

## Pupil premium strategy statement

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 effect that last year's spending of pupil premium had within our school.

### School overview

Detail	Data
School name	Hall Cross Academy
Number of pupils in school	2045 (inc. KS5 501)
Proportion (%) of pupil premium eligible pupils	30.9% (478)
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2024-2027
Date this statement was published	December 2026
Date on which it will be reviewed	June (annually)
Statement authorised by	Mr Simon Swain
Pupil premium lead	Mrs Sheila Forsythe
Governor / Trustee lead	Mr Nick Walker

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year(incl Spilt site)	£600,727 (budget)
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£600,727

## Part A: Pupil premium strategy plan

### Statement of intent

The vision of Exceed Learning Partnership is to equip young people with the knowledge, skills and mindset to thrive and take on the world. We aim to build communities where everyone belongs; it means feeling valued, safe, and seen. We celebrate diversity and commit to equity, removing barriers and closing gaps so every pupil and colleague can thrive. The Core Mission of ELP is “*Every Child. Every Chance. Every Day*” At ELP, every pupil should be Safe, Happy, Healthy, Learning, and feel like they Belong. This is our foundation for an inclusive environment.

It is Hall Cross Academy’s intention to ensure that all students, regardless of background, prior attainment or outside challenges, are provided with the best possible opportunity to achieve high levels of attainment at Hall Cross Academy.

High quality classroom provision is the fundamental principle on which our curriculum offer is based. Investment in expert teaching and targeted classroom support is key to providing the best opportunity for our students, disadvantaged or not, to achieve their potential (*EEF, 2021*). Recognising where barriers to progress exist, and further developing and adapting classroom practice to overcome these barriers is at the heart of our strategy. The collective actions identified in this statement are the means by which we will achieve our aim of delivering the highest levels of achievement for all.

Our ‘THINK disadvantaged’ strategy focuses specific attention upon our students who may face the greatest challenge in effectively accessing and thriving in an academic setting. Keeping our disadvantaged students at the forefront of lesson planning, recognising the barriers faced and taking immediate steps to overcome these barriers is key to engaging all in lessons.

Targeted interventions are applied to ensure, where deemed necessary, additional support for our most vulnerable students is able to effectively supplement classroom provision. There is a clear understanding and recognition that these interventions are not limited to academic ‘catch up’, but also aim to target other common barriers such as attendance, behaviour and building strong links with home. The best way to raise pupil self-esteem is for them to be successful in the classroom (*Rowland, 2015*).

Additionally, ensuring that we invest in the cultural capital of students is paramount. Cultural experiences across our catchment is significantly varied. There is significant investment, through our super-curriculum offer, to ensure we expose students to culturally enriching experiences that compliments high quality classroom provision.

### Challenges

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

Challenge number	Detail of challenge
1 Community	Pupil Premium students, and their families, don’t always have the same aspiration as their peers. Some students may be the first in their family going to university, their parents may be less familiar with careers and institutions of different professions. They often face cultural or financial barriers which make it difficult for their children to participate in extra-curricular/super-curricular activities which enhance student confidence and broaden horizons. Often PP attendance at Parent’s Evening is lower than non PP.
2 Achievement	Our data indicates that our pupil premium students have a lower KS2 score on entry and make less progress than peers at secondary school. They are less likely to achieve 5 standard or strong GCSE passes including English and Maths than their peers. In our context, risk factors causing barriers to academic excellence can include: lower levels of literacy making it difficult to access the curriculum; language barriers (EAL students); lower attendance; obstacles preventing students from staying for support after school and more difficulties completing homework to a good standard (access to technology, confidence of parental involvement). Moreover, often PP parents are less likely to have overcome these barriers themselves and therefore are ill equipped to assist their children in overcoming them.

3 Respect	Our data suggests that pupil premium students are more likely to be sanctioned for showing a lack of respect and self-regulation in class and at social times at KS3. This has been measured using the number of FTE, lesson removals, detentions and in-class sanctions compared to the proportion of the population. However, at KS4 pupil premium students have a lower amount of negative behavioural incidents for both in lesson sanction and during social times.
4 Equality	In our context, a barrier may be that parents are less aware of their children's academic journey due to: language barriers; access to technology; receiving Google Classroom / Edulink app updates. Students and families may also face unconscious bias from staff. Moreover, often PP parents are less likely to have overcome these barriers themselves and therefore are ill equipped to assist their children in overcoming them. Removing financial barriers to ensure Pupil Premium students have equity in access to life enhancing experiences within and outwith the classroom.

## 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
<p><b>Community</b>                      For participation and destination data to demonstrate our Pupil Premium and Disadvantaged students engage with and benefit from the academy's extra and super-curricular offer.</p>	<ul style="list-style-type: none"> <li>- Participation of our students to remain above national average (PP 44% and non-PP 66%) in extra-curricular activities</li> <li>- Student voice PP students have proportionate participation in positions of responsibility, e.g. school council and prefects, as well as in performances, after school clubs and trips</li> <li>- Participation in iCARE activities and representation in awards given</li> <li>- Work experience engagement in line with non PP peers.</li> </ul>
<p><b>Achievement</b>                      For the progress, attainment and attendance of Pupil Premium and Disadvantaged pupils to be better or in line with non-Pupil Premium and non-Disadvantaged pupils.</p>	<ul style="list-style-type: none"> <li>- P8 &lt;0.5 grade below non-PP</li> <li>- Average A8 &lt;0.5 grade below non-PP</li> <li>- PP standard passes at/above national average for disadvantaged pupils (44%)</li> <li>- Engaged + Attitude to Learning grades</li> <li>- CRs identify development needs actions in ADP/DDPs</li> <li>- Attendance target = 95%+</li> <li>- Demonstrable improvement in reading ages across KS3</li> <li>- Career pathways suitable to the individual</li> </ul>
<p><b>Respect</b>                      For there to be proportionate parity in the levels of Pupil Premium and Disadvantaged pupils' behaviour, rewards, attendance and parental engagement data.</p>	<ul style="list-style-type: none"> <li>- Parents/student/staff voice</li> <li>- Behaviour data analysis evidencing decreases in behaviour orientated incidents</li> <li>- Increased attendance of parents at events e.g. Parents' Evening</li> </ul>
<p><b>Equality</b>                      For Disadvantaged and Pupil Premium students to report Enjoying Excellence Everyday.</p>	<ul style="list-style-type: none"> <li>- Parents/student voice evidences equity</li> <li>- Tracking evidences equity in expenditure</li> <li>- Access to experiences outside of the classroom</li> <li>- Attendance gap with non-PP students closing</li> <li>- Reward incentives in line with non-PP students</li> <li>- Removing barriers - financial, social, language, opportunity</li> </ul>

## 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: £589,000 (inc. of split site allowance)**

Activity	Evidence that supports this approach
<b>CHALLENGE: Community</b>	
<ul style="list-style-type: none"> <li>▪ PP focus by teachers to ensure stretch and challenge to support aiming high and understand steps to achieving it</li> <li>▪ Personal development strategy developed and tracked through curricula</li> <li>▪ Delivery of robust Life and CARE curriculum</li> <li>▪ Supporting curriculum based opportunities outwith the classroom</li> </ul>	<p>Research by the <a href="#">Education Endowment Foundation</a> highlights the difference Meta-cognition can make in galvanising aspiration amongst Disadvantaged students. It is important that students are equipped with the social and emotional awareness and resilience required to enthuse about, and benefit from, being challenged academically.</p>
<b>CHALLENGE: Achievement</b>	
<p><b>Outcomes:</b></p> <ul style="list-style-type: none"> <li>▪ Lesson planning considers and targets PP students through the use of data folders.</li> <li>▪ Analysis of outcomes after each tracking point</li> <li>▪ In-class interventions (one-to-one or small group etc.)</li> <li>▪ Spotlight Cohort</li> </ul>	<p>Through implementation of our THINK Disadvantaged strategy, information rich lesson planning will enhance and develop in-class provision. Strategic analysis of gaps supported by small group interventions (both academic and pastoral) with highly qualified staff are effective.</p> <p><a href="#">EFF Guidance for effective professional development</a>  <a href="#">EFF Teaching and Learning Toolkit</a></p>
<p><b>Quality First Teaching:</b></p> <ul style="list-style-type: none"> <li>▪ Recruitment, intelligent timetabling, class size and accountability for CPD</li> <li>▪ Reading: additional hour for all Y7 students, contextualised reading every day for Y7, reading strategies in all lessons, bespoke intervention pathways</li> <li>▪ Targeted CPD: 3Is, literacy, numeracy, pedagogy, retrieval</li> <li>▪ Universal use of Bedrock at KS3</li> <li>▪ QA of PP Learner Experience</li> <li>▪ Teacher voice to ascertain staff opinion</li> <li>▪ Development of use of Metacognition</li> <li>▪ Use of data folders to ensure teachers are aware of, and making provisions for the needs of all students.</li> </ul>	<p>The best way to raise pupil self-esteem is for them to be successful in the classroom. Smaller class sizes with regular intervention to embed understanding as part of the long term process. High quality teaching for all – emphasise ‘quality first teaching’ and provide consistently high standards by setting expectations, monitoring performance and sharing best practice.</p> <p><a href="#">Supporting the the attainment of disadvantaged pupils</a>  Disciplinary literacy is an approach to improving literacy across the curriculum. It recognises that literacy skills are both general and subject specific, emphasising the value of supporting teachers in every subject to teach students how to read, write and communicate effectively in their subjects.</p> <p><a href="#">Improving literacy in secondary schools 2019</a>  <a href="#">Against the Odds - Social Mobility Commission</a></p>
<p><b>Attendance:</b>  Quality first teaching to ensure engagement with school and lessons  Engaging with parents to remove barriers to accessing school - supportive approach</p>	<p>Instigating a culture of attendance within the school is vital to tackling unauthorised absence. By setting high expectations for attendance and communicating these expectations to pupils, parents, governors and all staff constantly and consistently, a culture recognising the importance of good attendance will impact success rates.</p>

<p><b>Literacy:</b></p> <ul style="list-style-type: none"> <li>KS3 reading strategy to enhance daily reading routines</li> <li>CPD to support reading in lessons</li> </ul>	<p>Literacy is key to learning across all subjects in secondary school and a strong predictor of outcomes in later life. All teachers should be supported to understand how to teach students to read, write and communicate effectively in their subjects.  <a href="#">Improving literacy in secondary schools 2019</a></p>
<b>CHALLENGE: Respect</b>	
<ul style="list-style-type: none"> <li>STEPs system for positive behaviour management consistently applied to classroom embed expectations</li> <li>Maintain CPD for all staff to ensure clarity in understanding our PP students, risks and protective factors</li> <li>QA of PP Learner Experience</li> <li>iCARE initiative</li> <li>Comprehensive CARE form time activity</li> </ul>	<p>Some disadvantaged students lack positive role models, the emphasis on positive behaviours and modelling of those behaviours is crucial in ensuring students have high expectations of themselves inside and outside of the classroom. Consistency in the application of these expectations helps students see that there are non-negotiables appertaining to our behaviours. The link between positive learner behaviours and progress is made clear to students. Evidence from the EEF suggests that this can lead to 4 months of progress.  <a href="#">Supporting the Attainment of Disadvantaged Pupils DfE</a>  <a href="#">EEF Teaching and Learning Toolkit</a>  <a href="#">Against the Odds - Social Mobility Commission</a></p>
<b>CHALLENGE: Equality</b>	
<ul style="list-style-type: none"> <li>CPD and research to support continual staff development to ensure clarity in understanding our PP students, risks and protective factors.</li> <li>Subsidies for trips to ensure students have access to extra curricular opportunities that they may otherwise miss out on.</li> <li>Equality of access to reading to close the gap to chronological age (where appropriate).</li> <li>Think disadvantage in the classroom and outlined through data folders.</li> </ul>	<p>Pupil Premium (PP) students are, at times, disproportionately affected by external factors, which can create additional barriers to achieving expected educational outcomes. Staff Continuous Professional Development (CPD) opportunities are firmly established to address a wide array of educational needs. This commitment has involved fostering relationships with the wider community and strengthening teaching strategies, exemplified by initiatives such as 'Think Disadvantage' and enhanced pastoral support.  <a href="#">EEF</a></p>

**Targeted academic support** (Intervention, one-to-one support structured interventions)  
 Budgeted cost: £125,728

Activity	Evidence that supports this approach
<b>CHALLENGE: Community</b>	
<ul style="list-style-type: none"> <li>Extended options interviews</li> <li>HA Y9s supported in opting for EBACC route</li> <li>Pastoral staff to support PP student participation and work with families to overcome barriers</li> <li>Targeted careers advice and 1:1 appointments</li> <li>Year Manager 1:1 aspirations and goals focus</li> </ul>	<p>The Social Mobility Commission's recent publication <a href="#">Pathways To Success</a> outlines how important <u>targeted</u> careers work is in regard to Disadvantaged students. PP Boys are likely to be aspirational but unlikely to engage proactively in careers activity. Girls are likely to have low aspirations but will engage more proactively. Careers provision should therefore involve a motivational element in addition to providing information.</p>

<b>CHALLENGE: Achievement</b>	
<p><b>Outcomes:</b></p> <ul style="list-style-type: none"> <li>Targeted intervention for predicted underperforming PP students</li> <li>Maths, English and science targeted support to ensure strong passes</li> <li>Tracking of attendance at interventions</li> <li>Tracking attainment</li> </ul>	<p>Deploying staff effectively – schools devolve responsibility to frontline staff, use their best teachers to work with pupils who need the most support and train teaching assistants to support pupils' learning.</p> <p>Data driven and responding to evidence – teachers use data to identify pupils' learning needs, review progress every few weeks and address underperformance quickly. Schools use evidence to make decisions about their support strategies.</p> <p><a href="#">Supporting the attainment of disadvantaged pupils</a></p>
<p><b>Quality First Teaching:</b></p> <ul style="list-style-type: none"> <li>THINK Disadvantaged strategy applied where appropriate</li> <li>Interventions linked to identified gaps: in-class, twilight and identified knowledge/skills gaps</li> <li>Literacy/numeracy/reading interventions</li> <li>Professional Development group strategy linked to Performance Management targets</li> </ul>	<p><a href="#">Hall Cross Academy THINK Disadvantaged strategy</a></p> <p>Additional intervention, where appropriate, should be supplementary to high-quality teaching. It should be structured, evidence-informed and time-limited, with clear success criteria that are sustained back in the classroom.</p> <p><a href="#">Addressing Educational Disadvantage (Marc Rowland)</a></p> <p>All teachers should be supported to understand how to teach students to read, write and communicate effectively in their subjects. School leaders can help teachers by ensuring training related to literacy prioritises subject specificity over general approaches.</p> <p><a href="#">Improving literacy in secondary schools</a></p>
<p><b>Attendance:</b></p> <ul style="list-style-type: none"> <li>PP attendance analysis and first priority for comms. and actions with home</li> <li>Year Managers/Attendance team strategy management with students and families</li> <li>Mini bus/ Taxi/staff pick ups</li> </ul>	<p>Disadvantaged students have a disproportionately low attendance compared to their non disadvantaged peers. In addition these students often drop below 90% attendance, resulting in a higher amount of persistent absence within this group. This results in poor outcomes at key stage 4. A small percentage of pupils with high levels of poor behaviour have very poor attendance.</p> <p><a href="#">DFE doc</a></p>
<p><b>Literacy:</b></p> <ul style="list-style-type: none"> <li>Reciprocal reading strategy</li> <li>Reading interventions inc. Thinking Reading</li> <li>Tracking of reading ages and impact</li> <li>Literacy leader strategy</li> </ul>	<p>Research has suggested that in households where reading is not a priority, such as in some disadvantaged households, by the time students start secondary school there is a gap of 30 million words having been read. Our strategies aim to close that gap and make sure that students see reading as a priority. Focussing on the reading ages of our disadvantaged students aims to address this shortfall. Research from the EEF suggests that Reading comprehension activities can lead to an additional 6 months progress.</p> <p><a href="#">EEF Teaching and Learning Toolkit</a></p> <p><a href="#">The 30 million word gap research.</a></p> <p>Quigley, A. (2020) <i>Closing the Reading Gap</i>. London, Routledge.</p>
<b>CHALLENGE: Respect</b>	
<ul style="list-style-type: none"> <li>Behaviour and ATL data analysis to identify and support</li> <li>Prompt actions inc. of parents when concerns have been raised</li> <li>School counsellor deployed where appropriate.</li> <li>BOSS 1.1 and group sessions</li> <li>Junction intervention where necessary</li> </ul>	<p>Disadvantaged pupils may struggle with their SEMH needs as much as academic learning, leading to poor behaviour. Monitoring pupils' needs regularly and carefully through a proactive approach and act on concerns as soon as they happen will support the minimising of behavioural incidences. Evidence from the EEF suggests that this can lead to 4 months of progress.</p> <p><a href="#">EEF Teaching and Learning Toolkit</a></p> <p><a href="#">Pupil Premium: How to spend it wisely</a></p> <p><a href="#">Supporting the Attainment of Disadvantaged Pupils DfE</a></p>
<b>CHALLENGE: Equality</b>	
<ul style="list-style-type: none"> <li>Tracking of expenditure to ensure equality in provision</li> <li>Inclusive rewards</li> <li>Motivational incentives e.g. rewards trips etc.</li> <li>Prompt actions inc. of parents when concerns have been raised.</li> </ul>	<p>The provision of opportunities and experiences for disadvantaged pupils that may be absent from their everyday lives. This encompasses, but is not limited to: Educational visits; residential excursions; and the supply of essential resources that would otherwise be unavailable to them.</p>



<ul style="list-style-type: none"> <li>▪ Subsidies for trips to ensure students have access to extra curricular opportunities that they may otherwise miss out on.</li> </ul>	
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## Wider strategies

**Budgeted cost: £243,000**

Activity	Evidence that supports this approach
<b>CHALLENGE: Community</b>	
<ul style="list-style-type: none"> <li>▪ Personal development strategy developed within:               <ul style="list-style-type: none"> <li>- CARE form time activity</li> <li>- CARE assembly agenda</li> <li>- Careers events</li> <li>- iCARE initiative</li> </ul> </li> <li>▪ Tailored extra-curricular opportunities</li> <li>▪ Student leadership opportunities</li> <li>▪ Life/PSHE curriculum exposure</li> </ul>	<p><a href="#">The PSHE Association's</a> research outlines how PP students are disproportionately likely to be exposed to, or affected by, unhealthy lifestyles and negative social experiences including: poorer diet; access to drugs and/or alcohol; criminal exploitation and/or all forms of abuse. It is therefore vital that a comprehensive PSHE and RSE offer benefits all students and the broader formal and informal curriculum offers students with the knowledge, skills, qualities and awareness to deal with these issues, including online threats.</p>
<b>CHALLENGE: Achievement</b>	
<ul style="list-style-type: none"> <li>▪ Assessments timetabled to support success</li> <li>▪ Adapted careers offer to raise aspiration and ensure appropriate pathways are being planned for</li> <li>▪ Information to parents and students to support revision and well-being</li> <li>▪ Brilliant Club</li> <li>▪ Artsmark</li> </ul>	<p>Meeting individual learning needs – staff identify each pupil's challenges and seek the best strategies to help each pupil make the next step in their learning. Individual support is provided for specific learning needs, group support for pupils with similar needs and engagement with parents to ensure they are well informed of the offer and in a position to support.</p> <p><a href="#">Supporting the attainment of disadvantaged pupils</a>          Brilliant Club operating currently at KS3 &amp; KS5. Opening access to higher level study skills and raising aspirations of students from disadvantaged backgrounds - exposure to university style study.  <a href="#">Brilliant Club - Scholars programme</a></p>
<p><b>Quality First Teaching:</b></p> <ul style="list-style-type: none"> <li>▪ Parent workshops</li> <li>▪ Focus of Student Experience QA activity</li> <li>▪ Adaptive teaching knowledge builder groups</li> </ul>	<p>Children and parents in poverty are much more limited in their ability to realise their hopes and ambitions, and have to use extra coping tactics to survive on limited incomes.</p> <p><a href="#">The Conversation - Parents and children living in poverty</a>          Teachers that have a good relationship with a student's parents or perceive that those parents are positively engaged in their child's education, may be more likely to give extra attention or go the extra mile for that student.</p> <p><a href="#">Students more likely to succeed if teachers have positive perceptions of parents</a></p>
<p><b>Attendance:</b></p> <ul style="list-style-type: none"> <li>▪ Routine sharing of attendance expectations, rewards and impact through CARE agenda</li> <li>▪ Parental Meetings</li> <li>▪ Flyers updated and shared via social media</li> <li>▪ Home visits</li> <li>▪ Late Monitoring</li> <li>▪ Targeted reward system</li> </ul>	<p>Disadvantaged students have a disproportionately low attendance compared to their non disadvantaged peers. Research suggests that targeted support, interventions and rewards have a positive impact on improving attendance. Evidence also suggests that poor parental engagement leads to poor outcomes.</p> <p>Historical data suggests that lateness at key stage 3 matures into poor attendance at key stage 4.</p> <p><a href="#">DFE doc</a>          The British Psychological Society (2017) Behaviour Change: School attendance, exclusion and persistent absence  <a href="#">Parental Engagement</a></p>
<p><b>Literacy &amp; Reading:</b></p> <ul style="list-style-type: none"> <li>▪ High tariff rewards system</li> <li>▪ Investment in Reading</li> <li>▪ 15 minutes of reading each morning Tuesday - Friday</li> </ul>	<p>Reading for pleasure is more important for children's cognitive development than their parents' level of education and is a more powerful factor in life achievement than socio-economic background.</p>

<ul style="list-style-type: none"> <li>Targeted reading interventions for anyone requiring additional support.</li> </ul>	<p>16-year-olds who choose to read books for pleasure outside of school are more likely to secure managerial or professional jobs in later life.</p> <p>By the final year of compulsory schooling in England, the reading skills of children from disadvantaged backgrounds are on average almost three years behind those from the most affluent homes.</p> <p><a href="#">The Reading Agency, 2023</a></p> <p>Quigley, A. (2020) <i>Closing the Reading Gap</i>. London, Routledge.</p>
<b>CHALLENGE: Respect</b>	
<ul style="list-style-type: none"> <li>Pastoral Team support: IT, language etc.</li> <li>Continual renewal of expectations routinely through CARE agenda.</li> <li>Assemblies model and reinforce appropriate values.</li> <li>Progressive behaviour strategies focus on reflection and restoration.</li> </ul>	<p>The emphasis on CARE and the enriching nature of it allows students to understand important issues locally, nationally, and internationally. This is important as this may be something that is lacking in their home life. Pastoral support is available to help students get ready for learning every single day. This is crucial because disadvantaged students may have significant challenges to being ready for learning due to external factors. Evidence from the EEF suggests that this can lead to 4 months of progress.</p> <p><a href="#">EEF Teaching and Learning Toolkit</a></p> <p><a href="#">Supporting the Attainment of Disadvantaged Pupils DfE</a></p>
<b>CHALLENGE: Equality</b>	
<ul style="list-style-type: none"> <li>CARE assembly and Form Time awareness agenda</li> <li>Clear policy and communication to poverty proof all initiatives</li> <li>Contextual reading and associated interventions such as phonics provision</li> </ul>	<p>Recognising the potential limitation on Pupil Premium (PP) students' access to cultural capital and broader global awareness, the CARE agenda aims to enhance understanding of Local, National, and Transnational issues. All cultural experiences are planned with careful consideration of PP affordability and necessary support. The cost of curriculum options is continually monitored and adjusted to ensure they meet the learning requirements of PP students.</p> <p><a href="https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/997897/Against_the_odds_report.pdf">https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/997897/Against_the_odds_report.pdf</a></p>

**Total budgeted cost: £957,728**

## Part B: Review of outcomes in the previous academic year

### Pupil premium strategy outcomes

Data for Disadvantaged Pupils				
Academic Year	2024-25	2023-24	2022-23	2021-22
HX Disadvantaged P8	37.1 (A8)	0.31	0.08	-0.39
National Disad P8	34.9 (A8)	-0.57	-0.57	-0.55

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

Teaching Priorities	
Improving the quality of teaching through CPD	<p>As a result of a significant closing of the gap between PP and non PP students, the provision of CPD opportunities has evolved. Quality Development opportunities are now offered through several channels. This results in pathways of self directed personal development. This is a non-traditional move away from formalised quality assurance processes, to ensure the focus of staff engagement is classroom development, to enhance students' experiences and opportunities as opposed to non-impactful scrutiny.</p> <p>Our CPD tariff catered for the majority engaging in peer based professional development activity to ensure the continual investment in personal development.</p> <p>1300 Peer-to-peers            1200 Hours on National College.</p>
Reducing class sizes	Additional groups added to each cohort in Y11 in English, Maths and Science. To create average class sizes of 22 in each subject.
Addressing barriers to learning	The THINK disadvantaged strategy employed by the Academy ensures that teachers are aware of the needs of their disadvantaged students and addresses common barriers to learning such as a lack of equipment, lack of confidence etc.
Targeted Academic Support	
All teaching by subject specialists	Effective recruitment policies ensure that all students are taught by subject specialists, where departments are over-staffed, colleagues are used as in class support or for intervention.
Parental engagement	Year Managers are tasked with encouraging parents of Disadvantaged Students to attend, this has resulted in an average of 50% of disadvantaged parents attending Parents' Evening.
Addressing barriers	<p>Use of reading strategies and interventions to improve student vocabulary and address the barriers of low levels of literacy. Bespoke adaptations of the curriculum at an individual level to improve attainment in English and Mathematics.</p> <p>Roll out of contextual reading across all year groups at KS3 to address the challenge posed by low reading ages.</p>
Wider Strategies	
Improving attitudes	Incentivising ATL, attendance with prizes and rewards. Continual focus on the CARE/ICARE agenda across school and ensuring this is a theme of weekly assemblies. Reward points are linked to the key attributes of the Hall Cross Learner initiative.
Preparedness for learning	Emphasis on providing students with equipment and uniform to ensure that students could start learning as soon as they walked through the door.
Addressing barriers	<p>IT Equipment loaned where needed.</p> <p>Equipment, uniform, resources eg for ADT.</p> <p>Support for school trips and free for essential trips.</p> <p>Roll out of contextual reading across all year groups at KS3 to address the challenge posed by low reading ages.</p>

## Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
Alternative Provision	Enhancement Doncaster
St Wilfred's Academy	DELTA schools
Journey Education	Private
Big Picture Doncaster	Doncaster LA
Vega	Doncaster LA
Enhancement	Private
Developing Futures	Private
NBEC	Doncaster LA
The Levitt	Doncaster LA
Future Pathways	Private
Phoenix	Private
Alternative	The Orchard Equine College

## Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	Service pupil premium funding was accessed through the three tier approach provided for all pupil premium students.
What was the impact of that spending on service pupil premium eligible pupils?	