



Sir Christopher Hatton Pupil Premium Strategy Statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 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	Sir Christopher Hatton Academy
Number of pupils in school	1377
Proportion (%) of pupil premium eligible pupils	19.2%
Academic year/years that our current pupil premium strategy plan covers	2021-2024
Date this statement was published	Nov 2021
Date on which it will be reviewed	Nov 2022
Statement authorised by	N Salisbury, Co-Principal
Pupil premium lead	T Williams, Vice Principal A Bell, Assistant Principal
Governor / Trustee lead	William Thallon, chair of the Board of Directors

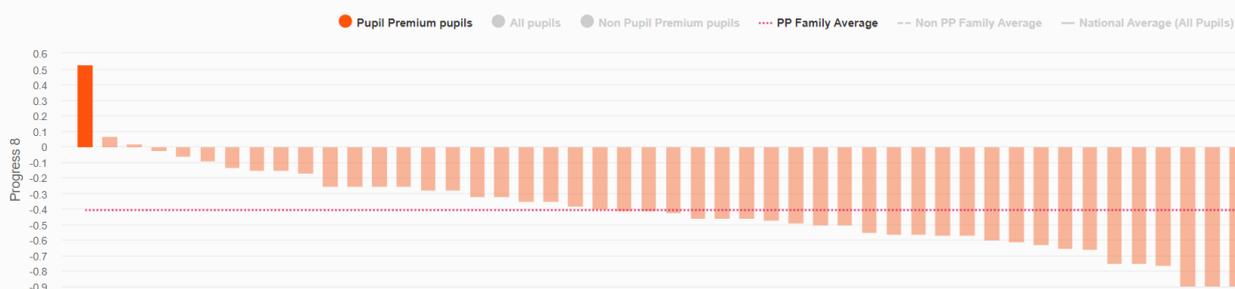
Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£223,470
Recovery premium funding allocation this academic year (spending is outlined in the recovery fund document)	£ 34,945
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	£258,415

Part A: Pupil premium strategy plan

Statement of intent

Using the EEF’s Family of Schools analysis, it is clear that our disadvantaged students progress is exceptional compared to our “Family of Schools” (using data from 2017-2019). It is our intention that all pupils continue to make excellent progress, irrespective of their background or the challenges that they face, particularly in the EBacc subjects.



Over the past 18 months, a lack of robust external assessments has made it difficult to pinpoint which students require the most support and in which areas. An investment in GL assessments and a lead practitioner to analyse the data of disadvantaged students, will allow us to take an approach which will be rooted in robust diagnostic assessment.

High-quality teaching is at the heart of our approach, with a focus on (but not limited to) Maths and English. 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.

We are also mindful of the impact that the Covid pandemic has had on all of our pupil’s mental wellbeing. A focus on supporting students with their wellbeing and pastoral needs will also translate to academic success.

Our strategy is also integral to wider school plans for education recovery, notably in its targeted support through the National Tutoring Programme for pupils whose education has been worst affected, including non-disadvantaged pupils.

Challenges

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

Challenge number	Detail of challenge
1	We have a lack of robust external assessment data over the past 18 months, which makes it more difficult to identify the impact of Covid on our students' progress. Research shows that nationally, that Pupil Premium students have been disproportionately affected by the Covid school closures. It is important that we are able to identify the gaps in all of our students learning and in particular, our disadvantaged students.
2	The Maths attainment of disadvantaged pupils is generally lower than that of their peers. GL assessments on entry to year 7 show that the standard age score of disadvantaged students is 93.3 compared to 103.7 for non-disadvantaged students.
3	The English attainment of disadvantaged pupils is generally lower than that of their peers. GL assessments on entry to year 7 show that the standard age score of disadvantaged students is 94.4 compared to 104.3 for non-disadvantaged students.
4	Our observations and discussions with pupils and families suggest that the wellbeing of many disadvantaged pupils has been impacted by partial school closures to a greater extent than for other pupils. These findings are backed up by several national studies. This can also have an impact on behaviour.
5	Research shows that nationally, Pupil Premium students have been disproportionately affected by the Covid school closures. This can lead to lower attainment across all subjects 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
Challenge number 1 Improve our understanding of the knowledge gaps for our disadvantaged students via rigorous assessment.	By the end of the 2021-2022 academic year, the GL assessments data for our KS3 disadvantaged students will be used routinely by Curriculum Leaders to identify students with gaps in their learning. The assessment data will also

	be used to identify the areas of learning that these students have knowledge gaps and to devise catch up plans.
Challenge number 2 Improve Maths attainment for disadvantaged pupils across all key stages.	Internal assessments, GL assessments and external GCSE exams will show that the gap between disadvantaged pupils and their non-disadvantaged peers is closing in Maths.
Challenge number 3 Improve English attainment for disadvantaged pupils across all key stages.	Internal assessments, GL assessments and external GCSE exams will show that the gap between disadvantaged pupils and their non-disadvantaged peers is closing in English.
Challenge number 4 To achieve and sustain improved wellbeing for all pupils, including those who are disadvantaged	Sustained high levels of wellbeing from 2024/25 demonstrated by: <ul style="list-style-type: none"> • qualitative data from student voice, student and parent surveys and teacher observations. • a significant increase in participation in enrichment activities, particularly among disadvantaged pupils. • high behavioural standards across the academy as evidenced in learning walks, lesson observations and behaviour watch records.
Challenge number 5 Improved attainment among disadvantaged pupils across the curriculum at the end of KS4, with a focus on EBacc subjects.	By the end of our current plan in 2024/25, 90% or more of disadvantaged pupils enter the English Baccalaureate (EBacc). In the last 2 years this figure was approximately 40%. By 2024/25 the progress of disadvantaged students will be above the national average and in line with their non-disadvantaged peers.

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: £ 82,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase GL assessments	<p>The EEF report on the RS Assessment showed that the Year 6 Pupil Premium group could now be around 7 months behind the non-Pupil Premium group in Maths, a widening of 2 months since 2019. We are buying into the GL Assessments so that we can properly assess all of our students, and in particular, see how the Covid closures affected our Pupil Premium students.</p> <p>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:</p> <p>Standardised tests Assessing and Monitoring Pupil Progress Education Endowment Foundation EEF</p>	1
<p>Lead practitioner for Pupil Premium intervention</p> <p>YS's lead practitioner hours will be focussed on identifying pupil premium students with learning gaps. YS will analyse the assessment data and liaise with Curriculum Leaders and classroom teachers to develop catch-up strategies.</p>	<p>As above. It is important that when buying into the GL Assessments that we also rigorously analyse the data. One of our lead practitioners has been assigned to support this process and lead intervention with disadvantaged students.</p>	1
Fund an additional Maths teacher to reduce class sizes in Maths.	Creation of smaller classes in Maths to boost personalised development in mathematics.	2
Fund an additional English teacher to reduce class sizes in English.	Creation of smaller classes in English to boost personalised literacy development.	3

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

Budgeted cost: £ 60,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Fund a Maths HLTA We will fund a HLTA in Maths to work with small groups of students with a focus on disadvantaged students.	Due to the impacts of COVID-19 we have more students requiring additional support. The existing Maths HLTA funded by Pupil Premium will provide support for disadvantaged students.	2
Fund an English HLTA We will fund a HLTA in English to work with small groups of students with a focus on disadvantaged students.	Due to the impacts of COVID-19 we have more students requiring additional support. An English HLTA funded by Pupil Premium will be recruited for a year. This individual will provide support for disadvantaged students.	3
Engaging with the National Tutoring Programme to provide a blend of tuition and school-led tutoring for pupils whose education has been most impacted by the pandemic. A significant proportion of the pupils who receive tutoring will be disadvantaged, including those who are high attainers.	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind in small groups: Small group tuition Toolkit Strand Education Endowment Foundation EEF	2, 3, 5

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

Budgeted cost: £80,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
----------	--------------------------------------	-------------------------------

Fund a student wellbeing officer.	<p>EIF'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-based interventions Early Intervention Foundation (eif.org.uk)</p> <p>We have funded a dedicated wellbeing officer, who can focus on mindfulness based interventions, we hope to promote mental wellbeing and reduce behavioural difficulties.</p>	4
Fund five non-teaching heads of year	As above, by having five dedicated non-teaching heads of year, all of our students' pastoral needs are being catered for. This will have a big impact on our disadvantaged students, whose wellbeing has been effected the most.	4

Total budgeted cost: £ 222,000

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 2020 to 2021 academic year.

Focus on high quality interventions to ensure all groups of students meet accelerated progress. Internal data continues to demonstrate disadvantaged students at the academy make progress that is significantly above all students nationally. The academy is very proud of the progress and the attainment of all of its students. Data from teacher assessed grades show that disadvantaged students would have achieved a progress score in the region of +0.62 in 2021. This is in line with the progress made by disadvantaged students in 2019 and the three year average of +0.53 ([Sir Christopher Hatton Academy, NN8 4RP, East Midlands | Families of Schools Database | Education Endowment Foundation | EEF](#)).

Internal data continues to indicate that disadvantaged students make significant progress year on year, this positive picture has been validated by the externally marked GL assessments which shows that disadvantaged students in English, maths and science continue to make outstanding progress.

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
N/A	

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?	In the academic year 2020-21 the academy has 24 students who are

	<p>eligible for the School pupils premium funding. The funding has been utilised across the academy to support the provision of our pastoral department where we have 5 non-teaching heads of year along with our safeguarding and pastoral support team. This ensures that additional support when required is available to all children of service personal. The funding is also used to support counselling provision where required.</p>
<p>What was the impact of that spending on service pupil premium eligible pupils?</p>	<p>The progress of students of service personal is in line with the academies outstanding progress and this is expected to be maintained. Behaviour and attitude of this cohort of students is also very strong as a result of the support and the strong teaching they receive.</p>