

Hans Price Academy Pupil Premium Strategy Statement 2025-26

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	Hans Price Academy
Number of pupils in school	1050
Proportion (%) of pupil premium eligible pupils	34%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2023-26
Date this statement was published	September 2025
Date on which it will be reviewed	September 2026
Statement authorised by	Adrian Esch
Pupil premium lead	Rebecca Collis
Governor / Trustee lead	Peter Theori

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£393,840
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	£393,840

Part A: Pupil premium strategy plan

Statement of intent

We are striving to improve the educational experience and outcomes for pupils experiencing disadvantage through deeper understanding of their needs and privileging them at every opportunity.

Our Academy focus, and that of the trust, is on those presently experiencing disadvantage even over other groups or areas. We will improve outcomes with foci of professional development, effective leadership and the quality of provision for those presently experiencing disadvantage to achieve greater equity through education.

Our PP funding is spent in a variety of ways to narrow the attainment gap between the highest and lowest achievers. This includes investment in academic, pastoral and inclusion staffing and initiatives. We will know that these have been successful through meticulous monitoring and tracking of pupil attainment and progress.

Attendance and attainment are key measures for the Academy as indicators of the effectiveness of provision for those who most need it. We also know that disadvantaged pupils thrive when teaching is effective. We will use our quality assurance and assessment approaches to optimise provision for the pupil premium cohort. Leadership is the enabler that will improve standards of teaching. Leaders at every level will strive to secure teaching and learning that has the most impact on the pupil premium cohort.

The success criteria – pupils experiencing disadvantage will attend and attain in line with their peers due to:

- increased self-esteem and confidence through improved literacy and oracy to enable access to improved quality of education
- have a clear sense of belonging, mattering and feeling included in our community
- participate in a wide range of benevolent childhood experiences

Challenges

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

Challenge number	Detail of challenge
1	Significant numbers of our pupils arrive with non-functional reading leading to low self-esteem and confidence in approaching their learning.
2	Our students experiencing disadvantage attend school less than their peers which limits their learning and progress.
3	Maximising personalised provision for each student experiencing disadvantage, in terms of experience in the classroom, intervention and parental engagement.
4	Our disadvantaged cohort are more likely to opt out of opportunities outside of the classroom (benevolent childhood experiences).
5	Some disadvantaged pupils do not realise their own potential or how to navigate progression into apprenticeships, FE and HE. Frequently, if they have the ambition, they lack the steps and self-belief to make this a reality.

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 self-esteem and confidence of PP pupils across the curriculum through a focus on improving literacy.	Increase the average reading age and proportion of students with chronological reading capabilities across each year group.
Improving the attendance of our pupils experiencing disadvantage.	We aspire for PP attendance to be in line with non-pp attendance. The proportion of PP pupils persistently and severely absent is at least national average.
High quality first teaching, cohesive allocation of staffing and intervention to meet the needs of our disadvantaged cohort to raise attainment.	PP attainment in KS4 is above national average with an A8 of at least 4.63. Improved quality first teaching also ensures at least 65% of PP students achieve a 4+ in English and Maths & 45% achieve 5+ in English and Maths. Difference between PP and non-PP progress is less than national average
Improving the participation of our pupils experiencing disadvantage.	The proportion of PP students engaging in extra-curricular activities increases.
Pupils have higher aspirations through personalised CEIAG input and staff awareness thereof.	0% NEET; wide range of destinations

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: £267,665

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Raising Standards Leaders ensure quality first teaching is impacting on PP progress.</p> <p>To deliver more rigour in tracking and intervening with students, especially PP pupils, who are not achieving predicted grades that indicate that they are on track to make expected/ good progress from KS2-4. To ensure a range of strategies are used in subjects and with individuals to catch up.</p>	<p>More PP pupils make expected/good progress; predicted and actual grades improve; achievement & attainment.</p> <p>Educational Endowment Foundation (EFF): Feedback +8 months and Homework +5 months.</p>	4, 5
<p>4 HPA teachers have PP Lead responsibility working as advocates for improving the life chances of pp pupils not on the mentoring cohort. PP leads act as a voice of this cohort ensuring that quality first teaching provides increased equity for these learners.</p>	<p>Predicted and actual grades improve (achievement & attainment) so that basics and P8 improve for their year groups based on initial year 10 predictions and previous years.</p> <p>EFF: Feedback +8 months and Homework +5 months.</p>	4, 5
<p>Academic Mentors focus not just on removing barriers to learning, but on tracking and improving pupil achievement. Communication with home and teachers as well as targets and rewards for the 15 PP pupils with the least progress. Mentors also take on a whole school leadership responsibility as well as optimising progress of our LAC pupils.</p>	<p>PP P8 improves for their cohort compared to previous years</p> <p>EEF: Small group tuition +4 months, Mentoring +1 month, Social and emotional learning + 4 months.</p>	4
<p>Pastoral support has a wide and deep impact on pupils, particularly our PP and LAC students. College Leaders and Pastoral Support Officers focus not just on removing barriers to learning, but on tracking and improving the achievement of students. Close links with families and outside agencies ensure any</p>	<p>To ensure all pupils are supported to attend and achieve their full potential. PP pupils are supported to make greater levels of progress and to ensure that they do not have any barriers to learning or attendance caused by deprivation.</p> <p>EEF: Mentoring +1 month, Social and emotional learning + 4 months.</p>	3, 4

disadvantage for PP students is reduced.		
PP professional development provides opportunities for staff to have time off timetable conducting PP pupil pursuits or PP PDCs to support the quality first teaching of colleagues. All staff have PP 'must gets' as part of their professional development portfolio/ appraisal cycle.	All staff invested in creating equity for PP learners. Communication of the mission not left to chance.	4, 5

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

Budgeted cost: £92,839

Activity	Evidence that supports this approach	Challenge number(s) addressed
External readers. Invigilators supporting KS4 students who qualify for a reader. They build up their relationship in English language lessons ensuring that its students' normal way of working. Readers also support students experiencing disadvantage in their library lessons, tracking fluency.	Students have access to the support they are entitled to in lessons and not just exams Number of students with reading age >9 years 6 months is reduced by 50% year on year. Reading makes a difference.	1
Lexia for year KS3 students who are yet to meet age-related expectations. A high proportion of these are PP.	Students reach age related expectations before finishing their GCSE studies. EEF: Phonics +4 months, Reading comprehension strategies +5 months	1, 4
That Reading Thing age-appropriate phonics programme	All students leave Y9 with functional reading ability. EEF: Small group tuition +4 months, Mentoring +1 month, Phonics +4 months, Reading comprehension strategies +5 months	1, 4, 5
To deliver English and Maths intervention to small groups of Y11 students not making expected	PP students catch up where they have fallen behind.	1, 4

progress. PP students will be given priority access using a filter of need.	EEF: Small group tuition +4 months and 1:1 tuition +5 months, Reading comprehension strategies +5	
Careers advisor will support students in Years 10 and 11 to have and realise future aspirations. They will provide targeted and specific support for students to secure pathways and reduce numbers of NEETs. PP and LAC students will have enhanced CEIAG support within this provision to increase PP progression.	Enable more PP and LAC pupils to realise the enabling power of education and that what they do now directly impacts on their future. EEF: Mentoring +1 month, Individualised instruction +3 months, 1:1 tuition +5 months	6
SEMH Specialists provide 1:1 therapy for students that find the demands of school/ life challenging. 1:1 and group work with families who find the demands of school challenging.	PP Parents often don't understand what attainment is as they have no point of reference. SEMH specialist support this.	3
School Counsellors provide 1:1 therapy for students that find the demands of school/ life challenging.	Improve of pupil wellbeing. EEF: Social and Emotional learning +4 months, Individualised instruction +3 months, 1:1 tuition +5 months	3
360 mentoring supporting most vulnerable students.	PP students who are struggling to attend school and others with a primary SEND need of SEMH are supported with their emotional regulation and able to remain in mainstream education. EEF: Mentoring + 1 month, Social and Emotional learning +4 months, Individualised instruction +3 months, 1:1 tuition +5 months	3

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

Budgeted cost: £33,336

Activity	Evidence that supports this approach	Challenge number(s) addressed
Designated attendance link, attendance officer and attendance link worker deliver rigour in tracking and pupils with	Attendance of PP cohort increases and matches the non-PP cohort	4

attendance below 97%. Full Time member of staff employed to work with vulnerable individuals and families, a high proportion of which are PP students.	Several vulnerable students, including PP are supported to overcome personal difficulties. Identification of key adults to be assigned where necessary. EEF: Mentoring +1 month, Individualised instruction +3 months	
Minibus driver to pick up pp non-attenders and encourage attendance to the academy.	EEF: Behaviour Interventions +4	4
Students in need, who have financial difficulties are given uniform where appropriate to the value of £40. Several PP students benefit from this opportunity that increases inclusion and removes a barrier to learning.	PP students who do not have full uniform are given items free of charge on entry to the academy. Our culture of high expectations and smart attire is upheld. EEF: Uniform 0 Months.	4
Provision of revision guides for PP students in Year 10 & 11.	Provision of revision guides for PP students in Year 11. Students are well-resourced and class teachers can ensure use as part of quality first teaching.	4
Provision of Art resource packs for PP students in Year 10 and 11.	Students are well-resourced and class teachers can ensure use as part of quality first teaching.	4
Dark Angels support KS4 Dance lessons in school and extra-curricular opportunities	Increased P8 of PP students in BTEC Dance. EEF: Arts Participation +2 months, Individualised instruction +3 months, 1:1 tuition +5 months	6
PP BTEC Music students receive heavily discounted small group tuition on their chosen instruments.	Increased P8 of PP students in BTEC music. EEF: Arts Participation +2 months, Individualised instruction +3 months, 1:1 tuition +5 months	6

16 PP students going on a cultural trip to Japan receiving contribution towards cost.	Hattie: Extracurricular activities are powerful in terms of helping children learn. The best predictor of health, wealth and happiness in adult life is not academic achievement at school, but the number of years schooled. Extra-curricular activities can be a fun and inviting way to get children to enjoy school and want to spend more time there learning.	6
Year 9-11 Outside mentors from the community and trips through Future Quest and Into University PP students gain access to aspirational trips and in school mentoring. Their progress is tracked over a 5-year period until they are of University age.	Students access more aspirational destinations. Students involved in the program have a greater knowledge of post 16 choices. Students involved have and increased confidence.	4, 6
Aspirational leadership roles. PP students gain leadership positions such as: Head/ Deputy head of school, prefect, school council, college captain.	% PP students in these positions is moving in line with non-PP. Reducing culture of PP students self-deselecting.	4, 6

Total budgeted cost: £393,840

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 2024-25 academic year.

<p>HPA Outcomes for 2025</p> <p>PP students last academic year did not achieve well enough, securing an A8 of 3.36 vs the national PP figure of 3.46. The attainment gap also increased from 1.56 grades to 2.04 grades. The lack of prior attainment data for this cohort, due to no SATS, makes it difficult to identify if this is impacted by differing levels of prior attainment between Non-PP and PP. However, no matter the cause this gap is unacceptable and needs to close this academic year. Last academic year 18% of PP students achieved basics of 9-5 against whole school attainment of 43%, whilst 30% PP students achieved 9-4 against whole-school attainment of 63%. Internal data shows there is area of better practice with for instance there being no attainment gap in RS, PP outperforming Non-PP in Drama and PP attainment in statistics being 6.00. Considerable work is being undertaken this year, including improving the quality of teaching and quality of interventions to ensure this rapidly improves. Predicted data for this academic year suggests</p>

attainment will increase by more than +0.5 grades and lead to a significantly reduced attainment gap.

Attendance and Behaviour figures

The most recent IDSR identifies attendance of FSM-6 students improved by 3.1% to 86.5% last academic year; however, this is still below the national 88.2%. The full Pupil Premium as a full cohort improved by 0.9%. Our PP versus non-PP gap for attendance also continued to reduce to 8.7% last academic year from 9.7% the year before. The ISDR describes our attendance as 'relative improvement' across all key measures, including PP and SEN. However, attendance remains a key focus for us. Fifteen of last year's Y11 PP cohort had attendance below 70% and this limited their attainment.

The behaviour data highlights that 17.3% PP students in 2024-25 received an FTE compared to 10% of non-PP students. This was an improvement on 2023-24 where 24.6% of PP students received an FTE compared to 9.8% of non-PP students. However, this figure needs rapid reduction. In addition, the percentage of students who receive R5 referrals was disproportionately higher for PP students. We need to better understand our students who receive referrals and FTEs to better meet their needs. We must continue working with families and outside agencies to signpost support for them. Through exceptional information-sharing we will be able to identify with precision barriers to our PP students realising their potential.

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.

<u>Programme</u>	<u>Provider</u>
Dr Frost	Dr Frost LTD
Lexia	Lexia Learning Systems LLC
Sparx Maths	EdTech
Tassomai	EdTech