

Pupil premium strategy statement – Huxlow Academy 2025 to 2028

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	778
Proportion (%) of pupil premium eligible pupils	23.5%
Academic year/years that our current pupil premium strategy plan covers	2026 to 2029
Date this statement was published	1 st January 2026
Date on which it will be reviewed	December 2026
Statement authorised by	Kim Isaksen Headteacher
Pupil premium lead	Helene Huchet
Governor	David McVean

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£194K
Pupil premium funding carried forward from previous years	£0
Total budget for this academic year	£194K

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all pupils, regardless of their background or the barriers they face, make good progress and achieve high attainment across all areas of the curriculum.

The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers. We consider the challenges faced by vulnerable pupils, such as those who have or have had a social worker, are young carers, have mental health needs. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

High-quality teaching is central to our approach, with a focus on areas in which disadvantaged pupils require the most support with a specific focus on literacy. This is proven to have the greatest impact on closing the disadvantage attainment gap whilst also supporting the non-disadvantaged pupils at Huxlow Academy.

It is our intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers. Our strategy will continue to consider where additional support is required for pupils whose education and wellbeing were impacted by the COVID-19 pandemic.

Our approach will be responsive to common challenges and individual needs and is based on robust diagnostic assessment. We do not make assumptions about the impact of disadvantage status for our students. The approaches we have implemented are planned as a cohesive approach to allow pupils to excel.

We ensure disadvantaged pupils are challenged through an ambitious curriculum and act to intervene at the earliest point needed. We have adopted a whole school approach where all staff take responsibility for disadvantaged pupils' outcomes and are clear regarding their responsibilities both in and out of the classroom. All staff understand they have the responsibility to raise expectations for achievement.

Challenges

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

Challenge number	Detail of challenge
1	Assessments, observations and discussion with KS3 pupils indicate that disadvantaged pupils generally have lower levels of reading comprehension than peers. This impacts their progress in all subjects.
2	The attainment of disadvantaged pupils at GCSE is significantly lower than that of their peers with question level analysis indicating that students do less well at longer writing questions or questions with an analytical element especially in English and in History.

	Progress and Attainment 8 data indicates that gaps in attainment widen with disadvantaged pupils under attainment being higher across the curriculum including Maths, English and Science.
3	Our assessments (including wellbeing survey), observations and discussions with pupils and families have identified social and emotional issues for many pupils, such as anxiety, depression (diagnosed by medical professionals) and low self-esteem.
4	Our attendance data over the last three years indicates that attendance among disadvantaged pupils has been approx 5% lower than for non-disadvantaged pupils. Disadvantaged pupils have a consistently higher rate of 'persistent absence' compared to their peers during that period. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress.
5	Suspension data, whilst showing an improvement, remains high with Pupil Premium students being disproportionately represented.

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 outcomes and attainment among disadvantaged pupils at all levels of prior attainment across the curriculum at the end of KS4, in particular for English, Maths and Science.	KS4 data demonstrates year on year improvement in attainment and outcomes for disadvantaged students at all levels of prior attainment.
Improved levels of reading comprehension among disadvantaged pupils across KS3 and KS4.	Reading comprehension assessments demonstrate students make accelerated improvement in comprehension skills among disadvantaged pupils and a reduced disparity between the scores of disadvantaged pupils and their non-disadvantaged peers. This improvement will also be evidenced through engagement in lessons, learning walks and book scrutiny.
Improved sustained writing outcomes at KS3 and KS4, with specific focus for English, History, Geography.	KS4 data demonstrates year on year improvement in attainment and outcomes for disadvantaged students with QLA evidencing that higher tariff writing questions have improved scores. This improvement will also be evidenced through engagement in 'Deliberate Practice' during lessons, learning walks, whole class feedback evidence and book scrutiny at both KS3 and KS4.
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged	Sustained high attendance demonstrated by: <ul style="list-style-type: none"> ● the overall absence rate for all pupils being at or below national. ● the overall absence rate for disadvantaged pupils showing clear reduction and being below national.

pupils including reduced levels of persistent absence.	<ul style="list-style-type: none"> • reduced level of all pupils and specifically disadvantaged students who are persistently absent.
To achieve and sustain improved wellbeing for all pupils, including those who are disadvantaged.	<p>Sustained high levels of wellbeing will be 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. • increased level parental engagement in school events.
To achieve and sustain decrease of exclusions and suspensions for all pupils particularly our disadvantaged	Early identified of needs and good use of our Universal offer allow all students to engage in learning and to feel supported in all lessons.

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

Budgeted cost: £55,529K

Activity	Evidence that supports this approach	Challenge number(s) addressed
Small group Literacy intervention	Phonics interventions identified as high impact activity with clear evidence base EEF: Phonics EEF	1,2
Small group Maths intervention	Evidence indicates that targeted support delivered by trained staff has positive impact: Small group tuition EEF	2
Peer supported reading programme	Peer tutoring identified as high impact activity by EEF: Peer tutoring EEF	1,2
Targeted Year 11 support: English	Evidence indicates that targeted support delivered by trained staff has positive impact: Small group tuition EEF	2
Targeted Year 11 support: Maths	Evidence indicates that targeted support delivered by trained staff has positive impact: Small group tuition EEF	2
Training for Phonics intervention	Phonics interventions identified as high impact activity with clear evidence base EEF: Phonics EEF	1,2

NGRT assessment Y7 to 11	Data allows for targeted approach in line with EEF evidence: Improving Literacy in Secondary Schools EEF Phonics EEF	1,2
--------------------------	--	-----

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

Budgeted cost: £ 140,471 K

Activity	Evidence that supports this approach	Challenge number(s) addressed
Ethos Team	Grace Foundation evidence based on work across schools Our Impact - Grace Foundation EEF: 1. Build a holistic understanding of pupils and families, and... EEF	3,4,5
Breakfast Boost	EEF: 1. Build a holistic understanding of pupils and families, and... EEF	3,4
Welfare Fund	EEF: 1. Build a holistic understanding of pupils and families, and... EEF	3,4,5
Attendance staffing	EEF evidence linked to building an attendance strategy Supporting attendance EEF	4
Behaviour and Wellbeing	Review of Behaviour strategy and Improving behaviour Improving Behaviour in school EEF	3, 5

Total budgeted cost: £ 194K

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

The 2024-25 data represents the first set of national data where grade boundaries reflect pre-Covid standards. While the school-wide focus on literacy and academic progress has led to an overall improvement across all subjects, a significant attainment gap remains between disadvantaged and non-disadvantaged students. This is most evident in core subjects, with progress gaps in English Language (-0.88), Maths (-0.77), and Science (-0.76). These figures indicate that foundational knowledge deficits for disadvantaged students are not only present but are widening through KS3 and KS4.

Attendance & Impact on Learning Overall attendance for 2024-25 was 90.7% (against a National Average for all pupils of 92.1%). However, the data highlights a significant disparity for our most vulnerable learners:

- Pupils with FSM: 83.1% (National FSM Average: 87.6%)
- Pupils with no FSM: 93.2% (National Non-FSM Average: 93.9%)

This attendance gap is a critical driver of the attainment gap. The high rate of absence among FSM students restricts their access to the curriculum, creating gaps in foundational understanding. Consequently, these students struggle to develop flexible knowledge—the ability to connect and apply learning in different contexts—which is essential for success in exams and higher-level study.

Strategic Direction: The previous Pupil Premium strategy has had a demonstrable impact on overall outcomes, raising standards across the cohort, although the attainment gap between disadvantaged and non-disadvantaged students remains. Consequently, this strategy has been reviewed to place a renewed emphasis on parental engagement as a key lever for improvement. There is a critical need to work collaboratively with families to improve attendance and ensure active engagement with the holistic provision offered by the Behaviour Team, the Support Team lead by the SENDCO, and the Ethos Team. By strengthening these home-school links, we aim to ensure students access the necessary support to remove barriers to learning so they can access our Universal Offer for all students to strive.

