

The Hyndburn Academy Pupil Premium Strategy Statement

This statement details our school's use of Pupil Premium (and recovery premium for the 2024 to 2025 academic year) 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 effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	The Hyndburn Academy
Number of pupils in school	660
Proportion (%) of pupil premium eligible pupils	52%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	Year 25/26 (of 2024/25- 2026/27)
Date this statement was published	September 2025
Date reviewed	February 2026
Date on which it will be next reviewed	September 2026
Statement authorised by	Nicola Palmer
Pupil premium lead	Phil Harter
Governor / Trustee lead	Gill Whittaker

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£286,910
Recovery premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year (24/25)	£286,910

Part A: Pupil Premium Strategy Plan

Statement of Intent

The Hyndburn Academy is committed to ensuring that all students have access to high quality education and aspirational experiences, irrespective of their background.

The Hyndburn Academy recognises that students from disadvantaged backgrounds may face several challenges. The school is committed to using the pupil premium (PP) funding to help all learners reach their full potential. The Hyndburn Academy has over 52% of the student population eligible for PP, however, the remaining student demographic are not significantly more affluent. The intended outcome of all activities/interventions detailed within this document is that all pupils, irrespective of background, are provided with high quality teaching, effective support, and accessible enrichment opportunities.

The Hyndburn Academy is dedicated to ensuring that the individual needs of each child are met by the meticulous use of the pupil premium funds. Challenges faced by our disadvantaged pupils will be identified, and plans/actions regularly reviewed to ensure they are having the desired impact.

At The Hyndburn Academy we believe that social or financial disadvantage should never be a barrier to a young person's life chances. Our objective for our disadvantaged pupils is that they make as much progress if not more than their peers, there should be no gap between their attainment, attendance, and behaviour figures. Our disadvantaged students receive a broad and rich ambitious curriculum which prepares them for their next phase in their life. We encourage every pupil to believe in themselves and to achieve their highest potential.

Our Pupil Premium Strategy Plan identifies any barriers to learning and so they can be resolved in with research informed solutions, as a starting point we have used the EEF recommendation of a tiered approach with focus on quality first teaching, targeted academic support and wider strategies. The plan is reviewed regularly and adapted based on evidence, intervention, and wider research.

Challenges

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

Challenge number	Detail of challenge
1	Disadvantaged pupils perform below their non-disadvantaged peers in summative assessments.
2	Disadvantaged boys perform lower than disadvantaged girls.
3	The percent of disadvantaged students achieving maths and English basics is lower than non-disadvantaged students.
4	Attendance of disadvantaged students is lower than their non-disadvantaged peers.
5	On entry year 7 Reading ages are lower for students eligible for Pupil Premium than non-Pupil Premium students.
6	There is a higher proportion of social and emotional issues affecting disadvantaged pupils in comparison to non-disadvantaged pupils.

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
Positive Progress 8 score for all students with a focus on those eligible for Pupil Premium. Disadvantaged students experience a broad and challenging curriculum. They receive excellent information, advice, and guidance, including those with the EBacc suit. A8 for the next 2 years instead of Progress.	PP students have a positive P8 score, equal to or above their peers. PP students have an A8 score, equal to their peers.
% Grade 4+ in maths and English. PP students experience excellent teaching in English and maths and the % achieving 4+ is in line with their prior data	PP students achieving 4+ in Maths and English is at least National average.
% Grade 5+ in maths and English PP students experience excellent teaching in English and maths and the % achieving 5+ is in line with their prior data.	PP students achieving 5+ in Maths and English is at least National average.
PP eligible students attend regularly, those with targeted intervention for attendance improve their % and PA among PP students drops.	PP students' attendance is at least 93%.
Reading Ages improve at the same rate for PP as for non-PP students.	Reading ages of disadvantaged students are in line with their non-disadvantaged peers.
Reduction in behavioural sanctions for students eligible for pupil premium	Reduction in fixed term suspension and withdrawal to independent learning for students eligible for pupil premium.

Activity in this Academic Year

This details how we intend to spend our Pupil Premium (and recovery premium funding) **this academic year** to address the challenges listed above.

Teaching

Budgeted cost: £ 80,221

Activity	Evidence that supports this approach	Challenge number(s) addressed
Specialist teacher 1 day per week. (£6,200)	EEF Reading and comprehension strategies. Extra focus with specialist staff to support learning gaps in targeted sessions. EEF cites this adds 2 months progress to learners.	2, 3, 5
Delivery of a Yr7 -10 School Guided Reading Programme (£42,500)	EEF Oral language interventions. All students participate in tutor reading programme to develop literacy skills, promote a love of reading whilst supporting gaps in cultural capital. The EEF cites this as 6 months progress for learners.	1, 2, 3, 5
Continued review of a broad and ambitious curriculum with a strong focus on sequencing to embed skills and knowledge. (£3,868)	EEF cites mastery learning can improve progress by up to 6 months in science and maths.	1,2,3,4,5
Relaunch Independent Learning books for all groups leading to students being able to self-quiz and promote long term memory across the curriculum linked to retrieval practice independent study (£2,053)	EEF cites mastery learning can improve progress by up to 5 months across different subjects.	1, 2, 3, 5
Whole academy curriculum overview is widely published around the academy, on website and all staff access 'curriculum bible'. The curriculum includes a wealth of low stakes formative assessment, key for	EEF mastery learning.	1, 2, 3

catch-up and checking for understanding. (£9,670)		
Early baseline assessment of year 7 intake with Mydis, tests and NGRT. Lowest readers receive small group reading intervention, including phonics programme if required. Staff trained in Toe by Toe and Rapid Reader. (£7,456)	EEF Reading and comprehension strategies Such support the understanding of pupil profile ensuring setting and intervention is accurately targeted.	1, 2, 3, 5
Completion of retrieval homework using SPARX for English, Maths and Science to aid cognition, memory and catch up. (£4,413)	Use of online programmes to support EEF mastery and homework. Homework can add 5 months progress to learns according to the EEF.	1, 2, 3, 5
Continue with whole Academy QA focus on Disadvantaged students in terms of learning walks, work scrutiny and deep dives and CPD in morning briefings and Weds staff training. (£4,061)	There is always representation of the Pupil Premium students to quality of their learning work is as good if not better than their NPP peers of a similar ability.	1, 2, 3

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

Budgeted cost: £83,889

Activity	Evidence that supports this approach	Challenge number(s) addressed
Developing the engage/Inclusion provision especially for removing barriers to learning for PP students including attendance and behaviour strategies. (£35,026)	EEF mentoring Small group or 1:1 support in resilience and social communications. The EEF cites learners make up to 4 months progress for social and emotional learning.	1, 2, 3, 4, 5, 6
Introduce Maths Excellence Tutoring for maths so that out of hours online tuition is available to support HAPS disadvantaged students in maths. (included in Maths budget)	EEF cites up to 4 months progress on learners receiving tuition.	1,2,3
Literacy and numeracy intervention Provision for LAP and MAP PP students. (£3,649)	EEF small group and 1:1 tuition.	1, 2, 3, 5
Holiday revision workshops, online, or in the academy for year 11, targeting Disadvantaged students. (£4,000)	EEF extending the school day cites to improve progress by up to 3 months.	1, 2, 3
Programme of after school targeted interventions in core subjects, in class sets with class teachers from year 11 from start of Autumn term. (£10,425)	EEF extending the school day cites to improve progress by up to 3 months. In previous years students who regularly attended were more likely to achieve their target grades or above.	1, 2, 3
SLT Mentor meeting with students and parents to discuss mock results, next steps, revision techniques etc. All non-attenders have follow-up meetings. (£5,051)	EEF cites parental engagement can improve progress by up to 4 months. The academy offers alternative dates, times and methods of communication to ensure hard to reach parents are involved.	1, 2, 3, 4, 6

All year 11 Disadvantaged students have an SLT mentor who meets with them weekly. (£6,909)	EEF mentoring cites up to 2 months progress on learners.	1, 2, 3, 5, 6
Small group reading (rapid reading) and writing interventions with Teaching Assistants, particularly in year 7 and year 8. (£7,672)	EEF Reading and comprehension strategies. We have used small group 'Fresh start' and 'Read Write Inc' programme in SENs area for year 7 with lowest reading.	2, 3, 6
The CEIAG programme has been designed for Disadvantaged students first for prioritising interviews visits and follow-up meetings and destination support. (£4,648)	EEF Aspirations interventions. Previous focus on prioritising PP students has contributed to our leavers rarely being NEET.	1, 2, 3, 4, 5, 6
Male role model mentoring for PP males as part of the aggressive mentoring post November mocks. (included in pastoral budget)	EEF mentoring cites up to 2 months progress on learners.	1, 2, 3, 5, 6
Key workers for SEND students to support those students who are double disadvantaged. (£6,509)	Teaching assistants are assigned students as keyworkers. The EEF cites this has 4 months progress.	1, 2, 3, 4, 5, 6

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

Budgeted cost: £123,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Intervention for Disadvantaged students affected by Persistent Absence. (£13,899)	EEF 1:1 tuition. EEF mentoring. EEF behaviour interventions. EEF social and emotional learning.	1, 2, 3, 4, 5, 6
Second year of increasing the capacity of the attendance team creating capacity to ensure every absence receives a phone call as well as a text and allow for more home visits. (£41,882)	EEF feedback. EEF parental engagement.	4
Ensuring the students who are at risk of suspension have appropriate pastoral intervention in place which is reviewed at ACAF meetings. Where it is in the best interest of the child support Alternative Provision as required. (£11,480)	EEF mentoring, EEF behaviour interventions and EEF 1:1 tuition.	4, 6
Continue with structured tracking of Arbor behaviour and achievement systems within the pastoral system to ensure students are moved to the next strategy if required. (£1,200)	EEF cite behaviour strategies and parental engagement can improve progress by up to 4 months.	6
Engage SEMH short term interventions e.g. fishing, boxing and rowing to engage in a positive mentoring climate. (£6,343)	EEF behaviour interventions.	5
Wide range of co-curricular clubs and opportunities such as DFE, school performances and sport teams to engage and support with cultural capital. (Included in whole school budget)	EEF Aspirations.	6
Academy to investigate all alternatives to PEX for Disadvantaged students. (£8,000)	EEF behaviour interventions.	4, 6
Continue to purchase revision guides for every GCSE student in every subject. Extended to PP receiving free texts for English literature. (£526)	EEF mastery learning, also homework can add 5 months progress to learners according to the EEF.	1, 2, 3, 4

Continue to raise the profile of the house system to raise the profile of positive praise, rewards and ambition across the academy. (£6,118)	EEF aspiration interventions do not have enough evidence to state an improvement in months but as the academy behaviour and attainment improves, we want to focus on rewards and positives.	1, 2, 3, 4, 6
Sundries for other barriers to learning, including purchasing music lessons, equipment or uniform or trips and visits. (£7,000)	EEF cites parental engagement can improve progress by up to 4 months.	1, 4, 6
Utilisation of our specialist teacher support and screen all disadvantaged students for examination support in KS4 And working with students in KS3 who already present with the barriers to exam success. (included in specialist teacher budget)	EEF Reading and comprehension strategies. Extra focus with specialist staff to support learning gaps in targeted sessions. EEF cites this adds 2 months progress to learners.	1,2,3,5,6
Student breakfast before exams. (£4,420)	When students have a full meal, they can focus for longer periods, enhancing their exam performance.	1, 2, 3, 5, 6
Transportation (£11,996)	Enabling access to disadvantaged students to the school bus service, as well as using the minibus to allow all students to attend after school intervention and enrichment.	1, 3, 6
Data Manager (£10,136)	Data Manager to analyse and present data, allowing both students and staff to understand performance and target how to improve.	1, 2, 3, 5, 6

Total budgeted cost: £287,110

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

The performance of our school's disadvantaged pupils during the 2024/25 academic year has been analysed using Key Stage 4 (KS4) performance data and Key Stage 3 (KS3) NGRT data.

2025 results were below expected outcomes in most areas and this trend continued in Maths and English. Pupils in PP disadvantaged category 4+ in 5 subjects 38% (18 students out of 47) and 32% (15 students out of 47) including Maths and English shows that there is still a major gap that exists versus non-Pupil Premium students who in the same measures 4+ in 5 subjects 47% (58 students out of 121) and 43% (53 students out of 121). In comparing this year to last year, it has been decided to adapt our strategies to have an impact on this cohort of students, this includes new focuses on tutoring, teaching and wider strategies.

The pupil premium attendance, whole school last year (23/24) 23/24 GAP 5.3% (pp 89.3 non PP 94.6) showed that absences of disadvantaged students was 5.3% higher than their peers in 2023/4. The national average for pupil premium attendance was 83%. However, in the year 24/25 there was signs of improvement and that gap was closed to 24/25 GAP 4.9 % (pp 90.2 - non PP 95.1) Although an improvement and a step in the right direction the school recognises that this gap is too wide, and therefore a focus of the current plan is to make further amendments to the structures that we use on how we tackle the attendance of students and how to tackle the issue. The Pastoral team has grown to facilitate support beyond academic need, SEMH support, anger management, domestic abuse groups, we have a member of staff dedicated the help write any Early Help plans to support students and families within the home as well as school. As a school we have committed to complete the Impact Ed support programme in UL schools, using any data provided to aid the support of students and specific needs.

The recruitment of a new librarian and pupil mentor has allowed students to access the library during lessons as well as social time, to support students with reading, oracy and literacy development. The attendance team has remained the same so we now have two full time attendance staff which allows for home liaison, with attendance being 2% higher than the national average.

The school is planning to make use of our mid day form time for targeted intervention, weave year 11 afterschool intervention into our extra-curricular provision earlier and make our whole provision of intervention more data driven to make greater impacts; especially with students identified as disadvantaged. More face-to-face mentoring will take place with students, tailored to the individual needs. This is in response to intervention needs in all years and we will prioritise reading with KS3 in this time and subject specific intervention in KS4.

The school has changed its day and shortened lessons to help with pupil focus in lessons and enable a new and clear routine to be established within lessons. We have moved away from I do, We do, You do and moved to Teach, Check, Practice model. The school now has 4 lessons of 75 minutes each and has changed form time to the middle part of the day as a 40-minute session. This was designed to limit lates to school that occurred due to a lack of consideration by many students for form period and has ensured a much improved picture when it comes to punctuality. It has also given form time more emphasis and has allowed us to use the time effectively for a range of intervention strategies to take place.

The school has also completely revamped its Education with Character offer and established a new co curricular offer that is diverse and regular in its offer. The House system has been redesigned and launched in September 2025 which will give more purpose to achievement, rewards and a real sense of belonging through competition regularly throughout the school year. New House leads in all 5 houses and new names will help relaunch the system in school and help with the schools push on attendance, culture and commitment to the wider development of all students inside and outside of the classroom.

Overall, our strong ethos of promoting high-quality teaching, suitably challenging lessons, and our culture around attendance and behaviour provides all students at the Academy with the effective message that we expect them to succeed, and we will endeavour to provide any support necessary to allow this to happen. As stated, student progress and attendance remain priorities this academic year, however we have reviewed our strategy plan and made changes to how we intend to use our budget this academic year.

Further information

Due to the confidentiality and data protection of students who are eligible for Pupil Premium it is inevitable that students who are not eligible for Pupil Premium to benefit from many of the strategies above, particularly with the primary focus being on quality first teaching.

Externally provided programmes

Programme	Provider
Sparx English / Maths / Science	Sparx
NGRT	GL Assessments
LBQ	Learning By Questions Ltd
Seneca	Seneca
4Matrix	