



Pupil Premium Strategy Statement

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	Sir Christopher Hatton Academy
Number of pupils in school	1443
Proportion (%) of pupil premium eligible pupils	18.1%
Academic year/years that our current pupil premium strategy plan covers	2025-2026
Date this statement was published	Nov 2025
Date on which it will be reviewed	Nov 2026
Statement authorised by	Nick Salisbury, Co-Principal
Pupil premium lead	Review conducted by Pete Atkinson, Assistant Principal
Governor / Trustee lead	William Thallon, chair of the Board of Directors

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£249,400
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	£249,400

Part A: Pupil premium strategy plan

Statement of intent

At Sir Christopher Hatton Academy, we see the Pupil Premium as a vital part of our commitment to excellence in teaching and learning. Every decision about how this funding is used is guided by educational research and the best practice of other high-performing schools.

Our goal is simple: to support every pupil to flourish, especially those facing disadvantage, and achieve excellence by fulfilling their potential.

We never confuse eligibility for the Pupil Premium with low ability. Instead, we focus on providing the right support, opportunities, and encouragement to ensure all pupils can succeed.

Our approach is based on guidance from the [The EEF Guide to the Pupil Premium | EEF](#) with our funding organised around three main priority areas:

1. High Quality and Inclusive teaching

At Sir Christopher Hatton, we believe in aiming for excellence in all that we do. Our culture of belonging reflects our commitment to ensuring every pupil leaves us equipped with the understanding, confidence, and curiosity they need to lead successful, fulfilling lives.

We know that great teaching makes the biggest difference. That's why we invest heavily in developing our teachers through weekly practice, coaching, and professional learning. Teachers work closely with pupils, addressing misconceptions straight away so that no child is left behind. Twice a term, pupils complete formally marked work followed by focused reflection time and re-teaching. We also provide after-school intervention and self-study sessions to deepen understanding, and we embed vocabulary and language development in every lesson. By raising the quality of teaching across the school, we lift outcomes for all and this has a particularly powerful impact on our disadvantaged pupils.

2. Tailored Support and Additional Learning Time

From the moment pupils join us in Year 7, we identify where extra support may be needed. Using assessment data, we quickly find and close any gaps in knowledge or skills by deploying our most experienced teachers. Alongside academic support, we provide practical help for families who are eligible for funding. This includes a well-stocked uniform supply for those who may need it, free breakfast for every pupil each morning and discounted revision guides for KS4 school pupils. Our administrative team also prioritises attendance and wellbeing, working closely with families to ensure every pupil is supported to succeed. We are proud to offer an exceptional core curriculum for all pupils. Additional interventions are only introduced when there is a clear, time-limited need and a measurable impact. This approach ensures that all funding directly benefits our pupils, particularly those who need it most.

3. Removing Barriers and Enriching Opportunities

We know that education goes beyond the classroom. To help every pupil succeed, we focus on removing barriers and creating opportunities for all. We have an English Specialist Literacy Coordinator and a Pupil Wellbeing Team who work together to improve attendance, behaviour, academic progress, and family engagement. This joined-up approach ensures every pupil receives the right support at the right time. We also believe that every child should enjoy a wide range of enriching experiences, regardless of background. Through cultural visits, sports, creative arts, and our Flourishing Leaders programme, pupils develop confidence, curiosity, and a love of learning.

At Sir Christopher Hatton, every child deserves to feel valued, supported, and proud of their achievements. Our Pupil Premium strategy reflects this belief, supporting all pupils to flourish and build a bright, successful future.

Challenges

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

Challenge number	Detail of challenge
1	The accurate assessment of students on entry to the academy needs to be robust. As a result of the Covid pandemic reliability of Key Stage 2 data for some of our cohorts is not in place compared to previous years. Accurate tracking of student performance is key in providing support and delivering effective intervention. Internal data systems need to be backed by robust external assessment.
2	The Maths attainment of disadvantaged pupils is generally lower than that of their peers. KS2 data and GL assessments on entry to year 8 and entry to year 7 show that the scaled scores (KS2 SATs) and Standard Age Score (GL assessments) of disadvantaged students is lower than for non-disadvantaged students. Data shows that the GAP in Maths on entry is a mean of approximately 3 points (SAS) between Disadvantaged and non-disadvantaged and is below the national average for all students. Similar gaps persist in all year groups on entry.
3	The English attainment of disadvantaged pupils is generally lower than that of their peers. KS 2 data and GL assessments on entry to year 8 and entry to year 7 show that the scaled score (KS2 SATs) standard age score of disadvantaged students (GL assessments) is lower than for non-disadvantaged students. Data shows that the GAP in English on entry is a mean of approximately 5 points (SAS) between Disadvantaged and non-disadvantaged and is below the national average for all students. Similar gaps persist in all year groups on entry.
4	Our assessments and observations indicate that the education and well-being of many of our disadvantaged pupils is lower. We have used the TEP Engagement report (Spring 2025) and found that headline engagement measures are lower for disadvantaged pupils than those who aren't. This is particularly the case for disadvantaged girls who appear to lack more confidence and feel fully included. We know the work of TEP shows this can feed through to rates of attendance and attainment.
5	Ensuring regular school attendance remains a significant challenge. As with other schools, it is essential that all attendance data at Sir Christopher Hatton continues to remain well above the national average. Maintaining high attendance will be an ongoing priority. Attendance among pupils eligible for the Pupil Premium is lower than that of non-PP pupils. It is therefore crucial that we continue to focus on this area ensuring that all pupils have the opportunity to benefit fully from their education.

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
Improve our understanding of the knowledge gaps for our disadvantaged students, particularly year 7, via robust internal and external assessment.	By the end of the 2025-2026 academic year, the GL assessments data for our KS3 disadvantaged students will be continue to 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. Weekly Raising standards meetings with the Heads of Core subjects identify students who are not progressing in line with academy expectations, interventions are then put in place.
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. The progress of our disadvantaged students will be above the progress of all students nationally.
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. The progress of our disadvantaged students will be above the progress of all students nationally.
To achieve and sustain improved wellbeing for all pupils, including those who are disadvantaged	<p>Sustained high levels of wellbeing from 2025/26 demonstrated by:</p> <ul style="list-style-type: none"> qualitative data from student voice, student and parent surveys and teacher observations. an 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.
To continue nurturing excellent attendance for every pupil, especially disadvantaged students and those who face additional challenges.	<p>Sustained high attendance annually demonstrated by an increase in attendance for all pupils so it is above all pupils nationally.</p> <p>PP attendance will be at least higher than the national figure.</p>

Activity in this academic year

This details how we intend to spend our pupil premium **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 74,820

Activity	Evidence that supports this approach	Challenge number(s) addressed
Fund GL assessments	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 buy into the GL Assessments so that we can properly assess all of our students. 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.	1
Additional staffing capacity across the school used strategically for Pupil Premium Intervention. This capacity will be used to support small group tuition, in class support to enhance feedback and enable core subject support.	EEF states that small group tuition has an average impact of four months additional progress over the course of a year. These interventions sessions will be led by experienced classroom practitioners including Heads of Subject and Lead practitioners.	2,3

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

Budgeted cost: £ 62,350

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.	We have more students requiring additional support. The existing Maths HLTA funded by Pupil Premium will provide support for disadvantaged students. The academy utilises the GL assessments to focus on specific area of weakness to ensure intervention is targeted.	2
Fund an English specialist literacy coordinator. We will fund an additional specialist literacy teacher in English to work with small groups of students with a focus on disadvantaged students.	We have more students requiring additional support. An English specialist literacy coordinator funded by Pupil Premium is in place with a focus on literacy interventions. This individual will provide support for disadvantaged students. The academy utilises a number of literacy intervention programmes- these include 'Switch on' reading intervention. 'Read UP' reading intervention and IDL which provides support for students with dyslexia and other literacy SEN.	3
Provide a blend of after school interventions and in school, small group tuition for students identified as being most in need. A significant proportion of the pupils who receive support will be disadvantaged, including those who are high attainers. The academy employs a HLTA to oversee and run these interventions	Intervention and support 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: £112,230

Activity	Evidence that supports this approach	Challenge number(s) addressed
Fund a student Welfare and 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:</p> <p>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, non-teaching Head of Year as part of our pastoral team who focus on interventions, we hope to promote mental wellbeing and reduce behavioural difficulties.</p>	4
Fund a Family Liaison Officer	<p>EIF's report on improving support for families shows that the right support can help families to manage a range of challenges. It can improve family relationships and wellbeing. It can support children's development, leading to improvements across a range of important child outcomes, including mental and physical health, and educational attainment.</p> <p>Improving support for families facing multiple and complex problems Early Intervention Foundation (eif.org.uk)</p> <p>We have funded a dedicated Family Liaison Officer who can help to support families facing multiple and complex problems.</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 significant impact on our disadvantaged students.	4

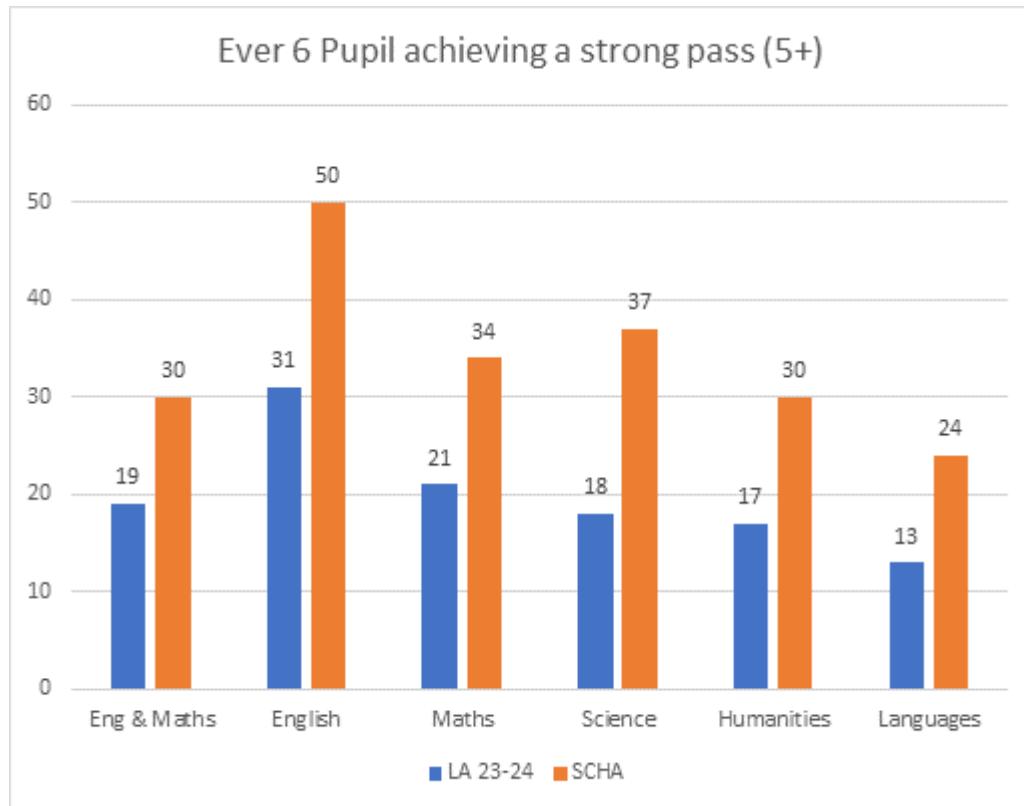
Total budgeted cost: £ 249,400

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 2024 to 2025 academic year.

The graph below compares SCHA disadvantaged students to other schools across the local authority and clearly indicates that disadvantaged students have higher rates of attainment when compared to local schools.



Drilling down further into the data shows the key performance indicators of Attainment 8 score (38.6) and the percentage of students achieving a strong pass in English and Maths (30%) at SCHA compare very favourably to the LA average of 33.9 and 19% respectively.

The percentage of disadvantaged students entering EBacc, the EBacc average points score per student and the percentage of students staying in education, apprenticeships or employment for students at SCHA all exceed LA averages.

However, there is still an attendance gap between disadvantaged and non-disadvantaged students but it is narrowing compared to previous years.

Pupil Group	Attendance	National Average
All Pupils	91.9%	91.4%
Pupils with Free School Meals (FSM)	87.3%	86.4%
Pupils with no FSM	93%	93.4%

Attendance of our FSM students demonstrates an improving picture as shown in the academies most recent IDSR

FSM6 - Attendance

Year	Cohort	School	National	National distribution banding	Sch trend vs Nat trend	School context
2024/25 (2 term)	249	88.0%	87.3%	Close to average	Relative improvement	-
2023/24 (3 term)	243	86.5%	86.0%	Close to average	Relative improvement	-
2022/23 (3 term)	239	85.2%	86.0%	Close to average	Relative decline	-
2018/19 (3 term)	230	92.7%	91.8%	Close to average	Not available	-

Literacy data from GL Assessments shows improvement from Baseline data at the start of year 7 in September compared to GL End of Year Assessment in June.

	Year 7 Baseline Mean SAS	Year 7 EoY Mean SAS
National Average	100	100
All Students	103.4	104.9
Non-disadvantaged	104.2	105.7
Disadvantaged	98.6	101.3

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
GL Assessments Year 7, 8 and 9	A Renaissance Company
Combined Cadet Force	Ministry of Defence
Careers tracking and support	Evolve & Compass+

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 2024-2025, the academy has 19 students who are eligible for the service pupil 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.
What was the impact of that spending on service pupil premium eligible pupils?	The progress of students of service personal is in line with the academy's 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.

