Pupil Premium Strategy Statement

| Detail | Date |
| --- | --- |
| School Name | Hutton CofE Grammar School |
| Number of Pupils in school | 818 |
| Proportion (%) of pupil premium eligible pupils | 12.71% |
| Academic year/years that our current pupil premium strategy plan covers | 2023-24 & 2024-25 |
| Date Published | December 2024 |
| Date to be reviewed | September 2025 |

Funding Overview

| Detail | Amount |
| --- | --- |
| Pupil Premium Allocation this financial year | £111,120 |
| Recovery premium funding allocation this financial year | £6,072 |
| Pupil Premium funding carried forward from previous years | £0 |
| Total budget for this academic year | £117,192 |
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Statement of intent

At Hutton CofE Grammar School our intention is that all our pupils, regardless of background or the challenges they face, thrive, make good progress and achieve well across all subjects.

The focus of our strategy is to support disadvantaged pupils to achieve their goals and make good progress in line with their peers. We will consider the challenges faced by all our vulnerable pupils, particularly those with a social worker or are young carers. Our mission is to create an inclusive environment where we can not only support our most vulnerable pupils to thrive and flourish.

High quality learning is central to our approach, with a focus on ensuring that all pupils at Hutton receive the highest standard of lessons possible. This is proven to improve outcomes for all but significantly improves the outcomes for disadvantaged pupils helping to close the attainment gap.

Our approach is to be responsive to common challenges as well as understanding the individual, nuanced needs of pupils. Our approach is rooted in diagnostic assessment of all indicators rather than assumptions. Our intention is to have the approaches work together r in a holistic approach to help pupils excel. To ensure this we will:

* Use the Y6-Y7 transition to identify those who may need more support
* Act early to intervention at the point need is identified
* Adopt a whole school approach in which all staff take responsibility for disadvantaged pupils’ outcomes and raise expectations of what they can achieve

Challenges

| 1 | Improving attendance |
| --- | --- |
| 2 | Improving engagement and sense of belonging |
| 3 | Improving reading |
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Intended Outcomes

| Outcome | Success Criteria |
| --- | --- |
| 1.Improved Attendance | PP pupils who attend school regularly are more likely to make good progress. All pupils are tracked for attendance. PP and DP pupils will be prioritised for support in removing barriers to attendance. |
| 2. Improved sense of belonging | Pupils who feel a sense of belonging make better progress. Our extra curricular programme will aid our most vulnerable pupils to find their place within the school community and therefore improve their self confidence and self worth as a child in the image of God. |
| 3. High quality teaching and learning | All QA processes will focus on the experience and outcomes of DP. This will allow a relentless focus on ensuring we understand the barriers for individual pupils in order to actively address the issues wherever possible.  Breakfast is available for all DP pupils as well as a TA who can support.  Subsidised or free revision materials will be provided for KS4 pupils  Equipment is available for all pupils |
| 4, strategic use of date to reduce under achievement and lack of engagement | New reporting data will allow a greater depth of information to strategically plan for individual pupil needs and increase ability for early intervention to remove barriers to learning. |
| 5. Improved reading | Reading to remain as a high priority for the whole school. Whole staff training to continue. All DPs to be enrolled on the sixth form reading support.  New HLTA librarian to work with individual pupils |