	Detail of challenge
1	Low level of Reading and Literacy on entry to Year 7. This reduces the performance and progress of all pupils in particular disadvantaged pupils in subjects such as English and Humanities as well as limiting the opportunity for age related expectation reading to be met throughout the Secondary education phase.
2	Low level of Numeracy on entry to Year 7. This reduces the performance and progress of all pupils in particular disadvantaged pupils in subjects such as Maths and Science as well as limiting the opportunity for age related expectation numeracy skills to be met throughout the Secondary education phase.
3	Low level of pupil aspiration and lack of cultural experience, in particular disadvantaged pupils' motivation to continue with academic study post 16. This can result in lack of engagement / desire to achieve in subjects and therefore reduced pupil outcomes / uptake for full range of Ebacc subjects at Key Stage 4.
4	Attendance rates and persistence absence for disadvantaged pupils are low in comparison to national and non-disadvantaged pupils across all year groups. This reduces their learning hours and causes them to fall behind in their educational milestones, thus reducing performance at the end of Key Stage 4.

Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
Improved attainment among disadvantaged pupils across the curriculum at the end of KS4, with a focus on Ebacc subjects.	<p>By the end of 2024/25, 50% or more of disadvantaged pupils enter the English Baccalaureate (EBacc). In the last 2 years this figure has been rising and is at 40%.</p> <p>By the end of 2024/25 KS4 outcomes demonstrate that disadvantaged pupils achieve:</p> <ul style="list-style-type: none"> • an average Attainment 8 score of 35 • an EBacc average point score of 3.1 • achievement of basics 4+ at 45% and 5+ at 25%
Improved reading comprehension among	GLS National Group Reading Tests demonstrate improved comprehension skills among disadvantaged pupils and a smaller gap between the scores of disadvantaged pupils and

disadvantaged pupils across Year 7-10.	<p>their non-disadvantaged peers. Teachers should also have recognised this improvement through engagement in lessons and book scrutiny.</p> <p>Quality first teaching focusing on challenge, pitch, marking and feedback across the curriculum leading to active learning and pupil engagement. Measured by a closing of the progress gap between disadvantaged and non-disadvantaged pupils within the academy.</p>
Improved Numeracy Skills among disadvantaged pupils across Year 7-10.	<p>Quality assurance of data, accurate assessment and laser sharp predictions to provide targeted intervention and support so that pupils make at least expected progress in English. Maths and Science. Measured by the pupils' progress 8 score in English Bucket, Maths Bucket, Ebacc Bucket and attainment % compared to targets for Basics Results 4+ and 5+.</p>
To achieve and sustain improved wellbeing for all pupils, including those who are disadvantaged leading to raising of aspirations.	<p>Pupils are determined to succeed, have high aspirations for the future and for themselves and have a clear understanding of how to be the best they can be within the community, culture and world they live in. Measured by the % of pupils going onto further education, employment, training and taking part in extracurricular / outside activities as well as a reduced NEET figure for academy leavers.</p>
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	<p>Sustained high attendance from 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> • The overall absence rate for all pupils being no more than national average, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced by the same as national average. • The percentage of all pupils who are persistently absent being below national average and the figure among disadvantaged pupils being no more than national average. • Also measured by an increase in the attendance of all pupils and a reduction in the persistent absence figure for whole academy.

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: **£137,760**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Use of GLS full suite of standardised diagnostic assessments including Key Stage 3 Core, CAT 4, NGR, NGST as well as English, Maths and Science Progress Package Year 7-9. Timetabled use each term to have maximum utilization. Training will be provided for staff to ensure assessments are interpreted correctly.	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. In addition, accurate tracking can be implemented to further promote progress across Year 7-10. Standardised tests Assessing and Monitoring Pupil Progress Education Endowment Foundation EEF	1,2,3.
Use of Sparx Maths and Seneca Learning Platform	Previous academic year groups level of engagement has been high using identified resources. All platform and resources mean that learning content and resources are easily accessible and able to be revisited. GAPS analysis in Maths, Science, History and Geography mean link between assessment, homework and next steps thus providing effective use of feedback.	1,2,3
“Teacher As Expert In The Room” Model and Review, evaluation and enhancement of teaching and curriculum planning in line with DfE KS3 and EEF guidance as well as KS4 specification requirements. Continuing Professional Development driven by Staff Inquiry Questions will allow time to research and embed key	The DfE non-statutory KS3 guidance and KS4 specification requirements along with curriculum design and strategic planning has been produced drawing on evidence-based approaches. These approaches promote the development of sequential knowledge in pupils and the constant building and application of subject specific skills that develop the “Whole pupil”.	1,2.

elements of the guidance in school, and to access required resources and CPD.		
Purchase and use of targeted curriculum resources and provisions for disadvantaged pupils to ensure full access to teaching and learning and support within the classroom and outside of the curriculum.	Previous qualitative data has shown that disadvantaged pupils engage more with learning, raise their aspirations and have an increased self-value / want to achieve when certain academic resources are provided / support given such as revision materials, access to online resources etc.	1,2,3
<p>Improving Reading and Literacy in all subject areas in line with recommendations in the EEF Improving Literacy in Secondary Schools guidance.</p> <p>Continuing professional development and instructional coaching focussed on each teacher's subject area including whole academy approach / Key Line of Inquiry.</p> <p>It will continue to be implemented across all subjects being led by co-ordinators to bring specialist knowledge to each curriculum area.</p>	<p>Acquiring disciplinary literacy is key for pupils as they learn new, more complex concepts in each subject: Improving Literacy in Secondary Schools</p> <p>Reading comprehension, vocabulary and other literacy skills are heavily linked with attainment in maths and English: word-gap.pdf (oup.com.cn)</p>	1,3.

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

Budgeted cost: **£38,745**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Provision of full suite of Knowledge Organisers in Year 7, CPG revision guides in all subjects for all pupils in Year 9, Year 10 and Year 11 to be used within classroom as	Whole academy and Trust Wide Teaching and Learning Blue Print including "Effective Modelling" such as "I Do, We Do, You Do", "Scaffolding" and "Direct Instructions" supports with learning progress and application of key knowledge and recall.	1,2.

teaching aid and “Modelling” support		
Implementing a targeted literacy intervention programme (Literacy Toolbox) for all pupils with a primary focus on disadvantaged pupils who need additional help to develop writing skills and address spelling gaps.	Literacy strategies can have a positive impact on pupils’ ability to understand a text, and this is particularly the case when interventions are delivered over a shorter timespan: Literacy comprehension strategies Toolkit Strand Education Endowment Foundation EEF	1.
Implementing a targeted reading intervention programme (Ruth Miskin Read Write Inc) for all pupils with a primary focus on disadvantaged pupils who need additional help to comprehend texts and address vocabulary gaps.	Reading comprehension strategies can have a positive impact on pupils’ ability to understand a text, and this is particularly the case when interventions are delivered over a shorter timespan: Reading comprehension strategies Toolkit Strand Education Endowment Foundation EEF	1.
Core Subject Small Group intervention through use of HLTA with underperforming targeted disadvantaged and SEN pupils – Year 7-11. Pupils identified at the start of every half term using “Diagnosis, Testing, Therapy” model. At the end of half term impact evaluated and pupils either reintegrated or continue.	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one: One to one tuition EEF (educationendowmentfoundation.org.uk) And in small groups: Small group tuition Toolkit Strand Education Endowment Foundation EEF	1,2,3.
Use of external provider “Impress The Examiner” 2 day masterclass subject specialist workshops targeting underperforming pupils with priority numbers for disadvantaged pupils in all Ebacc subjects, Holiday master class sessions delivered	Previous cohorts evidenced success with “Impress The Examiner”, programmes are personalised and provide a comprehensive diagnostic, testing, therapy model that allows learning gaps to be addressed.	1,2,3,4

by THA staff 4 x School Holidays.		
Implementation of Year 11 Raising Attainment Project – to include weekly assemblies, mentor groups, rewards, targeted evenings and revision packages, tutor time intervention sessions as well as extended day period 7 and Morning Meetings.	Previous cohorts have reported that Year 11 Raising Attainment Project helped with focus in exam years, gave a sense of belonging and motivation. Qualitative data from parental and pupil feedback forms during the academic year and progress evenings value this additional level of support.	1,2,3.

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

Budgeted cost: **£37,622**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Effective implementation of careers education through Years 7-11 including development of character and resilience programme, RSHE curriculum, Post 16 Pathways Interviews (Year 10 / Year 11), Kudos Software usage all Year Groups and CPD of all staff.	In line with Gatsby Benchmarks, a well-planned out progressive and meaningful CEIAG programme can raise pupil aspirations and reduce the chances of individuals becoming NEET. Ongoing qualitative data from pupils and tutors across all years show that pupils value the character and resilience programme and feel that they are prepared well for life after the academy.	3.
Strategic development and deployment of Pastoral Support Team through enhanced interventions and behaviour support policy to include mentoring, guidance, emotional coaching, social skills development and positive mindset training.	There is evidence to suggest that CBT can have a high impact on risk behaviours and behavioural difficulties: Cognitive Behavioural Therapy - Youth Endowment Fund EEF'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: Adolescent mental health: A systematic review on the effectiveness of school-	3,4.

	based interventions Early Intervention Foundation (eif.org.uk)	
Embedding principles of good practice set out in DfE's Improving School Attendance advice. Staff will get training and release time to develop and implement new procedures. Attendance/support officers will be appointed to improve attendance.	The DfE guidance has been informed by engagement with schools that have significantly reduced persistent absence levels.	3,4.
Financial Support for Trips and Visits, Cultural Capital Events, Duke of Edinburgh Award and Overseas Visits	Learning outside the classroom and engaging with enrichment activities supports pupils with knowing more about their place within society, disadvantage should not be a barrier to this, post covid participation numbers are rising and further support is required to help targeted individuals.	3,4
Year 11 Raising Attainment Attendance Initiative and Targets Disadvantaged Attendance Initiative through bespoke rewards and motivational strategies.	All evidence suggests that high attending pupils achieve higher attainment especially at Key Stage 4, (See 2024 Academy breakdown for Progress 8 based on 85%, 90%, 95% attenders). Bespoke rewards help to motivate the hard to reach.	3,4
Breakfast Club, Pupil Learning Equipment, Uniform Provision for targeted pupils and groups.	Pupils who are equipped, prepared and physically / mentally sound at the start of the academic day learn well and progress well over time, provision of the basics supports those that would not prioritise this.	3.4.
Contingency fund for acute issues.	Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.	All

Total budgeted cost: £214,127

Part B: Review of outcomes in the previous academic year 2023-2024

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2023 to 2024 academic year.

INTENDED OUTCOME 1: Improved attainment among disadvantaged pupils across the curriculum at the end of Key Stage 4 with a focus on Ebacc subjects.

Strategy Allocated Spend from activities targeting this outcome 2023-2024: £102,453

IMPACT SUMMARY: Development of curriculum and Key Stage 4 curriculum aspirational pathways meant an increase in Ebacc entry from 51% to 66% for Year 11 Cohort 2024 including 40% Disadvantaged which is a 3-year high entry. Average attainment 8 score for disadvantaged pupils was 36.50, Ebacc average point score for disadvantaged pupils was 3.25 which was above intended target of 3.15, achievement of disadvantaged pupils as % of cohort in English 4+ was 42%, English 5+ 28%, Maths 4+ 45%, Maths 5+ 27%, Basics 4+ 42%, Basics 5+ 22%. All 4 Key Performance Indicators for disadvantaged pupils were higher than 2018, 2019 and 2022. In Years 7, 8 and 9 GLS Standardised Assessments in Science and English demonstrate reduced gap between the performance of disadvantaged pupils in comparison to non-disadvantaged peers based on previous academic year cycle in particular Year 8 and Year 9. In addition, FFT Aspire "Contextual Value Added" (CVA) comparison tool evidences FSM6 Progress 8 as -0.08 and Non FSM6 Progress 8 as -0.12 showing positive progress GAP for FSM6 pupils, this progress GAP was also positive for FSM 6 in the following categories – Male / Female / Low Attainers / High Attainers / Not White Ethnic. Hathaway's overall attainment 8 disadvantaged GAP of 8.1 points is significantly less than the national average GAP of 14.3 points showing an increase in contextual progress in comparison to national benchmarks.

INTENDED OUTCOME 2: Improved reading comprehension among disadvantaged pupils across years 7-10.

Strategy Allocated Spend from activities targeting this outcome 2023-2024: £36,000

IMPACT SUMMARY: Following GLS Termly Assessments and Targeted Reading (Ruth Miskin Read Write Inc) and Literacy (Literacy Toolbox) intervention as well as HLTA Small group targeted sessions and withdrawal end of Year impact data show the following for Pupil Premium and SEND pupils.

Pupil Premium

Year 7

% of group showing improved reading age since Wave 1	% of Group now at Age Related Expectations since Wave 1	% of PP from group showing improved reading age since Wave 1	% of PP from Group now at Age Related Expectations since Wave 1
82%	76%	75%	68%

Year 8

% of group showing improved reading age since Wave 1	% of Group now at Age Related Expectations since Wave 1	% of PP from group showing improved reading age since Wave 1	% of PP from Group now at Age Related Expectations since Wave 1
79%	72%	91%	56%

Year 9

% of group showing improved reading age since Wave 1	% of Group now at Age Related Expectations since Wave 1	% of PP from group showing improved reading age since Wave 1	% of PP from Group now at Age Related Expectations since Wave 1
88%	63%	87%	69%

Year 10

% of group showing improved reading age since Wave 1	% of Group now at Age Related Expectations since Wave 1	% of PP from group showing improved reading age since Wave 1	% of PP from Group now at Age Related Expectations since Wave 1
85%	78%	92%	79%

SEND

Year 7

% of group showing improved reading age since Wave 1	% of Group now at Age Related Expectations since Wave 1	% of SEND from group showing improved reading age since Wave 1	% of SEND from Group now at Age Related Expectations since Wave 1
88%	75%	91%	79%

Year 8

% of group showing improved reading age since Wave 1	% of Group now at Age Related Expectations since Wave 1	% of SEND from group showing improved reading age since Wave 1	% of SEND from Group now at Age Related Expectations since Wave 1
83%	72%	79%	41%

Year 9

% of group showing improved reading age since Wave 1	% of Group now at Age Related Expectations since Wave 1	% of SEND from group showing improved reading age since Wave 1	% of SEND from Group now at Age Related Expectations since Wave 1
91%	72%	72%	58%

Year 10

% of group showing improved reading age since Wave 1	% of Group now at Age Related Expectations since Wave 1	% of SEND from group showing improved reading age since Wave 1	% of SEND from Group now at Age Related Expectations since Wave 1
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89%	78%	95%	95%
<p>INTENDED OUTCOME 3: Improved numeracy skills among disadvantaged pupils across years 7-10 including progress in Maths and achievement of 4+ and 5+ Maths.</p> <p>Strategy Allocated Spend from activities targeting this outcome 2023-2024: £41,345</p> <p>IMPACT SUMMARY: Progress in Maths element of Progress 8 was the highest of all 4 elements, progress of disadvantaged pupils in Maths was similar to their non-disadvantaged peers LAPs and HAPs however lower for MAPs. This was the same pattern for attainment, although achievement of 4+ and 5+ maths was higher than in 2018, 2019 and 2022 as was overall Progress 8 Score for FSM6. Disadvantaged attainment as a % of cohort in Maths 4+ 55%, Maths 5+ 32%, which is a 3 year high including 15% in Maths compared to previous academic year. In Years 7, 8 and 9 GLS Standardised Assessments in Maths demonstrate reduced gap between the performance of disadvantaged pupils in comparison to non-disadvantaged peers based on previous academic year cycle in particular Year 7 and Year 9.</p> <p>INTENDED OUTCOME 4: To achieve sustained improved wellbeing for all pupils, including those who are disadvantaged leading to raising aspirations and higher % of pupils going onto further education.</p> <p>Strategy Allocated Spend from activities targeting this outcome 2024-2025: £16,146</p> <p>IMPACT SUMMARY: 2024 (2022 Leavers) Destination Data shows as 98%, this is above local authority average, above national average and above 2018, 2019 and 2022, sustained destination data on IDSR release November 2024 shows 93%, this is in line with local authority average and in line with national average, both sets of data show “nothing significant of consideration” on IDSR. Percentage figure of NEET lower than 2018, 2019 and 2022. Pupil voice at Year 7, 8, 9 and 10 evidences higher pupil understanding of careers, next steps and future pathways particularly at Key Stage 3, Gatsby Benchmark assessment tool and monitoring and tracking package evidences all relevant milestones being met in line with guidance for all Year Groups e.g. exposure to at least 2 experiences with questions and interactions (some years more than 2). Link Governor has completed monitoring visits and commented in on the range, depth and clear method for support pupils inform Year 7-11 with careers and next steps guidance,</p> <p>INTENDED OUTCOME 5: To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.</p> <p>Strategy Allocated Spend from activities targeting this outcome 2023-2024: £40,789</p> <p>IMPACT SUMMARY: Academic Year 2023-2024 whole school attendance figure above national average, although attendance of disadvantaged pupils was below non-disadvantaged peers it was higher than previous academic year and just above national attendance figure for disadvantaged pupils. Improvement in Key Stage 4 especially Year 11 attendance figure in comparison to previous year, there was also an improvement in attendance of Year 10 and 8 disadvantaged pupils in comparison to previous academic year and disadvantaged SEND pupils in comparison to previous academic year. Overall attendance of SEND was above national average and shows a 3-year increasing trend. Evidence of reduction in Persistence Absence figure overall and in Years 7 and 11 in comparison to previous year. At time of writing current Year 11 (previous Year 10) have attendance in line with National Average, Disadvantaged attendance is in line with national average and overall academy</p>			

attendance for all Years in line with National Average with Year 7 and 11 showing greatest improvement to date.

Externally provided programmes

Programme	Provider
Bespoke Mentoring 1-1 Emotional Well Being and Risk Prevention	St Giles
Small Group Subject Masterclass – Key Stage 4 Raising Attainment Sessions	Impress The Examiner – Face To Face Provision
Post 16 Careers Advice 1-1 Meetings and Next Steps Planning – Thurrock Local Authority.	Make Happen – Small Group / Larger Group / Year Group Delivery of Aspirational Strategy Sessions.