

Pupil premium strategy statement – The Hastings Academy

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*

*(as of 19/11/23)

Detail	Data
Number of pupils in school	822
Proportion (%) of pupil premium eligible pupils	45% (373 Pupils)
Academic year/years that our current pupil premium strategy plan covers	2024/2025 (current) 2025/2026 2026/2027
Date this statement was published	20/11/2025
Date on which it will be reviewed	1/9/2025
Statement authorised by	S. Addison (Principal)
Pupil premium lead	C. MacMillan (Vice Principal)
Governor / Trustee lead	Andy Davy

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£387,920
Pupil premium funding carried forward from previous years	£0
Total budget for this academic year	£349,128

Part A: Pupil premium strategy plan

Statement of intent

Our ultimate intention for disadvantaged students at The Hastings Academy is that they achieve in line with the national average at GCSE level for both attainment and progress. In addition, these students receive dedicated support from our Careers team through tailored programmes designed to raise aspirations and prepare them for their future pathways.

The aim of our Pupil Premium strategy is to provide targeted academic support to disadvantaged students, as well as those identified with additional needs or at risk of achieving below expected levels. This support is based on evidence from our standardised assessments and focuses on helping these students succeed. We also ensure that higher-attaining disadvantaged students benefit from interventions to support and challenge them further, helping to improve their progress and outcomes.

Our approach is designed to address the specific barriers faced by our most vulnerable pupils, including those with social services involvement and young carers. The Academy is committed to providing a broad careers curriculum that ensures opportunities for all students, taking into consideration their unique challenges and raising their aspirations for the future.

We ensure that the quality of teaching within the Academy is consistently high across all subject areas. Our Continuous Professional Development (CPD) programme is integral in embedding high-quality teaching into the curriculum and in raising both staff and student aspirations. This approach, proven to close the attainment gap for disadvantaged pupils, benefits all students at The Hastings Academy.

Our focus on cultural capital for disadvantaged students is informed by diagnostic assessments and community engagement, ensuring that our strategies are data-driven rather than assumptions-based. We are committed to ensuring that the chosen interventions complement one another and lead to meaningful progress.

At The Hastings Academy, we aim to:

- Ensure that classroom learning is both challenging and future-focused, equipping students for their next steps.
- Identify students' needs early and implement timely intervention strategies.
- Engage all staff in a whole-school approach to improving outcomes and raising aspirations for disadvantaged students.

The Hastings Academy has built a strong foundation over the years to target improvements for disadvantaged pupils. Our ultimate aim is for these pupils to achieve

at the same level as their non-disadvantaged peers across all aspects of their education and future endeavours. We want them to be motivated learners, with high aspirations and equal progress and attainment. This is an ongoing process where we continually identify barriers, implement strategies to address them, and improve practice for all.

The Hastings Academy places great value on research to inform our school improvement strategies, teaching methods, and professional development. By creating a reflective and research-driven professional culture, we champion mastery, continual evaluation, and improvement. We draw on both internal research and national research, such as the EEF Teaching and Learning Toolkit, to inform our practice.

Our Pupil Premium strategy focuses on the quality of teaching and learning, staff professional development, equality of opportunity, and targeted interventions based on both internal and national data.

Challenges

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

Challenge number	Detail of challenge
1	A high percentage of SEND pupils are also disadvantaged (30%, 108 students), this leads to further challenges in the school community in terms of attendance and progress for this group.
2	Our assessments, observations and discussions with pupils and families have identified social, emotional and behavioural issues for many students linked to partial school closures during COVID. These issues include emotional dysregulation, anxiety, low self-esteem and depression. This is partly driven by concerns regarding lost learning and future prospects, however, much of this need is also derived from isolation and a lack of social interaction with peers and professionals during this period, from which we are still recovering.
3	Low prior attainment including: low reading age and numeracy skills. The ability to have focused targeted and responsive interventions particularly for pupils transitioning from KS2. More than half of disadvantaged pupils in KS3 have a reading age below chronological reading age, which is higher than their non-disadvantaged peers in all year groups.
4	Lack of, cultural enrichment, experiences and opportunities in line with peers, such as, music, arts, sports, career advice, mentoring, health and nutrition, counselling and volunteering lead to pupil being disaffected and unclear in their future aspirations.
5	Our attendance data suggests that attendance amongst our disadvantaged pupils is lower than that of our non-disadvantaged with.

	Assessments clearly indicate that absenteeism has a detrimental effect on attainment and progress.
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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 attainment among disadvantaged students to include A8 and P8 in line with national	By the end of academic Year 2026/2027 disadvantaged students will achieve in line with national, as well as achieving 5 GCSEs or equivalents including English and Maths.
Improved literacy amongst disadvantaged students	Reading comprehension and literacy assessments demonstrate an improvement in comprehension skills among disadvantaged pupils in line with their non-disadvantaged peers. Engagement in lessons and work scrutiny will also indicate this.
Improved and sustainable attendance for all pupils including those who are disadvantaged and PA for disadvantaged will be reduced to be in line with national.	Data will demonstrate that there is no disparity between the disadvantaged pupils and their non-disadvantaged peers. This will be in line with national average.
To achieve and sustain improved wellbeing for all pupils including those who are disadvantaged	Qualitative data from student voice, student and parent surveys and parent and teacher observations. Data demonstrates a significant increase in participation in enrichment activities, particularly amongst disadvantaged pupils.
To improve self-regulatory skills amongst our disadvantaged students.	MER process demonstrates disadvantaged pupils are able to monitor and regulate their own learning in lessons. Behaviour data demonstrates that these students are able to remain in lessons and are not receiving sanctions for disengagement.

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

Budgeted cost: £ 121,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Continued Professional Development (CPD) for teaching staff	Ongoing CPD for teachers to embed high-quality teaching practices and develop specific strategies for working with disadvantaged students. Focus on formative assessment and inclusive teaching practices. The Education Endowment Foundation (EEF) found that CPD that improves teacher quality can lead to significant gains in student outcomes. In particular, evidence from the EEF highlights that high-quality professional development tailored to the needs of disadvantaged students can result in up to +6 months' additional progress (EEF, "Effective Professional Development," 2016).	Challenge 3: Addressing low prior attainment and the need for targeted interventions. Challenge 2: Improving student mental health and reducing emotional dysregulation through better quality teaching practices.
Specialist staff recruitment (SEND focus)	Additional staff specializing in SEND support to address the needs of disadvantaged SEND pupils, ensuring that these pupils receive tailored interventions. According to the EEF's "SEND in Mainstream Schools" report (2020), effective SEND provision can improve outcomes for disadvantaged SEND students, particularly when tailored strategies are employed to support specific learning needs.	Challenge 1: Addressing the high percentage of SEND pupils who are also disadvantaged and the impact on progress and attendance.
Embedding strategies to improve literacy and numeracy	CPD focused on improving literacy and numeracy skills (including resources and training to support our direct instruction programme) for disadvantaged students, especially those with low prior attainment. Research from the EEF indicates that early literacy interventions, including those focused on reading comprehension, can lead to up to +6 months of additional progress for students with low literacy levels (EEF, "Improving Literacy in Secondary Schools," 2019).	Challenge 3: Low prior attainment in reading and numeracy, particularly in Key Stage 3.

Targeted academic support

Budgeted cost: £ 140,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Transition class places for disadvantaged students	Our transition class delivered by trained primary and direct instruction specialists will to address gaps in reading and numeracy, particularly for students transitioning from KS2. A meta-analysis by the EEF on "Reading Comprehension Strategies" (2018) concluded that well-structured literacy interventions can improve reading outcomes by up to +6 months for disadvantaged pupils, particularly when provided early and with consistent support.	Challenge 3: Low prior attainment, including low reading age and numeracy skills.
Small group intervention for social and emotional support	Using trained mentors to work with small groups of disadvantaged students to address emotional dysregulation, anxiety, and low self-esteem in our support hubs. EEF's "Social and Emotional Learning" report (2020) indicates that social and emotional learning interventions can have a positive impact on students' mental health and academic outcomes. Students with high social-emotional skills tend to perform better in school.	Challenge 2: Social, emotional, and behavioural issues linked to partial school closures and isolation during COVID.
Targeted literacy and numeracy interventions	Small group and one-to-one interventions delivered in our cognition and learning hub are designed for students with low reading ages, focusing on phonics, vocabulary, and numeracy. The EEF "Teaching and Learning Toolkit" (2018) found that one-to-one tutoring can result in +5 months' additional progress for students. Research also shows that this approach is especially beneficial for disadvantaged students who are at risk of falling behind (EEF, "One-to-One Tuition," 2019).	Challenge 3: Low prior attainment, particularly in reading and numeracy, and the need for targeted intervention.

Wider strategies

Budgeted cost: £ 126,920

Activity	Evidence that supports this approach	Challenge number(s) addressed
Attendance monitoring and intervention programmes	Employing an Educational Welfare Attendance Officer (through Team EWO) to add additional capacity to monitor and support disadvantaged students with poor attendance, focusing on early intervention and regular communication with families. Research from the EEF on improving	Challenge 5: Lower attendance rates among disadvantaged students, which negatively impact

	attendance ("Improving School Attendance," 2020) indicates that reducing absenteeism can have a significant positive effect on attainment, with the EEF finding that improving attendance among disadvantaged students can result in up to +3 months of progress.	attainment and progress.
Enrichment activities and extracurricular programmes	Providing opportunities for disadvantaged students to engage in music, arts, sports, careers advice, and mentoring to develop cultural capital. The EEF highlights that cultural enrichment can improve engagement and educational outcomes, noting that extracurricular activities foster a sense of belonging and help raise aspirations (EEF, "The Role of Arts and Music in Education," 2020). The provision of extracurricular activities, such as music or sport, has been shown to enhance motivation and provide opportunities for social development.	Challenge 4: Lack of cultural enrichment, experiences, and opportunities leading to disaffection and unclear aspirations.
Wellbeing and mental health support	Implementing a school-wide mental health support programme, including access to counselling and wellbeing services. Evidence from the EEF and the National Children's Bureau (2018) shows that mental health interventions can improve both student wellbeing and academic performance. School-based mental health services help students manage their emotions, leading to better academic engagement and lower levels of absenteeism.	Challenge 2: Emotional dysregulation, anxiety, low self-esteem, and depression caused by COVID-19 disruptions.
Careers advice and guidance for all year groups	Implementing a robust careers programme with a focus on aspirations for disadvantaged students, including mentoring and work experience opportunities. According to the EEF's "Career Guidance" report (2018), high-quality career guidance helps disadvantaged students make informed decisions about their future, which improves their motivation and attainment. Careers advice programs linked to work-based learning are associated with improved long-term outcomes.	Challenge 4: Lack of career advice, mentoring, and clarity about future aspirations among disadvantaged students.
Attendance monitoring and intervention programmes	Employing an Attendance Officer to monitor and support disadvantaged students with poor attendance, focusing on early intervention and regular communication with families. Research from the EEF on improving attendance ("Improving School Attendance," 2020) indicates that reducing absenteeism can have a significant positive	Challenge 5: Lower attendance rates among disadvantaged students, which negatively impact attainment and progress.

	effect on attainment, with the EEF finding that improving attendance among disadvantaged students can result in up to +3 months of progress.	
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Total budgeted cost: £ 387,920

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Unvalidated data presently shows that Pupil Premium students at The Hastings Academy have shown lower overall attainment compared to non-Pupil Premium students, particularly in achieving higher grades in core subjects and the English Baccalaureate (EBacc).

In the Basics category (Grade 4+), only 29% of Pupil Premium students achieved a Grade 4 or above, which is significantly below the 52% of non-Pupil Premium students. When comparing students who achieved Grade 5+, the gap widens further, with only 10% of Pupil Premium students achieving this level, compared to 30% of non-Pupil Premium students.

The EBacc measure also shows significant differences. Only 4% of Pupil Premium students achieved Grade 4+, compared to 22% of non-Pupil Premium students. Similarly, the proportion of students achieving Grade 5+ in the EBacc is 1% for Pupil Premium students, which is substantially lower than the 10% achieved by non-Pupil Premium students.

In terms of Progress 8, Pupil Premium students had a significantly negative score of -1.64, indicating that, on average, they made much less progress compared to non-Pupil Premium students, who had a score of -1.06. This trend is observed across all key subject areas, with Pupil Premium students consistently underperforming in comparison to their non-Pupil Premium peers.

The table below provides a clearer summary of the performance comparison:

Measure	Pupil Premium	Non-Pupil Premium
Grade 4+ (Basics)	29%	52%
Grade 5+ (Basics)	10%	30%
Grade 4+ (EBacc)	4%	22%
Grade 5+ (EBacc)	1%	10%
Progress 8 Score	-1.64	-1.06

The data indicates that Pupil Premium students at The Hastings Academy continue to face significant challenges in both attainment and progress, particularly in comparison to their non-Pupil Premium peers. The gap is particularly wide in the **EBacc** and **Progress 8** measures, where Pupil Premium students are not achieving the same outcomes as non-Pupil Premium students. These disparities suggest the need for

targeted interventions and support, particularly in the core and EBacc subjects, as well as further work to improve overall progress for disadvantaged students.

In comparing the performance of Pupil Premium students at The Hastings Academy between the 2022/23 and 2023/24 academic years, there are some noticeable areas of improvement. While the percentage of students achieving **Grade 4+** in both English and Maths slightly declined from **31%** to **29%**, the percentage of students achieving **Grade 5+** remained unchanged at **10%**. However, a significant improvement was seen in the **EBacc** category, where the proportion of students achieving **Grade 4+** rose from **2%** in 2022/23 to **4%** in 2023/24. This indicates a positive trend in the uptake and success of students in the EBacc subjects. Additionally, the **Progress 8 score** improved from **-1.75** to **-1.64**, suggesting that, on average, Pupil Premium students made slightly more progress compared to the previous year. While these improvements are modest, they reflect positive movement in key areas that can be built upon with further targeted interventions. The APS improved in English for Pupil Premium students by 1.7 (to 4.6 from 2.9) suggesting overall better performance of pupil premium students in English.

The attendance of disadvantaged students has improved, with 33 less disadvantaged students being persistently absent in 2023/24 when compared with 2022/23 (a 10% reduction).

Externally provided programmes

Programme	Provider
Seneca Learning	Seneca UK
Sparx Maths	Sparx UK
Bedrock Learning	Bedrock UK
Direct Instruction Hub (Corrective Reading, Numeracy, and Expressive Writing)	DI Hub UK
National Tutorign Programme	NTP programme UK