

Pupil premium strategy statement – Jack Hunt Academy

This statement details our academy'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	1936 (Y7 – 13) 1685 (Y7 – 11)
Proportion (%) of pupil premium eligible pupils	Y7-13 = 37% Y7-11 = 39%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2023 - 26
Date this statement was published	December 2025
Date on which it will be reviewed	December 2026
Statement authorised by	Mr Jon Hebblethwaite (Headteacher)
Pupil premium lead	Mrs Wendy Gooding (Assistant Headteacher)
Governor / Trustee lead	Mrs Marta Adaes

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£669,825
Pupil premium funding carried forward from previous years (<i>enter £0 if not applicable</i>)	£0.00
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£669,825

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all students, irrespective of their background or the challenges they face, make good progress and achieve well across a broad and balanced curriculum. It is particularly important for us, that all our students work towards attaining age-appropriate literacy and numeracy skills and develop appropriate social skills to enable them to contribute positively to any groups in which they work and communities in which they live.

The focus of our pupil premium strategy is to support disadvantaged students to achieve that goal, including progress for those who are already high attainers. We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers. 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 at the heart of the Jack Hunt approach, with a focus on areas in which disadvantaged students require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged students at Jack Hunt Academy. In the intended outcomes detailed below, it is the intention that non-disadvantaged students' attainment will be sustained and improved alongside accelerated progress for their disadvantaged peers.

Our approach will be responsive to common challenges and individual needs, informed by the results of robust diagnostic assessment. We will ensure that student needs, not student labels, drive our strategy. The approaches we have adopted complement each other to help students excel. To ensure they are effective we will:

- Do everything within our power to maximise student attendance
- Recognise the power of positive relationships
- Ensure disadvantaged students are appropriately challenged by the work they are set and the responsibilities they are given
- Act early to intervene at the point need is identified
- Adopt a whole academy approach in which all staff take responsibility for disadvantaged students' outcomes and raise expectations of what they can achieve.

Challenges

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

Challenge number	Detail of challenge																																																										
1	<p>Although JHA attendance is consistently above national, the attendance of our PP students remains significantly below the attendance of our non-PP students. We are determined to close this gap – if students are not in school they are not accessing the high quality teaching they need to enable them to progress in line with their non-PP peers academically.</p> <table border="1"> <thead> <tr> <th></th> <th>2022-23 % attendance</th> <th>2023-24 % attendance</th> <th>2024-25 % attendance</th> <th>2025 – 26 % attendance to date</th> </tr> </thead> <tbody> <tr> <td>Jack Hunt PP students</td> <td>87.9</td> <td>89.1%</td> <td>89.9%</td> <td>92.0%</td> </tr> <tr> <td>National PP students</td> <td>85.4</td> <td>85.4%</td> <td>86.2%</td> <td>87.9%</td> </tr> <tr> <td>Difference</td> <td>+2.5%</td> <td>+3.7%</td> <td>+3.7%</td> <td>+ 4.1%</td> </tr> </tbody> </table> <table border="1"> <thead> <tr> <th></th> <th>2022 – 23 % attendance</th> <th>2023 – 24 % attendance</th> <th>2024-2 % attendance</th> <th>2025 – 26 % attendance to date</th> </tr> </thead> <tbody> <tr> <td>Jack Hunt PP Students</td> <td>87.9</td> <td>89.1%</td> <td>89.9%</td> <td>92.0%</td> </tr> <tr> <td>Jack Hunt Non-PP</td> <td>92.5</td> <td>93.1%</td> <td>93.4%</td> <td>95.0%</td> </tr> <tr> <td>Difference</td> <td>- 4.6</td> <td>- 4.0</td> <td>- 3.5%</td> <td>-3.0%</td> </tr> </tbody> </table> <p>Data clearly shows that good attendance significantly impacts positively on progress as illustrated by the Class of 2025 attainment data for Year 11 students:</p> <table border="1"> <thead> <tr> <th>Attendance</th> <th>Number of JH students</th> <th>Average A8</th> </tr> </thead> <tbody> <tr> <td>Above 95%</td> <td>145</td> <td>50.7</td> </tr> <tr> <td>90.1 – 95%</td> <td>94</td> <td>42.5</td> </tr> <tr> <td>80.1 – 90%</td> <td>66</td> <td>39.1</td> </tr> <tr> <td>50.1 – 80%</td> <td>17</td> <td>28.8</td> </tr> <tr> <td>≤ 50%</td> <td>1</td> <td>20.0</td> </tr> </tbody> </table>		2022-23 % attendance	2023-24 % attendance	2024-25 % attendance	2025 – 26 % attendance to date	Jack Hunt PP students	87.9	89.1%	89.9%	92.0%	National PP students	85.4	85.4%	86.2%	87.9%	Difference	+2.5%	+3.7%	+3.7%	+ 4.1%		2022 – 23 % attendance	2023 – 24 % attendance	2024-2 % attendance	2025 – 26 % attendance to date	Jack Hunt PP Students	87.9	89.1%	89.9%	92.0%	Jack Hunt Non-PP	92.5	93.1%	93.4%	95.0%	Difference	- 4.6	- 4.0	- 3.5%	-3.0%	Attendance	Number of JH students	Average A8	Above 95%	145	50.7	90.1 – 95%	94	42.5	80.1 – 90%	66	39.1	50.1 – 80%	17	28.8	≤ 50%	1	20.0
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5	<p>Our observations suggest that many lower attaining disadvantaged students lack metacognition and self-regulation strategies when faced with challenging tasks. This is particularly noticeable when they need to monitor and evaluate their answers and particularly extended answers in maths and science.</p>																								
6	<p>Our tracking of referrals to 'My Concern', feedback from SSOs and referrals to our school counsellor have identified social and emotional issues for many students, such as anxiety, depression (diagnosed by medical professionals) and low self-esteem. A combination of factors have contributed to this including concern about catching up lost learning time, concern about exams and concern about future prospects. Students also missed out on many enrichment opportunities due to the pandemic. These challenges particularly affect disadvantaged students and also impact on their attainment.</p> <p>39% of students at Jack Hunt Academy are Pupil Premium, but 53% of 'My Concern' referrals and 49% of MHST referrals are Pupil Premium, so both are disproportionately high.</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 achieve sustained improved attendance for all students, particularly our disadvantaged students.	Sustained high attendance demonstrated by: <ul style="list-style-type: none"> • The overall attendance for JHA students being above the national average. • Average disadvantaged attendance being < 3% behind that of non-disadvantaged students.
Improve reading comprehension among disadvantaged students across KS3	Reading comprehension tests demonstrate improved comprehension skills among disadvantaged students and there is a smaller disparity between disadvantaged students and their peers. Teachers should also recognise this improvement through greater engagement and achievement in all lessons.
Improved numeracy skills for disadvantaged students in KS3	Maths tests demonstrate improved numeracy skills among disadvantaged students and the gap between their score and their non-disadvantaged peers is reducing. Teachers should also recognise greater engagement in lessons and less removes from lessons.
Improved attainment among disadvantaged students across the curriculum at the end of KS4.	By the end of our current plan in 2025/26 KS4 outcomes show that disadvantaged students achieve a positive average P8 score and the A8 disadvantaged gap has reduced.
Improved social skills amongst all students and fewer incidents of disruptive and anti-social behaviour	Teacher reports and class observations demonstrate a calm and productive learning environment. This is also supported by a reduction in seclusions and suspensions
To achieve and sustain improved wellbeing for all students, including those who are disadvantaged	Sustained high levels of wellbeing up to 2025 will be demonstrated by: <ul style="list-style-type: none"> • Qualitative data from student voice, student and parent surveys and teacher observations • A decline in the number of students requiring referrals to the school counsellor • A significant increase in enrichment activity participation, particularly amongst disadvantaged 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: £282,065

Activity	Evidence that supports this approach	Challenge number(s) addressed
Promote Quality First Teaching (QFT) including metacognition and self-regulation, use of feedback and student engagement through Rosenshine's Principles and Teaching Walkthrus <i>(Cold calling and the use of show me boards)</i>	EEF Metacognition and self-regulation +7 EEF Feedback +6	1, 2, 3, 4, 5, 6
Staff development to raise the profile of the disadvantaged learner and to equip staff with tools to support their growth		1, 2, 3, 4, 5, 6
Lesson 7 to enable catch up of missed curriculum time	EEF Extending school time +3	2, 3, 4, 5, 6
Bonus staffing put into KS3&4 core to facilitate smaller teaching groups	EEF reducing class size +2	2, 3, 4, 5, 6
Staff development to embed QFT in every classroom and to improve study techniques and resilience of learners and enhance learners' ability to make connections with prior knowledge. Use of PiXL Think resource to support.	EEF Metacognition and self-regulation +7	2, 3, 4, 5, 6
Curriculum areas to identify how to address fluency in basic literacy and numeracy alongside teaching appropriate content to each year group.	EEF Oral language interventions +6	2, 3, 4, 5, 6
Where necessary, basics and fluency issues in literacy and maths are supported outside of the classroom. Some LPA students are invited to do ASDAN Award in Y10 and 11 instead of a GCSE option.	EEF small group tuition +4 EEF learning styles +2 EEF feedback +8	1, 2, 3, 4, 5, 6
Curriculum Areas to identify the higher-order literacy and numeracy skills which will have the greatest impact on student progress in each year group and then incorporate the teaching of these in the appropriate SoW	EEF Oral language interventions +6 EEF Reading comprehension strategies +6	2, 3, 4, 5
Ensure that PP progress is a key area of focus at all Exam Review Meetings.		2, 3, 4, 5

Provision of study and revision resources for all PP KS4 students	EEF Homework +5	2, 3, 4, 5
Support with provision of ipads for KS4 students, to promote independent study and support development of metacognition and self-regulation skills		2, 3, 4, 5

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

Budgeted cost: £ 136,353

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>PP lead is proactive in data use and tracking student progress</p> <p>GL assessments used annually to initially diagnose and then to measure progress</p> <p>All staff are trained on Pupil Progress and use this consistently to track student progress and identify intervention needs</p>	<p>Ofsted's 2014 report on PP progress:</p> <p><i>Staff are made aware of the achievement data surrounding PP students and the research driven responses that are possible. Because a strategic approach is taken, staff have professional respect for the school's PP project and its outcomes.</i></p>	1, 2, 3, 4, 5, 6
Tutor time intervention, twice weekly for Ma and En to target 3/4/5/borderline students	EEF small group tuition +4	2, 3, 4, 5, 6
TA targeted support of individuals	EEF individualised instruction +4	1, 2, 3, 4, 5, 6
Appointment of Academic Mentor to enable smaller intervention groups to accelerate progress. Support with metacognition techniques & opportunities to reduce pinch points for appropriate students	EEF small group tuition +4 EEF individualised instruction +4	1, 2, 4, 5, 6
Saturday and holiday schools held to intervene with students performing below target and provide them with small group support to narrow gaps in learning and progress	EEF small group tuition +4 EEF individualised instruction +4 EEF Extended school time +2	2, 3, 4, 5, 6
Further development and support of Nurture Groups and Outdoor Learning to support LPA students transition into secondary school	EEF Behaviour interventions +4 EEF Small group tuition +4	1, 2, 3, 4, 5, 6
Use of appropriate targeted AP to break down barriers to attendance and to maintain student progress whilst unable to attend a full school timetable		1, 2, 3, 4

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

Budgeted cost: £251,077

Activity	Evidence that supports this approach	Challenge number(s) addressed
On-going interrogation of attendance data to offer early intervention to improve attendance and reduce persistent absence	DfE research 2016: The higher the overall absence rate across KS4, the lower the likely attainment at the end of KS4	1, 2, 3, 4, 5, 6
On-going consistent application of attendance policy, including issuing of penalty notices, to improve attendance and reduce persistent absence	DfE research 2016: Pupils with no absence are 1.3 times more likely to achieve Grade 4 and above and 3.1 times more likely to achieve grade 5 or above than pupils that missed 10-15% of all sessions.	1, 2, 3, 4, 5, 6
Increase parental engagement through incentives to attend parents evenings and access to translation services.		1, 2, 4
Support for engagement in extracurricular activities. Positive encouragement by tutors for all KS3 PP students to engage in an extracurricular activity.	EEF Arts participation +3 EEF Physical activity +1	1, 4, 5, 6
Embed a revised whole school behaviour policy and monitor to ensure that it is consistently applied.	EEF Behaviour interventions +4	1, 2, 3, 4, 5, 6
Provide opportunities for PP students to engage in motivational and aspirational activities beyond the school gate which broaden their cultural capital e.g. DofE, short courses in golf/rowing etc.	EEF Behaviour interventions +4	1, 5, 6
Enable all PP students to experience a good work placement and world of work preparation..	EEF Social and emotional learning +4	1, 5, 6
Ensure progress and inclusion of all Children in Care (CiC/LAC) students through regular monitoring and support and focussed PEP meetings, Child Care Reviews and professionals meetings.		1, 2, 3, 4, 5, 6
Reduce poverty disadvantage by using PP funding to purchase items that support learning and attendance.	EEF Social and emotional learning +4	1, 2, 3, 4, 5, 6
Support emotional, mental health and wellbeing issues through effective deployment of school counsellor	EEF Social and emotional learning +4	1, 6

Total budgeted cost: £ 669,495

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

We have analysed the performance of our school's disadvantaged pupils during 2023-25 using key stage 4 performance data and our own internal assessments.

Our **Progress 8 Score** is a measure of how much progress pupils at Jack Hunt Academy made across 8 qualifications between the end of KS2 and the end of KS4, compared to other similar pupils nationally.

	National non-disadvantaged	JH non-disadvantaged	National disadvantaged	JH disadvantaged
Progress 8 Score 2023	+ 0.17	+ 0.04	-0.56	-0.23
Progress 8 Score 2024	+ 0.16	+ 0.03	-0.57	-0.15
Progress 8 Score 2025	No P8 data available			

The 2024 data suggested that Jack Hunt strategies to support disadvantaged learners are having a positive impact. Jack Hunt Progress 8 for non-disadvantaged learners has followed the national trend and declined by 0.01 however, for disadvantaged learners, Jack Hunt data shows a significant improvement of +0.08, whilst nationally there was a decline of -0.01. JH disadvantaged learners scored +0.42 above national disadvantaged learners. Although the Jack Hunt gap is less than national, it is still there and we are determined to creatively use varied strategies to reduce the gap further between JH disadvantaged and non-disadvantaged students.

Our **basics 4+ measure**, gives the percentage of KS4 students attaining both English and mathematics at 4+.

	National non-disadvantaged	JH non-disadvantaged	National disadvantaged	JH disadvantaged
En & Ma 4+ (2023)	73%	64%	43.1	45%
En & Ma 4+ (2025)	72%	66%	34.6%	45.6%

We are pleased to see that although the performance from disadvantaged students nationally is declining on this measure, JH students have improved. The National gap is 37.4%, whilst the JHA gap is 20.4%. Our strategies for 20254 – 26 look to reduce this gap further.

Attendance Data 2022-25

	National non-disadvantaged	JH non-disadvantaged	National disadvantaged	JH disadvantaged
.% attendance 2022 - 23	91.3	92.5	85.4	87.9
% attendance 2023 - 24	92.8%	93.1%	85.4%	89.1%
% attendance 2024 - 25	93.3%	93.6%	86.2%	90.1%

It is fantastic to see that the average attendance for our disadvantaged pupils is significantly higher than the average national attendance for disadvantaged pupils (+ 3.9%) This gap has grown each year. The JHA gap between PP and non-PP is 3.5%. Although this is still higher than we would desire, this is still significantly less than the national gap of 7.1%.

My Concern Referrals 2022 – 2,

	Number of referrals	% of referrals
Disadvantaged students 2022 - 2023	551	56%
Non-disadvantaged students 2022 - 2023	430	44%
Disadvantaged students 2023 - 2024	554	50%
Non-disadvantaged students 2023 - 2024	552	50%
Disadvantaged students 2024 - 2025	546	53%
Non-disadvantaged students 2024 - 2025	494	47%

Year on year, the number of My Concern referrals increases. Disadvantaged students are disproportionately represented in these referrals. As a result of the increased need, capacity within the safeguarding team has been increased.

Counselling Referrals 2022 – 24

	Number of referrals	% of students
Disadvantaged students 2022 - 23	42	47%
Non-disadvantaged students 2022- 2023	46	53%
Disadvantaged students 2023 - 24	27	36%
Non-disadvantaged students 2023- 2024	47	64%

MHST Referrals

	Number of referrals	% of students
Disadvantaged students 2022 - 23	25	49%
Non-disadvantaged students 2022- 2023	26	51%