

Pupil premium strategy statement – Alec Hunter Academy

This statement details our school's use of pupil premium (and recovery premium) funding to help improve the attainment of our disadvantaged pupils. It is a 3-year plan and adaptations where necessary have been made to support the development of our disadvantaged students. 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
School name	Alec Hunter Academy
Number of pupils in school	1067
Proportion (%) of pupil premium eligible pupils	19.3%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2024-2027
Date this statement was published	31.12.24
Date on which it will be reviewed	06.10.25
Statement authorised by	T.Lawn
Pupil premium lead	A.Booth
Governor / Trustee lead	J.Waller

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	216,300
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	£216,300

Part A: Pupil premium strategy plan Statement of intent

Our intention is that all students at Alec Hunter, irrespective of their socio-economic background or the challenges they face, achieve good progress across the curriculum and develop key skills, qualities and experiences that will serve them throughout their lives. Our objectives are to improve teaching and learning in the classroom, address progress gaps and improve academic behaviours such as regular attendance, independent study skills, reading and self-discipline, so that students leave us well equipped for the next phase of their education and for their working lives. We want all students to want to come to school, be their best and be confident, independent, successful learners. The focus of our pupil premium strategy is to support disadvantaged students to achieve these goals and provide them with a range of opportunities. All members of staff and the governing body accept responsibility for our vulnerable students and are committed to meeting their pastoral, social and academic needs within a caring and nurturing environment.

High quality teaching is proven to have the greatest impact on closing the disadvantaged attainment gap whilst simultaneously benefiting the non-disadvantaged pupils. The school will continue to use the premium to invest in key staff, teaching CPD and systems to make sure disadvantaged students' emotional, mental, academic and pastoral needs are fully supported. Early identification of students whose wellbeing is a concern will positively impact the students' ability to achieve our set goal, by supporting regular attendance, behaviour in the classroom and instilling an aspirational mindset.

Our approach has been responsive to the diagnostic assessment of GCSE results over time, attendance (including PA), KS3/4 progress, achievement and behaviour data. We will continue to review and refine our strategy to ensure we address common challenges and individual needs of our students, rather than making assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils reach our aims for them. To ensure they are effective we will:

- Draw on research, best practice and evidence from EEF and our own experience to direct funding to a school offer that is most likely to maximise achievement.
- Never confuse eligibility for the Pupil Premium with low ability, and focus on supporting our disadvantaged students to achieve the highest levels of progress
- Adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve

Challenges

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

Challenge number	Detail of challenge
1	Improving attendance and punctuality – Poor attendance reduces opportunities to engage in learning disrupting academic achievement, reducing opportunities to instil high academic expectations and behaviours and may lead to anxiety around education.
2	Developing teaching and learning – Most disadvantaged learners enter KS3 already behind their non-disadvantaged peers, but we know that quality first teaching can be effective in closing this gap. The teaching approaches used need to take account of this starting point and aim to secure exceptional progress to KS4. The following strategies are endorsed by research and have been identified through the collection of both qualitative and quantitative data. The strategies being implemented by staff are higher-level questioning, developing retrieval and revision habits, giving specific, detailed verbal feedback and increasing challenge through accurate scaffolding in lessons.
3	Developing successful life learning behaviours in disadvantaged students, centred on the school's SMART principles. These focus on cultivating key attributes to becoming confident, independent learners (Self-management, Motivation, Articulation, Risk-taking and Thinking). This will enhance learners' perseverance, aspirations and resilience, not only in school but in preparation for life in general.
4	Due to the growing financial hardship of some families, we have identified the need to offer a broad range of cultural capital experiences and opportunities. Our observations and student surveys show that this group of students are less likely to attend clubs/activities out of school, are less likely to be taken to the theatre, to museums, or to galleries, they may have limited access to a variety of reading material at home and they are not engaged in, or have limited engagement with, personal enrichment activities, such as in sport, performing arts or other areas of interest.

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
Teaching and Learning continues to improve resulting in narrowing the gap of Attainment 8 in English and Maths.	Exam results data shows a reduction in A8 gap between Non-PP and PP. This is achieved through a higher A8 score for disadvantaged learners in both English and Maths and a higher proportion of disadvantaged learners achieving a grade 9-7 or 9-5 in English and Maths at 25%

<p>Develop social capital of disadvantaged learners through improved oracy skills, enhancing their use of vocabulary and confidence when speaking in class or with others, broadening their ideas and understanding.</p> <p>Implement staff CPD, upskilling colleagues to adapt the delivery of their curriculum to provide more opportunities for oracy use in lessons.</p>	<p>Observations of classroom practise demonstrating use of “Say it Better”, “Think Pair Share”.</p>
<p>Improve the classroom practice of staff to ensure that stretch and challenge is evident in all lessons, whilst providing timely and accurate scaffolding to all learners, including those who are disadvantaged.</p>	<p>Overall Attainment 8 score for disadvantaged students reaches above 36.</p> <p>Higher proportion of disadvantaged learners achieving 9-7 or 9-5 grades across all subjects.</p> <p>Observational data and book reviews demonstrate accurate use of strategies being implemented through whole school CPD including higher-level questioning, retrieval and revision habits, timely use of detailed verbal feedback and increasing challenge through accurate scaffolding in lessons.</p>
<p>Further develop positive behaviour for learning among disadvantaged students.</p>	<p>Reduce the number of external suspensions for PP to in-line with or better than 9.9% (National Figure).</p>
<p>Further develop the attendance of our disadvantaged learners, with a strong focus of our FSM cohort.</p>	<p>Punctuality and attendance for disadvantaged learners improves and the gap between PP and Non-PP students diminishes.</p> <p>Reduction in the percentage of disadvantaged learners who are PA to 20% through supportive strategies and early identification.</p>
<p>Disadvantaged pupils are catered for swiftly and effectively where social and emotional needs are a barrier to attendance or learning.</p>	<p>Early identification and timely interventions are implemented for disadvantaged learners through internal or external resources. Self-assessment scores upon completion of therapeutic work will demonstrate successful intervention or highlight the need for further support, with subsequent referrals made.</p>
<p>Improved reading ages and literacy skills of disadvantage learners enabling better access to examinations and the wider world.</p>	<p>Disadvantaged learners’ reading ages, fluency and comprehension skills improve, as evidenced through NGRT Reading assessment data.</p>

Further develop cultural capital and opportunities within and beyond the school setting for disadvantaged learners to engage with extra-curricular activities and enrichment experiences.	Attendance of disadvantaged students at extra-curricular clubs and events increases leading to greater cultural capital and appreciation of the wider world. These experiences will positively impact disadvantaged learners by closing gaps in background knowledge and developing better understanding of new concepts within the subject curriculum.
---	---

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 (for example, CPD, recruitment and retention)

Budgeted cost: £

Activity	Evidence that supports this approach	Challenge number(s) addressed
New staff induction and ongoing training, promoting high quality teaching and creating the culture to never confuse eligibility for Pupil Premium with low academic ability.	EEF's Pupil Premium Guidance Sept 2024 stresses the need for support for early careers teachers to ensure they are effective and adaptable when teaching all students. High quality CPD encourages high quality teaching.	2
Whole staff CPD programme building challenge in the curriculum and manoeuvring this through CPD strategies under continual development such as, oracy, reading, higher level questioning, timely accurate feedback, say it again better and retrieval strategies.	Delivering a range of CPD opportunities for staff to access. EEF's Pupil Premium Guidance (2024) advises that professional development and training is a top priority to ensure high quality teaching, assessments and responsive curriculum.	2,3
Use of Walkthrus Programme to develop	EEF's Pupil Premium Guidance (2024) advises that professional development	2,3

<p>high quality teaching strategies in the classroom</p>	<p>and training is a top priority to ensure high quality teaching.</p>	
--	--	--

<p>Provide all staff access to National College courses providing opportunity for individualised subject specific training, combined with whole school training.</p>	<p>Delivering a range of CPD opportunities for staff to access in and outside school. EEF's Pupil Premium Guidance (2024) advises that professional development and training is a top priority to ensure high quality teaching and responsive curriculum.</p>	<p>2,3</p>
<p>Provide cover time to utilise instructional coaching and SAT coaching with SLE support to enhance professional feedback provided to staff to improve their teaching practise in the classroom</p>	<p>One-to-one conversation focuses on the enhancement of learning and development, through questioning, active listening, and appropriate challenge in a supportive and encouraging climate. EEF's Pupil Premium Guidance (2024) advises that professional development and training is a top priority to ensure high quality teaching.</p>	<p>2</p>
<p>Completion of learning walks observing good practice for sharing. Focus on challenge, feedback SEN and PP students</p>	<p>Learning walks provide staff with feedback on their practice and student impact in order to improve staff teaching and learning which ultimately improves student outcomes. The information from learning walks also informs schools on what training and support is needed for individual teachers to ensure rapid improvement.</p>	<p>2</p>

<p>Providing access to technologies to streamline tracking and monitoring, enhancing high quality teaching such as GCSE Pod, Educate etc.</p> <p>Development of the portal page containing a hub of information and strategies for staff to implement to support disadvantage learners.</p> <p>Satchel One – allowing staff to identify disadvantage learners and monitor quality of homework</p> <p>CPOMS to allow early identification if emotional and wellbeing needs arise</p> <p>SIMS and G4S to monitor diagnostic, formative and summative data</p>	<p>Monitoring teaching strategies in place to support PP learning in the classroom through senior and middle leaders, creates an ethos of challenging disadvantage learners.</p> <p>EEF Using digital technology to improve learning (October 2021 and): Using technology can increase the accuracy of assessment, and the speed with which assessment information is collected, with the potential to inform teachers' decision-making and reduce workload.</p>	<p>2,1</p>
<p>Supporting the recruitment and retention of teaching staff by providing cover time to undertake CPD and NPQs.</p> <p>We will fund teacher release time to access Maths Hub resources and CPD offers (including Teaching for Mastery training). Upskilling staff to stretch all learners and equip them to scaffold appropriately.</p> <p>Maths complete specialist of knowledge for teaching maths course.</p>	<p>Delivering a range of CPD opportunities for staff to access. EEF's Pupil Premium Guidance (2024) advises that professional development and training is a top priority to ensure high quality teaching, assessments and responsive curriculum.</p>	<p>2</p>

Source visualisers to enhance the clarity and accessibility of subject-specific teaching. By enabling real-time projection of detailed visuals.	Improve quality of teaching and timely feedback to learners - High priority in EEF toolkit (2024). These tools support differentiated instruction, address diverse learning needs, and promote a more inclusive and effective classroom environment	2
Appoint a Literacy Lead to enhance the implementation and effectiveness of literacy strategies across the school.	EEF Improving literacy in school October 21	2,3
Provide external CPD to enhance staff expertise in oracy development, equipping teachers with effective strategies to implement in their classrooms. Review provision in lessons during Learning Walks providing feedback to staff.	EEF Teaching and Learning Toolkit 2024 +6 months	3
Use Satchel One to track monitor and supporting students who fail to complete homework Targeted students attend homework club	Completion of homework is one of the ways in which students access the curriculum and commit it to long term memory. It is also a scholarly habit which supports students in successful exam results in Y11 and post-16. Homework has a positive impact on average (+ 5 months), particularly with pupils in secondary schools. EEF toolkit	2,3

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

Budgeted cost: £

Activity	Evidence that supports this approach	Challenge number(s) addressed
Extra Numeracy group/interventions with targeted students. This allows for smaller group sizes, especially for lower prior attainers of which a significant proportion are SEND and PP.	EEF Pupil Premium Guidance (2024) Small group tuition +4 months. Feedback with students +6 months.	2
SDA's contribute with targeted intervention during tutorial and after school supporting the development of language and literacy skills with crossover SEN/PP students.	SDA's prepared for their role supplementing high quality teaching. EEF Pupil Premium Guidance (2024) +2 months progress. Feedback with students +6 months	2,3
Streamlining SDA's to specific departments so they can apply their skills and knowledge to students supporting the teaching in lessons.	SDA's prepared for their role supplementing high quality teaching. EEF Pupil Premium Guidance (2024) +2 months progress. Feedback with students +6 months	2,3
Staff to plan, develop and lead language, literacy and reading interventions to develop reading age and fluency of pupils in line with national expectations. Improving comprehension and access to examinations throughout year groups.	EEF Pupil Premium Guidance 2024 Reading and comprehension strategies can raise learning by 6 months	2,3
NGRT and Literacy screening for Year 7 (all) to identify who need intervention with literacy and reading	The transition between phases of education – notably early years to primary, and primary to secondary – is a risk-point for vulnerable learners. Research highlights our schools need to diagnose pupils' needs as soon as possible in order to put in place effective support to help those falling behind to catch up.' (EEF Attainment Gap Report, 2018 and Impact of COVID –19 disruptions in primary schools: attainment gaps and school responses Feb 2022)	2,3

<p>Selected PPG students to be involved in a range of Study Groups, Interventions strategies, Period 6 as required but ensuring all PP students have access to develop academic behaviours and metacognition skills</p>	<p>Small group work can be very beneficial. EEF toolkit states that short, regular sessions over a set period appear to result in optimum impact on student achievement, engagement, attendance and wellbeing.</p>	<p>2</p>
<p>To implement mentoring/coaching programme for Y11 PP students who are at risk of underachieving.</p> <p>Mentoring can play an important part in embedding metacognition and self-regulation skills, helping students be organised, positive, resilient and lead to academic success.</p>	<p>Whilst academic research is mixed it has clearly had a good impact if pairings are identified correctly, and time is given to the mentor +2 months EEF Toolkit.</p>	<p>1,3</p>
<p>Supporting National Tutoring Programme for a high proportion of PP students by offering a blend of tuition including school led and tuition partners</p>	<p>EEF Pupil Premium Guidance 2019/2021 and April 2022, Reducing Class Sizes: +2 months progress. Feedback with students +6 months.</p>	<p>2,3</p>
<p>Targeted PP careers interviews for all year group supporting aspirations and life goals</p>	<p>EEF “Careers education: international literature review 2016” Careers education can be crucial in developing the knowledge, confidence and skills young people need to make well informed, relevant choices and plans for their future. This is especially true of students from poorer backgrounds, who are less likely to have family or friends with the insight and expertise to offer advice. High quality careers education can help them progress smoothly into further learning and work.</p>	<p>3,4</p>
<p>Review students’ access to revision and core subject materials at start of Year 10. To provide all disadvantage learners with the right resources to work independently at home and allow access to quality homework to be achieved.</p>	<p>Especially with the current financial crisis impacting access to certain resources. We will identify and source resources for those who need.</p>	<p>3,4</p>

Disadvantage Learners prioritised to engage with Brilliant Club	The Scholars programme raises aspiration, cultural capital and achievement within disadvantage cohorts.	4
Ensure PP students have access to electronic devices to support with H/W or revision		2,3,4

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

Budgeted cost:

Activity	Evidence that supports this approach	Challenge number(s) addressed
Provide emotional wellbeing support and identification for external agency work within Andrews Shed promoting strategies for positive social, emotional and mental health.	EEF Toolkit 2024 findings: Metacognition and self-regulation: +8 months progress. SEL strategies explored with pupils +4 months	1,3
To allow opportunities for PP students in Yr 7-11 to experience 1:1 careers interviews. The detail contained in process increases especially towards Year 11 supporting accuracy of destination data	Reduces number of students identified as possible NEET. Provides aspirations for all disadvantage learners and a support network of what steps they need to take.	4
Running Attendance Programme by funding the HSAO and Student Support Leaders. Prioritising student identification and supporting disadvantaged students, where attendance is a cause for concern.	Working together to improve school attendance May 2022. Low attendance Working together to improve school attendance May 2022. Low attendance has a direct negative link to student outcomes.	1

<p>Family Liaison worker to support families with attendance and build relationships between school and home with a high proportion being PP students.</p> <p>Offering termly drop-in sessions for families to support with concerns.</p>	<p>EEF working with parents to support children's learning guidance report shows Parental engagement in children's learning and the quality of the home learning environment are associated with improved academic outcomes at all ages</p>	1
<p>Implement a breakfast club to support punctual attendance to school and provide energy for focus and engagement in lessons for disadvantage students</p>	<p>Working together to improve school attendance May 2022. Low attendance has a direct negative link to student outcomes.</p>	1,4
<p>To support targeted PPG students in developing improved learner behaviours through various strategies of support and external provisions</p>	<p>EEF Toolkit 2024 findings: Metacognition and self-regulation: +8 months progress. SEL strategies explored with pupils +4 months</p>	1,3
<p>A comprehensive programme to enhance the curriculum which includes visits to universities and careers support; financial support to ensure participation in school trips and visits (team building; exposure to the Arts; enterprise and sporting activities)</p>	<p>Developing life skills and enrichment for disadvantaged students promotes essential character skills and learning EEF.</p>	4

Total budgeted cost: £216,300

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.

We have analysed the performance of our school's disadvantaged pupils during the previous academic year, drawing on national assessment data and our own internal summative and formative assessments.

Analysis of P8 data for 2024 – Outcome to have a reduction in gap between Non-PP and PP. Within this, PP Girls and PP Boys progress

The P8 data for 2024 indicates a slight widening between PP and Non-PP students compared to the previous year. Specifically, the overall gap widened marginally from 0.61 in 2023 to 0.63 in 2024, however the gap has still remained below 0.72 when the PP strategy statement was implemented. . Notably the overall gap between PP and Non-PP boys showed a significant reduction, narrowing from 0.77 in 2023 to 0.53 in 2024. In subject-specific analysis, the smallest disparity in 2024 was observed in the English element between PP boys and NPP boys, where the gap measured at 0.35. Conversely, the most pronounced gap occurred between PP girls and NPP girls within the same element, with a disparity of 1.19. It is worth noting that only one High Prior Attainment (HPA) student fell within the PP category, rendering any meaningful comparison with NPP students in this cohort statistically invalid.

Percentage of completed homework is higher and incomplete homework detentions are reduced leading to positive learning habits.

An analysis of homework detentions from 2022–23 to 2023–24 highlights several noteworthy trends in student behaviour and engagement, particularly in the context of PP and NPP cohorts.

In 2022–23, the first year of implementing Satchel One, a total of 1,196 homework detentions were recorded across the school, of which 181 were attributed to PP students, representing 15% of all detentions. By comparison, in 2023–24, the total number of detentions fell significantly to 525, with 151 of these detentions involving PP students, now accounting for 28% of all detentions. While the proportion of detentions involving PP students increased over the two years, the total number of detentions experienced a substantial decline. Whole-school detentions decreased by 56%, and PP detentions fell by 17%. This reduction reflects progress in reducing homework-related behavioural issues across all cohorts. However, the slower rate of improvement among PP students suggests that additional interventions may be required to ensure accelerated progress.

It is important to note that these improvements occurred despite an increase in the school's Pupil Admission Number (PAN), underscoring the continued effectiveness of Satchel One as a tool for supporting students in organising and managing their

homework. This evidence suggests that Satchel One has had a positive impact on both PP and NPP students, contributing to an overall improvement in homework.

Improved reading ages and literacy skills enabling better access to examinations and wider world.

PP students who were identified as having a reading age up to 15 months below their chronological age have attended weekly intervention. These sessions are mainly during the school and provide bespoke sessions to ensure rapid and sustained progress. Across KS3 the number of PP students on or above their chronological age increased from 48.4% to 60.4%, a significant improvement. In addition, the number of PP students across KS3 whose reading age was more than 12 months below their chronological age decreased from 33.1% to 20.9% which also shows a significant improvement and that the intervention strategies are working. The gap between PP and non-PP students being at their chronological age for reading at KS3 has now narrowed to 9%, an improvement from 18% in Sept 23. These interventions are being continued for the next 12 months in order to sustain this progress and close the gap further. Attendance and engagement in the intervention groups has improved on last year as the practice becomes more embedded. Those with weaker data have received targeted intervention with the SEND team. In addition to the tutor time literacy activities, Y10 pupils have been reading buddies to PP students from Year 7 and 8. They have taken them to the library in tutorial time once a week and read with them. All staff received CPD training which included modelling simple strategies for scaffolding reading texts in lessons, as well as reminders around the literacy tutorial programme and data was shared for both PP and Non-PP pupil progress in reading (as well as other key groups). A follow-up survey was taken with HoCAs on how these strategies have been implemented and progress made with PP students.

Vulnerable groups attendance at events increases leading to greater cultural capital.

Efforts to provide targeted experiences for students have been strengthened through collaboration with the Pastoral Team to identify and support key demographics, particularly PP students. Notable initiatives include the Saffron Hall Music Event and the Gosfield Performance Event, both of which have successfully targeted at least 50% PP participation.

The school now offers 60 active clubs, which are scheduled before, during, and after school across a variety of subject areas. Notably, PP students' participation in these clubs for its inaugural year 2023–24 year was higher than that of their Non-PP peers, with 77% of PP students attending clubs compared to 73% of Non-PP students, resulting in a positive 2% difference.

Moving forward, form tutors will receive detailed attendance data for their respective tutor groups to investigate any barriers to participation. Additionally, they will actively promote extra-curricular opportunities throughout the 2024–25 academic year to further enhance engagement among all students.

Improve attendance of our disadvantaged students

We have implemented a range of strategies to improve overall school attendance, with a specific emphasis on supporting our disadvantaged students. One key initiative is the establishment of a network support team, which focuses on the early identification of concerning attendance patterns. This team works proactively with families to uncover any barriers to attendance and provides targeted support to help students return to school.

The impact of these interventions in the previous academic year has been positive, and we are committed to building on this success in the 2024–2025 academic year. Our focus remains on driving accelerated progress in attendance, particularly for our disadvantaged students.

	PP (%)	Non-PP (%)
2022/23 PP vs Non-PP Attendance/Punctuality	85.69	92.15
2023/2024 PP vs Non-PP Attendance/Punctuality	88.78	93.82
Difference	+ 3.09%	+1.67%

Disadvantaged learners are supported with SEMH needs

Therapeutic support at Alec Hunter in 2023-24 consisted of a tiered support system that catered to a variety of SEMH need, starting with regular check-ins as the baseline and moving towards higher levels of support like counselling. In January 2024, a Therapeutic Coordinator was appointed to manage the therapeutic support available, by communicating with SSL's and external agencies, as well as providing check-ins and interventions to students. Check-ins were offered on a 1-1 basis and group interventions were also available to target social interaction difficulties. In Spring 2024, the 'Risk Avert' programme was introduced to identify Year 8 students engaging in risky behaviour. Students were identified using a survey and progress was measured using a questionnaire provided by Essex County Council, who designed the programme which was then run by the Therapeutic Coordinator.

The most commonly accessed form of support in 23/24 was mentoring, provided by CYO in Andrew's Shed. Run by trained individuals, mentoring provided students with a routine session and strategies to target their mental health concerns. This programme would run for 8-10 sessions, and upon completion students were asked if they would like to be added to the check-ins list for each half term with the mentor, or more regularly with the Therapeutic Coordinator. If this support was not suitable, then a higher level of support available in Andrew's Shed was psychodynamic counselling, which consisted of a weekly 50-minute session that followed an open-ended timeframe. This required a referral that was completed by either the SSL or home, with impact being measured using a Core-10 Wellbeing scale. Other agencies that

could be accessed following a referral included MHST and Kids Inspire, who provided various levels of support both in school and remotely. Once the programme was completed a check-in option was available to help with the transition to a lower level of support.