

Pupil premium strategy statement – Hutton Grammar 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	809 (including Sixth Form)
Proportion (%) of pupil premium eligible pupils	13.2%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended – you must still publish an updated statement each academic year)	2025-2026 2026-2027 2027-2028
Date this statement was published	
Date on which it will be reviewed	
Statement authorised by	N. Moran
Pupil premium lead	N. Mainey
Governor / Trustee lead	

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£126,530
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£126,530

Part A: Pupil premium strategy plan

Statement of intent

At Hutton Church of England Grammar School, staff and governors are committed to supporting the academic achievement and holistic development of every pupil in our community. We place particular emphasis on supporting our least advantaged pupils, recognising that equity in education is essential for all pupils to thrive.

Our intention is that every pupil, regardless of background or the challenges they may face, experiences an environment at Hutton Grammar School where they want to attend, make strong progress, feel a sense of belonging, and achieve success. Our Pupil Premium strategy is central to achieving this aim.

Evidence shows that high-quality teaching has the greatest impact on narrowing attainment gaps. As such, excellent classroom practice lies at the heart of our provision, particularly in areas where disadvantaged pupils require the most support. At the same time, we remain committed to sustaining and improving attainment for non-disadvantaged pupils alongside raising outcomes for those who are disadvantaged.

Our strategy also includes targeted academic and pastoral interventions, designed to address both specific subject needs and wider barriers to learning. These interventions are guided by diagnostic assessment, not assumptions, allowing us to respond to individual challenges with precision.

To ensure the effectiveness of our strategy, we will:

- Embed a whole-school approach in which all staff take responsibility for disadvantaged pupils' outcomes and work collectively to raise their aspirations and achievement.
- Challenge all pupils appropriately through high expectations and ambitious teaching.
- Act early with timely, targeted interventions based on evidence.
- Identify pupils in need of additional support early, including through our Year 6 to Year 7 transition process, and our Y7 to Y8 transition.

Our strategy is grounded in the best available evidence and is designed to be dynamic and responsive. We regularly assess the impact of our interventions through a combination of academic data, pupil voice, and staff feedback. This ongoing evaluation ensures that our support remains effective and relevant.

We are committed to:

- Reviewing progress at regular intervals throughout the year.
- Using both quantitative data (attainment and progress) and qualitative insights (engagement, wellbeing) to measure impact
- Involving key stakeholders—staff, governors, pupils, and families—in reviewing and refining our approach.

Through this inclusive, evidence-informed strategy, we are determined to enable every pupil at Hutton Grammar School to flourish, fulfil their potential, and leave us with the confidence, knowledge, and skills for future success.

Challenges

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

Challenge number	Detail of challenge
1	<p>Persistent absenteeism amongst Pupil Premium students</p> <p>Persistent absenteeism can have a detrimental effect on the academic outcomes of Pupil Premium students, as irregular attendance restricts access to high-quality teaching, structured learning, and targeted support designed to narrow the attainment gap. Absence can lead to significant gaps in knowledge, reduced confidence, and disengagement from learning, all of which impact progress across the curriculum. Common barriers to attendance for Pupil Premium pupils may include socioeconomic challenges, family responsibilities, financial constraints, transport difficulties, and issues relating to mental health or wellbeing. Proactively addressing these barriers is essential in ensuring equitable access to education and enabling all pupils to reach their potential.</p>
2	<p>Reading ages</p> <p>Reading ability is a strong predictor of future academic achievement, and pupils with lower reading ages are at greater risk of underperforming across the curriculum. For Pupil Premium students, gaps in reading skills can widen quickly without timely support, limiting access to more complex texts and reducing confidence in their learning. Barriers contributing to lower reading ages may include limited access to books at home, fewer opportunities for shared reading, and reduced exposure to rich language outside the classroom. Addressing these challenges through targeted intervention, structured literacy programmes, and opportunities to foster a culture of reading is essential to raising attainment and supporting long-term outcomes.</p>
3	<p>Wellbeing</p> <p>Wellbeing has a significant impact on the ability of pupils to engage, attend, and make sustained academic progress. Pupil Premium students may face additional challenges that place them at greater risk of poor wellbeing, including financial hardship, overcrowded housing, caring responsibilities, or experiences of social disadvantage. These factors can lead to increased levels of stress, lower self-esteem, or difficulty maintaining positive relationships, which in turn can affect behaviour, attendance, and achievement. A proactive approach that</p>

	includes early identification, pastoral support, access to wellbeing services, and opportunities to build resilience is vital in reducing barriers and ensuring pupils can thrive both academically and personally. Internal data and records demonstrate that our disadvantaged students are more likely to engage with additional pastoral support strategies.
4	<p>Parental engagement</p> <p>Parental engagement plays a critical role in supporting pupil progress, yet Pupil Premium students may encounter barriers that make it harder for parents and carers to engage fully with school life. These barriers can include irregular working patterns, limited access to transport, language barriers, previous negative experiences of education, or lack of confidence in supporting learning at home. Strengthening communication with families, offering flexible opportunities for involvement, and providing practical strategies to support learning at home are key to building positive partnerships. By working collaboratively with parents and carers, schools can help ensure that Pupil Premium pupils are supported consistently both in school and at home, improving outcomes and raising aspirations. Our records show that parents and carers of our disadvantaged students are less likely to engage with in-person school events (Parents' Evenings and Information Evenings) and are less likely to engage with information shared via Synergy related to their son's attainment, attendance and behaviour.</p>
5	<p>Progress and attainment in GCSE outcomes</p> <p>National and local data consistently show that there is an attainment gap between Pupil Premium students and their non-Pupil Premium peers, with disadvantaged pupils typically achieving lower outcomes at every key stage. This gap is often evident in core subjects such as English and mathematics and can widen as pupils progress through school if not addressed effectively. The reasons for this disparity are complex and linked to a range of barriers, including lower levels of literacy on entry, reduced access to academic and cultural opportunities outside of school, higher rates of persistent absenteeism, and challenges relating to wellbeing and family circumstances. These factors can limit the extent to which Pupil Premium pupils engage with learning, build confidence, and sustain academic progress. Closing this gap requires targeted, evidence-based strategies that remove barriers, provide high-quality teaching, and deliver additional academic and pastoral support to ensure that disadvantaged pupils can achieve in line with their peers.</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
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To raise school attendance of least advantaged students.	<ul style="list-style-type: none"> • PP attendance is at least in line with national figures by the end of the strategy period. • The attendance gap between PP and non-PP pupils reduces year on year. • Persistent absence for PP pupils is in line with, or better than, national benchmarks. • Clear PP attendance policies and procedures are formulated and implemented.
Improve levels of reading, decoding and comprehension amongst our least advantages students OR quality of teaching?	<ul style="list-style-type: none"> • Standardised assessments show PP pupils make accelerated progress in reading from their starting points. • The attainment gap in reading between PP and non-PP pupils narrows significantly across all year groups. • By the end of each key stage, the proportion of PP pupils achieving expected and higher standards in reading matches or exceeds national averages.
To achieve and sustain improved wellbeing for all pupils, including those who are least advantaged.	<ul style="list-style-type: none"> • Pupil surveys and wellbeing measures show sustained improvements in confidence, resilience, and sense of belonging. • Behaviour and exclusion data demonstrate a sustained reduction in negative incidents involving PP pupils. • Increased participation of PP pupils in enrichment and wider school life is evident and sustained.
To improve and maintain the attainment of PP pupils	<ul style="list-style-type: none"> • By the end of each key stage, PP attainment and progress are at least in line with national averages. • The attainment gap between PP and non-PP pupils reduces year on year in English and mathematics. • Internal tracking demonstrates that PP pupils consistently meet curriculum milestones across all subjects. • Support and intervention strategies assist in providing improved outcomes.

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: £61,849

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>CPD for all colleagues on:</i>	EEF research highlights that high-quality teaching is the most important factor in	1.2.3.4.5

<i>Curriculum development</i> <i>Retrieval practice</i> <i>Use of technology</i> <i>Instructional coaching</i> <i>Developing oracy</i> <i>Feedback</i> <i>Assessment</i>	improving outcomes for disadvantaged pupils. Retrieval practice and effective use of technology support long-term learning, engagement, and progress across the curriculum	
Whole-school approach to reading and literacy development	The EEF's Improving Literacy in Secondary Schools guidance stresses that disciplinary literacy, where all teachers take responsibility for literacy in their subject, is proven to raise attainment and narrow gaps in reading, writing, and communication.	1.2.3.5
Cover Supervisor positions	Ensures continuity of learning and maintains high-quality classroom experiences during staff absence. Evidence shows that minimising disruption and ensuring access to subject specialists is vital for pupil progress.	1.2.3.5
Recruitment and retention of high-quality teachers (including early career teachers and subject specialists)	Research consistently shows teacher quality has the greatest impact on pupil outcomes. Investment in recruitment and retention ensures disadvantaged pupils have sustained access to effective teaching.	1.2.3.4.5
Professional development in adaptive teaching and SEND strategies	DfE guidance and EEF evidence highlight that adaptive teaching and inclusive strategies improve outcomes for pupils with additional needs, including many disadvantaged pupils.	1.2.3.4.5
<i>Projected spending</i>	£61,849	

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

Budgeted cost: £10,065

Activity	Evidence that supports this approach	Challenge number(s) addressed
Alternative provision	DfE research highlights that alternative provision can improve engagement and outcomes for vulnerable pupils at risk of exclusion. EEF evidence suggests personalised curricula and smaller learning environments can re-engage learners, leading to improved attainment and sustained post-16 destinations.	1.2.3.4.5
Intervention	The EEF Toolkit indicates that 1:1 tuition has a +5 months impact and small group tuition a +4 months impact on average progress. Evidence shows that	1.2.3.4.5

	targeted support in English and Maths is particularly effective in raising attainment for disadvantaged pupils.	
GEMs <i>(English and Maths Intervention)</i>	Structured literacy and numeracy programmes, when well-implemented, can accelerate progress. The EEF stresses the importance of diagnostic assessment and targeted intervention in literacy and numeracy to close attainment gaps.	1.2.5
NGRT software	Standardised diagnostic assessments provide reliable data to identify gaps in reading and comprehension. EEF guidance recommends regular use of diagnostic tools to inform teaching and track progress, particularly for disadvantaged pupils.	1.2.3.5
Study Skills/ Study Skills Resources	EEF evidence shows that metacognition and self-regulation approaches can provide +7 months of additional progress. Teaching pupils explicit study strategies improves independence, revision skills, and exam preparation, especially for disadvantaged pupils.	1.2.3.4.5
<i>Projected spending</i>	£10,065	

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

Budgeted cost: £54,616

Activity	Evidence that supports this approach	Challenge number(s) addressed
Attendance Manager	DfE guidance emphasises the impact of strong attendance systems on improving outcomes for disadvantaged pupils. Targeted monitoring and family support are proven strategies for reducing persistent absence.	1.2.4.5
Pastoral Hub	EEF evidence shows that social and emotional learning interventions can have a +4 months impact on progress. Providing a safe, supportive space helps address SEMH needs, reduce behaviour incidents, and improve engagement.	1.2.3.4.5
Inclusion Manager	National data highlights that effective inclusion leadership reduces exclusions and narrows attainment gaps. Coordinated support for PP pupils improves both academic and wellbeing outcomes.	1.2.3.4.5
Careers Advisor	Evidence from the Careers and Enterprise Company shows that access to high-quality, impartial careers advice increases post-16 participation and raises aspirations, especially for disadvantaged pupils.	1.3.4.5

<i>School Counsellor</i>	EEF research into social/emotional/mental health (SEMH) provision indicates that targeted mental health support can improve wellbeing, behaviour, and readiness to learn, with long-term impact on attainment.	1.3.4.5
<i>Trips and visits</i>	DfE and Ofsted evidence highlight the importance of building cultural capital. Enrichment experiences broaden horizons, improve engagement, and increase motivation, particularly for disadvantaged pupils.	1.2.3.4.5
<i>SISRA</i>	High-quality data analysis supports early identification of gaps and enables targeted interventions. Research highlights that effective data use is critical for improving outcomes and reducing attainment gaps	1.2.3.5
<i>Synergy</i>	This software provides us with a comprehensive platform to support the effective monitoring and progress of Pupil Premium students. By consolidating information on attendance, attainment, behaviour, and interventions, the system enables staff to identify emerging trends and potential barriers to learning at an early stage.	1.2.3.4.5
<i>Assistant Head Teacher (PP strategic lead)</i>	EEF and DfE guidance recommend strong leadership and accountability for PP funding. Evidence shows that dedicated leadership improves strategic implementation and impact monitoring.	1.2.3.4.5
<i>ICT Support</i>	EEF digital technology evidence indicates that access to ICT and effective use of digital tools can add +4 months progress when used to supplement high-quality teaching, particularly in supporting independent study	1.2.3.5
<i>Extra-Curricular</i>	DfE and EEF evidence show that enrichment and extracurricular participation improve attendance, wellbeing, and attainment. Access to wider opportunities helps develop cultural capital and resilience, narrowing the disadvantage gap.	1.3.4.5
<i>Projected spending</i>	£54,616	

Total budgeted cost: £126,530

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

1. Improved Attendance

Year	PP Attendance 24-25	Non-PP Attendance 24-25
7	93.49%	96.86%
8	87%	94.68%
9	89.19%	94.66%
10	85.76%	95.13%
11	78.71%	95.45%

Analysis of attendance data for 2024–25 highlights a significant gap between Pupil Premium (PP) students and their non-PP peers across all year groups, with the disparity widening as students move up the school. Attendance for PP students falls from 93.49% in Year 7 to just 78.71% in Year 11, compared with consistently strong non-PP attendance (94–96%). This pattern suggests that persistent absenteeism among PP students is both an early concern and a growing issue over time

2. Improved sense of belonging

The coordinated use of initiatives such as Compass Bloom, the Pastoral Hub, the School Nurse, the School Counsellor, and a broad extra-curricular programme can significantly enhance Pupil Premium students' engagement and wellbeing. Compass Bloom provides targeted emotional and mental health interventions that help students develop resilience and self-regulation, enabling them to re-engage more positively with learning. The Pastoral Hub offers a safe and supportive environment where students can access early help, mentoring, and personalised support, reducing barriers related to attendance, behaviour, and confidence. Collaboration with the School Nurse and School Counsellor ensures that both physical and emotional health needs are identified and addressed promptly, fostering a holistic approach to wellbeing. Furthermore, participation in extra-curricular activities broadens experiences, builds social capital, and promotes a stronger sense of belonging within the school community. Collectively, these strategies work in synergy to remove obstacles to learning, raise aspirations, and improve both the academic engagement and emotional wellbeing of Pupil Premium learners.

3. High quality teaching and learning

Measure	PP	Non-PP
A8	34.24	52.1
+4 English	52.9%	89.8%
+5 English	41.2%	74.2%

+4 Maths	41.2%	89.1%
+5 Maths	29.4%	62.5%
5 standard + E&M	23.5%	84.4%
5 strong + E&M	23.5%	55.2%

Analysis of attainment data reveals a significant performance gap between Pupil Premium (PP) and non-Pupil Premium (non-PP) students across all key measures. The average Attainment 8 score for PP students is 34.24 compared with 52.1 for non-PP students. In English and Maths, PP outcomes are considerably lower: only 52.9% achieve grade 4+ in English (vs 89.8%), and just 41.2% in Maths (vs 89.1%). The gap widens further at grade 5+, where PP attainment falls to 29.4% in Maths compared with 62.5% for non-PP students. For combined measures, only 23.5% of PP students achieve both standard and strong passes in English and Maths, compared with 84.4% and 55.2% respectively for their peers.

4. Strategic use of data to reduce under achievement and lack of engagement

Data is a vital tool in reducing underachievement and addressing lack of engagement, particularly for Pupil Premium students. By systematically analysing assessment outcomes, attendance records, behaviour logs, and reading age data, schools can identify patterns of disadvantage, track progress against key benchmarks, and highlight pupils at risk of falling behind. This allows leaders and teachers to implement timely, targeted interventions, personalise support, and monitor the impact of strategies with precision. Regular review of data ensures accountability, informs resource allocation, and helps to evaluate which approaches are most effective in narrowing the attainment gap and improving engagement for disadvantaged learners. Over the course of the year, data was employed to ensure every Year 11 Pupil Premium student accessed the Study Support Pathway in a timely and meaning way.

5. Improved reading

Year	% PP	% Non-PP
7	0%	100%
8	36%	64%
9	40%	60%

The data shows that Pupil Premium students are well represented within the reading catch-up programme, particularly in Years 8 and 9. Although only around 12% of the school's overall population are Pupil Premium, they make up 36% of participants in Year 8 and 40% in Year 9. This suggests that the programme is successfully identifying and targeting those who may benefit most from additional literacy support. It is encouraging to see that disadvantaged pupils are being prioritised for intervention, ensuring that resources are used effectively to help close attainment gaps and promote equity in learning opportunities.

Year	Expected	Higher	Much Higher
<i>GCSE - Reading Ready</i>	26%	21%	53%

The data demonstrates the success of the GCSE-Reading Ready programme in supporting students' preparation for their GCSE studies. Over half of the participants (53%) made **much higher progress** than expected, while an additional 21% achieved **higher progress**, and 26% met **expected progress**. These figures indicate that the programme is effectively accelerating reading skills for the majority of students, giving them a strong foundation as they enter Year 10. It is particularly encouraging that such a large proportion of students exceeded expectations, highlighting the programme's impact in boosting confidence, literacy, and readiness for the demands of GCSE study.

Externally provided programmes

Programme	Provider