



Pupil premium strategy statement Huntingtower CP 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	418
Proportion (%) of pupil premium eligible pupils	37.02%
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)	2024-2027
Date this statement was published	23rd December 2024 Updated 15 th December 2025
Date on which it will be reviewed	Annually in November
Statement authorised by	Emma Harkins
Pupil premium lead	Emma Harkins
Governor / Trustee lead	Paul Emmett

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£246,391.63
Pupil premium funding carried forward from previous years (<i>enter £0 if not applicable</i>)	£0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£246,391.63

Part A: Pupil premium strategy plan

Statement of intent

Academy Intent:

The elements of our approach are mutually supportive and beneficial of each other and to ensure that we are effective, we will:

Provide a curriculum ensuring that disadvantaged children are both challenged and supported in their learning.

Identify early pupils who require intervention to address need.

As a whole academy, take collective responsibility for disadvantaged pupils, their progress and achievements.

In Huntingtower Academy, we recognise that whilst all pupils are unique and different, they are all entitled to a curriculum and provision that allows them to make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal.

We are aware and support the complex needs of vulnerable pupils, the challenges they face often as a result of additional adverse experiences. Our approach to the academy's provision to support disadvantaged pupils is also intended to support the needs of vulnerable pupils as well.

As well as tailoring of the curriculum to provide the best outcomes for pupils, high quality teaching is integral to our approach. We operate with a constant awareness of the areas where disadvantaged pupils require the most support and this drives the academy's strategic improvement and professional development. It is acknowledged that the focus detailed in this plan is mutually beneficial for non-disadvantaged pupils and their progress will be sustained and improved alongside progress for disadvantaged. Targeted support, as well as whole academy approaches to quality first teaching, includes the use of a range of interventions which is used to support pupils.

The academy acknowledges the importance of wider support strategies and this has been a key focus of the strategic support of disadvantaged pupils for many years. The academy is responsive to individual needs as well as more common themes and early identification by informed and trained staff is paramount to this.

Trust Intent:

To achieve the **Priory Trust's** mission of improving life chances of our pupils so that they become true citizens of the world, we support our academies to act to mitigate the impact of disadvantage on educational outcomes.

The Pupil Premium framework will be at the heart of whole academy and Trust-wide effort, and we endeavour to ensure all staff understand the strategy and their role within it.

Leaders ensure that they consider technical and practical definitions of disadvantage and determine to respond to need rather than label.

The following structural principles apply to the use of additional funding in all Priory Academies:

Effective senior leadership and governance;

Commitment to a range of ongoing diagnostic assessments of learning need so that actions are based on a range of data and meet the specific needs of all students but particularly those at risk of underachievement due to impact of socio-economic disadvantage;

The Trust Professional Learning strategy is built on the knowledge that the most effective lever for addressing disadvantage is inclusive quality first teaching and this will benefit all pupils;

Challenges

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

Challenge number	Detail of challenge
1	Assessment (including national comparative data), observation and discussions with pupils and professionals identify that disadvantaged (and non-disadvantaged) pupils often display oral language and vocabulary comprehension gaps and this is more prevalent in disadvantaged students. This is evident throughout the academy and can be more complex with pupils who are disadvantaged and also have either English as an additional language, additional needs, are young carers or have a social worker. This is evident in both their reading and writing attainment.
2	Assessments (including national comparative data), observations and discussions with pupils identify that disadvantaged pupils often have greater difficulty with phonic acquisition than their peers. This correlates with their development as readers.

3	Internal data indicates that maths attainment of disadvantaged pupils is below that of their peers. This is supported by national comparative data. Internal data and unit analysis supports the lack of mathematical fluency particularly with higher attainers. To think more deeply in a structured and progressive environment continues as a focus as well as developing pupils' ability to use language to explain their deeper thinking.
4	Our assessments and observations indicate that well-being of many of our disadvantaged pupils continues to be impacted within the current challenges families face in society. There is a greater number of pupils who are or have been supported by a Social Worker, Early Help Worker or Team around the Family. PSHE/Personal Development continues to be a focus with many pupils starting school struggling to self-regulate. This subsequently impacts upon their progress and attainment across the wider curriculum including foundational skills.
5	Attendance of pupils who are disadvantaged has been a long-term focus of the academy. Monitoring and support of families who struggle to ensure that their child attends regularly has indicated that disadvantaged pupils' attendance remains below that of their non-disadvantaged peers although trending higher than national peers. The percentage of disadvantage pupils who are persistently absent is higher than that of their non-disadvantaged peers.

Intended outcomes

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

Intended outcome	Success criteria
Improved oral and language skills (including oracy) which is reflected in improved writing outcomes.	<p>Assessment and observations (quality assurance including book scrutiny, pupil voice, teaching and learning reviews, ongoing assessment) indicate significant improvement in disadvantaged pupils' achievement and progress.</p> <p>KS2 writing outcomes for 2027 show that there is an increase to a minimum of 80% of disadvantaged pupils that meet the expected standard.</p> <p>Improvement in Good Level of Development in line with National Averages for 2027 as well as Phonic</p>

	Screen outcomes for 2027 in line with National Averages.
Improved reading outcomes among disadvantaged pupils.	KS2 reading outcomes for 2027 show that there is an increase to a minimum of 80% of disadvantaged pupils that meet the expected standard.
Improved mathematics outcomes among disadvantaged pupils	KS2 mathematics outcomes for 2027 show that there is an increase to a minimum of 80% of disadvantaged pupils that meet the expected standard with a minimum of 20% meeting greater depth standard.
To achieve and sustain improved well-being for all pupils in our academy particularly our disadvantaged pupils.	<p>Sustained high levels of well-being from 2027 demonstrated by:</p> <ul style="list-style-type: none"> Pupil voice and surveys, parent surveys, teacher observations, pastoral support referrals. <p>Increased participation in the wider academy offer including enrichment activities particularly among disadvantaged pupils.</p>
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	<p>Sustained high attendance up to and including 2025 demonstrated by:</p> <ul style="list-style-type: none"> Overall attendance rate of 97% or greater for all pupils including those who are disadvantaged. <p>Percentage of pupils who are persistently absent is below 5% including those who are disadvantaged.</p>

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: £ 101352.30

Activity	Evidence that supports this approach	Challenge number(s) addressed
Teaching staff engage in the Trust	Our Trust professional development, lodged in our Maximising Learning Programme, focuses on Cognitive	1,2,3

Professional Learning Offer	practice, Language for Learning, Assessment and Behaviour. The Trust has reviewed the evidence and produced operational <u>frameworks</u> to enable effective implementation. Use of the Great Teaching Toolkit platform to support programme of Professional Learning focused upon Quality First Teaching and the Trust Teaching Framework	
Strategic support by SLT/Phase leadership including coach, quality assurance, embedding diagnostic activities and CPD release Pupils are identified and tracked and supported	Internal quality assurance systems support the improvement in standards for pupils. Collated information is embedded into plan, do, review model of improvement including the use of CPD and coaching (dialogical/facilitative).	1,2,3
Enhancement and maintenance of reading across the academy including SSP system and home access.	Phonics approaches have a strong evidence base that indicates that a positive on accuracy of work reading particularly of disadvantaged pupils (EEF). As pupils progress with their reading fluency, provision is developed to deepen their comprehension.	1,2
Development and implementation of oracy framework across all year groups.	Audit and resulting action plan for implementation of oracy framework which underpins the curriculum (Oracy Cambridge/Voice 21) Pupils are able to express their ideas, structuring their thoughts to demonstrate deepen reasoning and connection between knowledge and ideas.	1,2

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

Budgeted cost: £30489.24

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional phonics/reading	Phonics approaches have a strong evidence base indicating a positive impact on pupils,	1,2



<p>sessions targeted at disadvantaged pupils who require further phonics/reading support. Staff trained RWInc/precision/Fluency.</p>	<p>particularly those from disadvantaged backgrounds. Regularity of provision indicates greater outcomes. Fluency and precision teaching and intervention including the Herts for Learning programme to support pupils' reading.</p>	
<p>Additional mathematics sessions targeted at disadvantaged pupils who require identified gaps support in mathematics. Including teacher-based programmes, pre-teaching and reactive intervention.</p>	<p>All intervention programmes are small group, focused upon gaps and individualised programmes of support. TAs trained by White Rose to support target intervention programmes</p>	3

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

Budgeted cost: £108550.09

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Whole staff training on mental health and well-being including positive de-escalation /self-regulation techniques to support pupils' self-regulation.</p>	<p>Both targeted and universal approaches can have positive overall effects EEF behaviour interventions.</p>	4
<p>Inclusion and pastoral team provide specialist support to pupils who need it most in a timely and responsive approach. This includes breakfast club, lunch club,</p>	<p>Both target and universal approaches can have positive overall effects. EEF behaviour interventions.</p>	4

<p>pastoral and SEMH intervention and support.</p>		
<p>Embedding principles of good practice as set out in the DfE's Improving school's attendance advice.</p> <p>This involves the pastoral lead and attendance admin's role in collating attendance information, supporting and challenging families and liaison with other agencies when required.</p>	<p>The DfE guidance has been informed by the engagement with schools that have had significantly reduced levels of absence and persistent absence.</p>	<p>5</p>
<p>Contingency fund for acute issues, disadvantaged shortfall for trips/ access to basic provision and access to enrichment including individual music lessons.</p>	<p>It is important to set aside a small amount of funding to respond quickly to needs not yet identified as well as support parents who struggle to financially support their child.</p>	<p>All</p>

Total budgeted cost: £250,260.00

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

This details the impact that our pupil premium activity had on pupils in the 2024 to 2025 academic year.

This strategy statement is a continuation of many of the elements of the previous strategy as it only identifies a 1 year cycle. The ongoing of the teaching of the systematic synthetic phonics system, RWInc has been highly successful. Considerable time and focus by the academy and supported by the Trust and the RWInc consultant has ensured that phonics and reading is systematically taught, provides children with the skills and knowledge to develop their fluency and understanding and also identifies those pupils who require more. The academy has identified through Wellcomm screening and Reception Baseline Assessment that pupils enter the academy below their peers nationally. The level at which pupils are entering continues to be lower than previous years with increasingly higher levels of speech and language. The systematic teaching of phonics and vocabulary has supported all pupils with a particular focus upon those who are disadvantaged. The whole academy review of reading and the purchasing of quality reading materials to further support and deepen pupils understanding and skills of reading has led to a greater focus upon language, reading and writing. This will be further embedded as the academy continues to develop reading for pleasure (section 8 of The Reading Framework) as well as the teaching of Guided Reading at Key Stage 2. Outcomes in reading (3 year average) at the end of KS2 indicates that pupils are attaining closely in line with their national averages with our disadvantaged pupils also attaining closely in line (3 year average) with their peers nationally (IDSR December 2025).

The academy acknowledges that increasing pupils' self- motivation to read and the enjoyment that results in this remains a key focus. The academy believes that this will be instrumental in improving the outcomes of pupils in writing at the end of KS2 as structure and considered reading experiences deepen their understanding of the world as well as expose pupils to a wealth of vocabulary and sentence structure. In addition, the Grammar, Punctuation and Spelling outcomes for our pupils are closely in line with their national averages (3 year average) including those who are identified as disadvantaged. Their writing outcomes however remain below the national averages (both all pupils and disadvantaged – 3 year average). The pupils have demonstrated the capacity and skills to write and yet still require further experience of vocabulary and understanding of text in order to develop their writing. The academy continues to deliver a quality text rich curriculum in both their English lessons, reading experiences and wider curriculum. Academy has begun to explore the writing framework and

continues to focus upon providing progressive writing experiences in the children's everyday experiences.

Focus upon teaching and cognition developed further with the support of the Trust's coaching model. The model this year, linked to Professional Learning and staff appraisal objectives relate to the Trust's teaching framework based upon the Great Teacher Toolkit which has proven successful, Quality assurance systems will support this. The Teacher Development Coach support the Senior Leadership team in coaching staff.

Targeted support remained a focus as identified in reading and phonics. Precision, gaps support, pre-teaching and small group support were some of the strategies provided by the intervention team. The academy participated in the Herts for Learning Fluency project as part of the Trust's English Curriculum Learning Community. This was in addition to other Fluency interventions already taking place in the academy. There were significant measurable gains and the intervention will be extended to more pupils.

Pastoral and family support remained a focus last year. Cases were supported often individually as well as patterns of absence tracked. With the alteration to the Governments' direction to schools relating to attendance (Working Together to Improve Attendance, August 2024), absence remains a focus and the academy's work to promote and improve attendance will continue in the future years. Support intervention has remained key to pupils struggling with self-regulation. This has been reviewed and expanded for the following academic years to ensure that pupils well-being, mental health and self-regulation are the foundations for their readiness to learn.

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

Further information

The academy believes in providing a progressive curriculum based upon the deepening of knowledge and skills as identified by the National curriculum. Working within the Trust, there is a professional group ambitious not only for the outcomes of their own pupils but that of all Priory pupils. The supportive, challenging, developmental approach of the Trust provides a network of support and experiences to develop not only the staff of the academy but the pupils within it. Disadvantaged pupils are at the heart of the drive for improvement.

Priory Trust

The Trust takes a collaborative approach to this important work and generates frequent opportunities for leaders to review progress and share impact and learning from their own contexts. Research findings and guidance about impactful approaches to supporting disadvantaged students are shared via the PD team update and the outcomes for disadvantaged students remains high on every teaching and learning agenda.

The Trust facilitates an annual peer review process to support academies to review the impact of their Pupil Premium strategies.