

# Pupil premium strategy statement – Huntington School

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	1504
Proportion (%) of pupil premium eligible pupils	18%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended – you must still publish an updated statement each academic year</b> )	2023 – 2026/27 (This is year three of a 3-4-year strategy)
Date this statement was published	18.12.25
Date on which it will be reviewed	December 2026
Statement authorised by	Mr M Smith (HT)
Pupil premium lead	Mrs J Elsworth (DHT)
Governor / Trustee lead	Mrs J Olsen (PP Link Governor)

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£213,916
Pupil premium funding carried forward from previous years ( <i>enter £0 if not applicable</i> )	£0
<b>Total budget for this academic year</b>	£213,916

# Part A: Pupil premium strategy plan

## Statement of intent

Our intention is that every student at Huntington School, irrespective of their background, starting points or challenges, will achieve the very best outcomes in progress and attainment through high quality teaching and learning. Our curriculum will be ambitious, broad, and inclusive to meet the needs of all learners. We will not make assumptions about the impact of disadvantage on student outcomes and will use robust diagnostic assessment, alongside trusting relationships to identify needs. Each student will have their wellbeing and personal development supported and their lives enhanced by an enrichment of experiences and opportunities within and beyond the classroom. We intend to remove any potential barriers to attendance, participation, and inclusion in the full life of our school community and alongside this strategy are continuing to work with our Poverty Proofing the School Day action plan. We want every student and their family to feel valued and truly part of the school with a culture of belonging and high ambition as outlined in our school vision.



**Huntington School**

*Learn and succeed*

Our core values: **Respect, Honesty & Kindness**



Our school is a **safe, inclusive and welcoming** community that everyone feels proud to be a part of.



We hold **high ambition, positive relationships** and **mutual respect** at the core of our school culture.



Our school develops **confidence, resilience** and **independence** for all by delivering a high-quality, **evidence-informed education**.

*We celebrate our achievements, learn from our mistakes and support each other to be responsible and hardworking citizens.*

A high-quality pastoral system will be the foundation of this culture. Positive relationships will be fostered between all school staff (but in particular, form tutors) students, and their families. Our core values of Respect, Honesty and Kindness will be manifest in action every day and will shape our strategy and approaches. This will be developed through positive relationships, routines and responses, supported by ongoing CPD for all staff and clear communication to students, parents and carers. If required, further support for social and emotional needs, behaviour and additional learning needs will be scaffolded and provided by our staff, liaison with appropriate external agencies and will be facilitated in designated spaces in our Hub.

Our continuous professional development and strategic decision-making will be supported by our Research School team, to ensure that staff will be trained with evidence-informed approaches. This is to ensure the 'best bets' are used to meet our challenges and that effective implementation practices give them the best chance of having a positive impact on our students. Our strategy will be co-constructed and shared with all stakeholders, including governors and owned by all who work with our students and their families. High expectations and ambition will be the core of this approach, where the success of each child will be celebrated by all, both within and outside school, and into the world of work and further education.

## Challenges

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

Challenge number	Detail of challenge
1	<p><b>Attendance and persistent absence.</b> Currently our attendance gap for our PP eligible pupils is around 9.2%, with many of our PP eligible pupils falling below 90% attendance and becoming persistently absent (42% of our FSM eligible students are PA). Our assessments and observations indicate that this higher level of absenteeism is negatively impacting both their progress and their involvement in the life of the school.</p>
2	<p><b>Literacy.</b> Our reading age assessments through Sparx Reader in KS3, <b>screening of low starter speech and language capabilities in Year 7</b> and our observations show that disproportionate numbers (25 -35%) of our weak readers in KS3 are PP eligible students in KS3. This affects their ability to access, participate fully in and make good progress in all subjects.</p>
3	<p><b>Truly Great Teaching.</b> Our observations continue to show that our PP eligible students, and especially our lower prior attaining students can quickly give up, struggle to engage with tasks and demonstrate poor retention of knowledge. For the academic year 2025-26 we have chosen to focus on the sub strands: review, recall and retrieval, adaptive teaching and checking for understanding. It is clear from lesson drop ins that students need high quality teacher explanation, including modelling and scaffolding to make tasks more accessible. Students also need to be explicitly taught how to revise and be fully supported to act on this learning, as many of our more vulnerable learners may not have a support infrastructure and resources outside of the classroom to aid their revision.</p>
4	<p><b>Social isolation, sense of belonging and ambition.</b> Our class charts data (rewards and sanctions) and staff observations suggest that some of our PP eligible students are more likely to struggle to engage in lessons and in school life more generally. Our student voice, ImpactEd survey results and Poverty Proofing Audit suggests that some of our students do not feel a sense of belonging in school to the same extent as other students. A greater number of eligible students need our support to take their next steps and careers and there is not yet a full take up of extra-curricular and student leadership opportunities. Evidence from staff voice suggests that the relationship between form tutors and their tutees needs strengthening to foster good attendance through providing a clear vision of what this looks like and providing the time, training and activities to support these relationships to grow.</p>

## 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
To sustain and build on the 2% increase in attendance Autumn 23/24 and 1% in 2024/25	To improve attendance for students eligible for PP by at least 5% in this strategy and aim to close the gap in attendance between them and their non-disadvantaged peers
To improve reading ability of our weaker readers in KS3.	Learning walks across the curriculum show disciplinary reading approaches in action in the classroom based on whole school principles. Reading age tests show improved scores for our PP eligible students, in line with those who are not eligible for PP.
Truly Great Teaching	Learning walks will show high-quality teacher explanation with adaptive practice, including modelling and scaffolding following our learning framework. Students are being taught and using strategies for review, recall and retrieval and checking for understanding to promote long term learning. Students will demonstrate greater levels of independence in their learning, with more successful completion of revision homework and recall of knowledge in assessment tasks.
To achieve and sustain improved well-being, belonging and inclusion for all students so they can thrive	Increased positive responses to form time and student well-being surveys, with fewer negative behavioural and ATL (attitude to learning) points and lesson avoidance. Improved attendance at extra-curricular activities, participation in trips and visits and involvement in student leadership for PP eligible students.

## 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 (for example, CPD, recruitment and retention)

Budgeted cost: £136,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
<b>Staff Internal CPD:</b> Developing our culture through positive routines, relationships and responses. Disciplinary Reading and speech, language and communication	<a href="https://educationendowmentfoundation.org.uk/evidence-based-practice/effective-professional-development/">Effective Professional Development   EEF (educationendowmentfoundation.org.uk)</a> <a href="https://www.teachlikeachampion.com/teach-like-a-champion-3-0/">Teach Like a Champion 3.0   Teach Like a Champion</a> <a href="https://educationendowmentfoundation.org.uk/evidence-based-practice/improving-behaviour-in-schools/">Improving Behaviour in Schools   EEF (educationendowmentfoundation.org.uk)</a> <a href="https://www.teachlikeachampion.com/great-teaching-toolkit-evidence-based-education/">The Great Teaching Toolkit - Evidence Based Education</a>	1, 2, 3 & 4
	<a href="https://educationendowmentfoundation.org.uk/evidence-based-practice/improving-literacy-in-secondary-schools/">Improving Literacy in Secondary Schools   EEF (educationendowmentfoundation.org.uk)</a> <a href="https://www.teachlikeachampion.com/oracy-across-the-curriculum-the-evidence-voice-21/">Oracy Across the Curriculum: The Evidence - Voice 21</a>	2 & 3

<p><b>Supporting Personal Development.</b></p> <p>SL roles with additional time and a wider responsibility for Personal Development Programme &amp; SLT oversight</p>	<p><a href="#">Disadvantage hindering social and emotional development (teachermagazine.com)</a></p> <p><a href="https://www.gov.uk/government/publications/extra-curricular-activities-soft-skills-and-social-mobility">https://www.gov.uk/government/publications/extra-curricular-activities-soft-skills-and-social-mobility</a></p> <p><a href="#">Research to understand successful approaches to supporting the most academically able disadvantaged pupils (publishing.service.gov.uk)</a></p> <p><a href="#">Improving Social and Emotional Learning in Primary Schools   EEF (educationendowmentfoundation.org.uk)</a></p>	<p>1 &amp; 4</p>
<p><b>Recruitment and retention of staff.</b></p> <p>Providing cover time for colleagues to undertake professional development</p> <p>Supporting staff wellbeing and reducing workload</p>	<p><a href="#">Teacher Recruitment and Retention Strategy; Supporting teachers to make a difference (publishing.service.gov.uk)</a></p> <p><a href="#">National professional qualification (NPQ) courses - GOV.UK (www.gov.uk)</a></p> <p><a href="#">Reducing school workload - GOV.UK (www.gov.uk)</a></p>	<p>2, 3 &amp; 4</p>
<p><b>Technology</b> to support high quality teaching and learning</p>	<p><a href="#">Steplab - A professional development platform for schools</a></p> <p><a href="#">Sparx Maths</a>, <a href="#">Sparx Reader - Home</a>, <a href="#">Sparx Science - Home</a></p>	<p>2,3 &amp; 4</p>

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

Budgeted cost: £58,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><b>1:1 and small group tutoring in core subjects in our hub</b> A high proportion of the pupils who receive tutoring will be disadvantaged.</p>	<p>EEF evidence of positive impact of such strategies in English and Maths:</p> <p><a href="#">T&amp;L toolkit one-to-one-tuition</a></p> <p><a href="#">Small group tuition   EEF (educationendowmentfoundation.org.uk)</a></p>	<p>2 &amp; 3</p>
<p><b>Purchase of Read Write Inc and Dyslexia Gold &amp; staffing costs for speech and language interventions</b> for low prior attaining entrants to Y7 and vulnerable groups in Y8/9 receiving literacy interventions</p>	<p><a href="#">School Planning Guide 2022-23.pdf (d2tic4wvo1iusb.cloudfront.net)</a></p> <p><a href="#">Read Write Inc. Phonics and Fresh Start - trial   EEF</a></p> <p><a href="#">The reading framework</a></p> <p><a href="#">‘Now the whole school is reading’: supporting struggling readers in secondary school - GOV.UK</a></p> <p><a href="#">Oral language interventions   EEF</a></p> <p><a href="#">Reading comprehension strategies   EEF (educationendowmentfoundation.org.uk)</a></p> <p><a href="#">word-gap.pdf (oup.com.cn)</a></p>	<p>2</p>

<p><b>TA delivery of some reading, language development and numeracy interventions</b></p>	<p><a href="https://www.educationendowmentfoundation.org.uk/making-best-use-of-teaching-assistants">Making Best Use of Teaching Assistants   EEF (educationendowmentfoundation.org.uk)</a>  Recommendation 5: Research on TAs delivering targeted interventions in one-to-one or small group settings shows a consistent impact on attainment of approximately three to four additional months' progress (effect size 0.2–0.3).</p>	<p>2 &amp; 3</p>
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## Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £84,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><b>Dedicated attendance Team:</b> Attendance Officer, Attendance Administrator and Attendance Lead to support the pastoral team and engage in intensive work with families to improve attendance</p>	<p><a href="https://www.gov.uk/government/publications/school-attendance/framework-for-securing-full-attendance-actions-for-schools-and-local-authorities">https://www.gov.uk/government/publications/school-attendance/framework-for-securing-full-attendance-actions-for-schools-and-local-authorities</a>  <a href="https://www.educationendowmentfoundation.org.uk/attendance-interventions-rapid-evidence-assessment">Attendance interventions rapid evidence assessment   EEF (educationendowmentfoundation.org.uk)</a>  <a href="https://www.educationendowmentfoundation.org.uk/working-with-parents-to-support-childrens-learning">Working with Parents to Support Children's Learning   EEF (educationendowmentfoundation.org.uk)</a>  <a href="https://www.eif.org.uk/adolescent-mental-health-a-systematic-review-on-the-effectiveness-of-school-based-interventions">Adolescent mental health: A systematic review on the effectiveness of school-based interventions   Early Intervention Foundation (eif.org.uk)</a></p>	<p>1 &amp; 4</p>
<p><b>Engagement with external attendance support with a focus on attendance for PP eligible students</b></p>	<p><a href="https://impactedgroup.uk/research-campaigns-and-resources/understanding-attendance-report-2-e5bae">impactedgroup.uk/research-campaigns-and-resources/understanding-attendance-report-2-e5bae</a>  <a href="https://www.educationendowmentfoundation.org.uk/mind-the-engagement-gap">Mind the Engagement Gap: A National Study of Pupil Engagement in England's Schools</a>  <a href="https://www.inclusiveattendance.org.uk">An Inclusive Approach to Improving Attendance - Inclusive Attendance</a></p>	<p>1 &amp; 4</p>
<p><b>DHT: PP to work with AHT Progress and PP Leads to identify how learning and progress is affected by disadvantage</b>  Develop a 'whole child' report for those eligible for PP, identify where support needs to be targeted and then allocate actions.</p>	<p><a href="https://www.johncattbookshop.com/learning-without-labels">Learning Without Labels: Improving Outcomes for Vulnerable Pupils (johncattbookshop.com)</a>  <a href="https://www.johncattbookshop.com/addressing-educational-disadvantage">Addressing Educational Disadvantage in Schools and Colleges: The Essex Way (johncattbookshop.com)</a>  <a href="https://www.bloomsburyeducation.com/tackling-poverty">Tackling Poverty and Disadvantage in Schools: Understand more deeply and better address inequalities in your school: Katrina Morley: Bloomsbury Education - Bloomsbury</a>  <a href="https://www.children-ne.org.uk">Homepage - Children North East (children-ne.org.uk)</a></p>	<p>1,2,3,4</p>
<p><b>Additional TA3 to support Aspirations Manager and SLT mentor time</b> A focus on early intervention with</p>	<p><a href="https://www.gov.uk/government/publications/careers-guidance-provision-for-young-people-in-schools">https://www.gov.uk/government/publications/careers-guidance-provision-for-young-people-in-schools</a>  <a href="https://www.educationendowmentfoundation.org.uk/mentoring">Mentoring   EEF (educationendowmentfoundation.org.uk)</a></p>	<p>1 &amp; 4</p>

disadvantaged students in Y10-11	The impact of mentoring varies, but, on average, it is likely to have a small positive impact on attainment.	
<b>Literacy across the curriculum lead role</b> Tutor Time Read and paired reading leadership from Y7-10	<a href="#">EEF Blog: Reading aloud with your class – what does the...   EEF (educationendowmentfoundation.org.uk)</a> <a href="#">Peer tutoring   EEF (educationendowmentfoundation.org.uk)</a> <a href="#">Fast Forward to Fluency – A TA led,...   Shotton Hall Research School</a>	2 & 4
<b>Inclusive breakfast club</b> – free toast and jam for all every day	<a href="#">Free school breakfast provision   EEF</a> <a href="#">First schools confirmed for landmark free breakfast clubs - GOV.UK</a>	1 & 4
(Extra-curricular Champion roles to improve our participation – funded until end of 2024 only from recovery funding)	<a href="https://www.gov.uk/government/publications/extra-curricular-activities-soft-skills-and-social-mobility">https://www.gov.uk/government/publications/extra-curricular-activities-soft-skills-and-social-mobility</a>	1 & 4

**Total budgeted cost: £279,000**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

We are continuing to see a narrowing of the GCSE disadvantage gap that we first reported in 2022 in both P8 and A8 scores. In Summer 2025, PP eligible A8 scores rose by almost 9 points from 2024 and the gap reduced by another 5 points in average A8. Unfortunately, though there is still a gap between those eligible for FSM and those not. As a school, our Y11 Ebacc entry and pass rate continued to be significantly higher than national average.

Attendance of all students, and those eligible for PP has improved by 1.5% in Autumn 2023/24 in comparison to 2022/23. Students eligible for PP have improved by 2% against September - December in 2024-25. By Summer 2024/25, this narrowing has been maintained, but further progress on improving attendance has not happened. There has been a reduction in the gap between non-disadvantaged and disadvantaged attendance from 10 - 8%. This is encouraging and shows the impact that the attendance strategy and team are having on attendance headline figures and especially on reducing the number of severely absent students. In relative terms, attendance (all pupils) is in line with national and regional averages. However, there is still much to improve in this area as the gap between PP eligible and non-eligible students was at almost 10% in the Autumn Term 2025. Disappointingly, many students are still registering as persistently absent (under 90%), although this is lower comparatively to disadvantaged pupils nationally. Therefore, this remains a key priority for the school in the new strategy.

We also still have a small number of students who challenge us with lateness and internal truancy. This has decreased in number and prevalence since 2022 with new monitoring systems, increased staff presence at changeover times and with sanctions, time in the Hub space and increased pastoral support, but our PP eligible students are disproportionately represented in this group and the problem for a small number of students persists in 25/26.

Staff survey data and line manager discussions both indicate that student resilience and independence in learning is slowly improving again since the pandemic. Learning walks and work scrutiny show evidence of high-quality teaching and learning in lessons with frequent development of metacognitive strategies and scaffolds towards independence. In 2024/25 this was further supported by a new attitude to learning structure to support students to increase their engagement and involvement in activities. In 2025-26, there will be a learning routines and behaviour review and a new evidence-informed learning framework for all staff to use to further ensure high quality teaching and learning is accessed by all across the curriculum.

The extra-curricular offer and participation has increased significantly in 2023-24 and this has been maintained in 2024/25 and again in 2025-26. We now have over 60 different clubs and activities on offer in school and student voice surveys have repeatedly cited this as a strength of the school. PP eligible student attendance was just below being representative of our school population across all clubs in 2024/25, recent data suggest a similar level of participation so far in 2025/26. A diverse range of sixth form students are involved in these clubs and act as positive role models to the younger students. This is encouraging and significantly improved since the launch in Autumn 2023. However, further encouragement and intervention will need to take place to try to increase this further and make sure all clubs

are suitably inclusive. We are also developing a more inclusive and strategic approach to trips and visits across the school years and curriculum.

The majority of our disadvantaged Y11 students attained, and have kept places in education, work or training on leaving in July 2023, July 2024 and July 2025. They were extremely well supported by our aspirations team. We have one student who is still 'NEET' after leaving Year 11. Work is ongoing to monitor and support this student, and numerous offers of support to the family have been made.

## Externally provided programmes

*Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.*

Programme	Provider
Sparx Maths, Sparx Reader and Sparx Science	Sparx
Catch Up Literacy and Catch Up Numeracy	Catch Up
Read Write Inc.	Oxford University Press

## Service pupil premium funding

### How our service pupil premium allocation was spent last academic year

This was spent on dedicated weekly time for a Service PP lead from within our pastoral team. Some of the funding was also spent on providing resources at half-termly informal drop-in sessions specifically for service pupils. Funding was also used to support transport and wider costs of further team building and enrichment activities like university visits specifically for students eligible for SPP. We not annually offer and attend a Service children specific University open day at York St. John University.

### The impact of that spending on service pupil premium eligible pupils

Service pupils (and their parents/carers) in each year group are introduced to our Service PP lead, there are posters about his role and where to find him all around the school and the eligible pupils know that they are able to go to him for support if they need it. He attends the Service Children Forum in the city, where advice and opportunities are signposted to SPP school leads. He then advertises these to pupils and their parents/carers. For example, he brokers additional mentoring for service children if needed through the local university.

Almost half of eligible pupils attended the drop-in sessions and student voice was sought for what support and enrichment the students felt was needed to support them as well as how they could support the services in school. This led to our service students leading our poppy appeal again this year and wearing their cadet uniforms in school to mark the occasion. Pupils were positive about the further opportunities provided by the SPP lead and were all aware that they had a designated person in school to go to if required.

## Further information

Our PP Strategy is not one person's responsibility but is a shared one by all who work in the school, and we will continue to develop and maintain this culture in the coming years. With the support of the network and resources provided by our Huntington Research School, we have examined a number of recent reports about the effective use of Pupil Premium and how to improve attendance from the Education Endowment Foundation (EEF). Using these and some of Marc Rowland's useful models and reflection tools that he has shared during 2023 and 2024, we have refined and updated our new strategy.

We want all of our students and their families to feel that they are a part of our school community and that we know them and their needs as individuals. We have reformed our school PTA to support fundraising, have a programme of parent workshops and parent and student joint events. We are going to be working hard in the next few years on developing this work to truly embed our school vision.

One step we have taken is to assign an SLT mentor to Year 11 students eligible for PP. This is an additional support for their academic progress and to support their ambition and next steps post-16. In the Spring and Summer Term, there was enhanced support with eligible students in Year 10 to help them with securing a work experience placement in summer of Year 10. A form tutor-led support system will also be developed at KS3, 4 and 5 with the same aims and will be focused on those eligible for PP funding as a priority.

In April 2024, we commissioned Children Northeast to conduct a full Poverty Proofing the School Day audit across a week in school. This was to enable us to collect student, parent and family voice to inform our planning and explore where we could further support the educational impacts of living in poverty in our community. This has led to a 65 page report for the school, outlining 14 key themes where we can better support an inclusive school day. This advice has been developed into an action plan with a variety of actions needed in the coming years to meet our aims of enhancing a sense of belonging in the school community from our students and their families.

We will continue to use Class Charts and our existing QA structures to check that our strategy is being embedded across all classrooms and the school more generally. Detailed implementation plans are produced for the key elements, as well as a timeline for monitoring and evaluating our approaches (linked to the SDP) as the plan progresses. Additionally, the PP Strategy/School Development Plan is a frequent item at SLT meetings to support ongoing monitoring of its implementation and impact.

Sixth form students who are disadvantaged are supported by a significant bursary (for textbooks, equipment, funding for trips and wider experiences etc.) and are prioritised by the sixth form leadership team and their tutors in: transition (course selection and advice), academic reviews, interventions after data points, and careers advice. They are especially encouraged and supported to attend social events and get involved with sixth form leadership roles, to submit the SSAT Student Leadership Award, as well as being encouraged to take up the bursary in the first instance.