

Pupil premium strategy statement – Huntcliff 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	544
Proportion (%) of pupil premium eligible pupils	34%
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)	2024-2027
Date this statement was published	December 2025
Date on which it will be reviewed	December 2026
Statement authorised by	Miss L Wilkinson
Pupil premium lead	Miss A O'Shaughnessy
Governor / Trustee lead	Mrs S Walker

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£195,050

Pupil premium funding carried forward from previous years	£0
Total budget for this academic year	£195,050

Part A: Pupil premium strategy plan

Statement of intent

Statement of intent

Ultimate objectives for our disadvantaged students

1. Disadvantaged students achieve in line with non-disadvantaged students.
2. Disadvantaged students are provided with, and take advantage of, a range of opportunities to develop cultural capital.
3. Disadvantaged students acquire the knowledge and develop the skills needed to pursue the next stage in their education, training, or employment.

Our pupil premium strategy plan works towards achieving our objectives in the following ways:

1. Quality First Teaching for all students.
2. Strategies employed to close vocabulary and numeracy gaps allowing students to develop as effective readers and mathematicians, and in turn enabling them to access a rich and deep curriculum.
3. Use of 'gap analysis' and timely intervention so that students know more and remember more.
4. Provide support to improve attendance so that all Disadvantaged students can access a full curricular and extra-curricular offer.
5. Support to improve and manage behaviour to achieve a more consistently positive attitude towards learning
6. Provide a programme of CEIAG provision and enrichment opportunities to support the development of cultural capital, character education, and reduce the risk of disadvantaged students becoming NEET.

Key principles of our strategy plan

- Narrowing the gap between Disadvantaged and non-Disadvantaged students is the responsibility of all staff.
- All our schools share an ethos of inclusivity.
- Strategies employed are evidence based.
- Our strategy is fluid, impact is regularly monitored and reviewed, and plans are modified accordingly.

Challenges

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

Challenge number	Detail of challenge
1	The quality of teaching, learning and assessment is good across most subject areas; however, inconsistencies remain in some areas. This negatively impacts upon the academic progress of pupil premium students and their ability to know more and remember more subject knowledge.
2	The attendance of pupil premium students is below that of non-pupil premium students, nationally. This has a detrimental impact upon their academic achievement.
3	Some pupil premium students have a limited vocabulary, low reading ages and limited access to cultural experiences, this can restrict their ability to access a broad curriculum.
4	Social wellbeing and emotional health of students presents a challenge. As a result, this has impacted upon the behaviour and academic attendance of students.

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
I. To improve the quality of teaching, learning and assessment.	Pupil premium students to achieve in line with non-pupil premium students, nationally and to achieve a positive progress 8 score with improved attainment year on year.
2. To improve the attendance of pupil premium students.	To improve the attendance of pupil premium students so that it is in line with their peers in school and nationally.

3. To improve the vocabulary repertoire, reading age, numeracy skills and access to cultural experiences of pupil premium students to enable equitable access to a broad curriculum.	Pupil premium students will access interventions resulting in improved reading ages and numeracy skills.
4. To ensure that pupil premium students have access to high quality mental health and wellbeing support services.	Pupil premium students who require additional support have access to support services through a referral process, impacting positively on attendance and 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: £ 117,030

Activity	Evidence that supports this approach	Challenge number(s) addressed
Enrol teachers onto newly devised NPQ programmes to improve quality of teaching and middle leadership capacity.	“Spending on improving teaching might include professional development, training and support for early career teachers and recruitment and retention. Ensuring an effective teacher is in front of every class, and that every teacher is supported to keep improving, is the key ingredient of a successful school and should rightly be the top priority for Pupil Premium spending” – Education Endowment Foundation (EEF)	I
Embed evidence-based T&L Gold Standards (Rosenshine’s principles of instruction) for all teachers and provide them with peer learning / coaching observations to share evidence-based, effective practice.	“Good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils. Using the Pupil Premium to improve teaching quality benefits all students and has a particularly positive effect on children eligible for the Pupil Premium” Education Endowment Foundation (EEF)	I

Implement regular teaching and learning CPD opportunities to share evidence-based research on how to effectively embed: <ul style="list-style-type: none"> • Recall of prior learning • Teacher modelling including scaffolding • Infusing opportunities for independent practice • Adaptive teaching through assessment for learning (Questioning) 	Barak Rosenshine's Principles of Instruction (POI) is a list of research-based strategies which teachers can apply in their practice. The list of 10 principles could be considered 'core skills' for teachers.	I
To provide remote CPD opportunities for all staff via national college of teaching to enhance the quality of teaching, learning and assessment and subject knowledge and subject pedagogical knowledge of teachers.	“Spending on improving teaching might include professional development, training and support for early career teachers and recruitment and retention. Ensuring an effective teacher is in front of every class, and that every teacher is supported to keep improving, is the key ingredient of a successful school and should rightly be the top priority for Pupil Premium spending” – Education Endowment Foundation (EEF)	I
Provide high quality learning materials and resources to pupil premium students to enable them to access the academic tools they require to succeed in all subject areas.	“Good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils. Using the Pupil Premium to improve teaching quality benefits all students and has a particularly positive effect on children eligible for the Pupil Premium” “Spending on improving teaching might include professional development, training and support for early career teachers and recruitment and retention. Ensuring an effective teacher is in front of every class, and that every teacher is supported to keep improving, is the key ingredient of a successful school and should rightly be the top priority for Pupil Premium spending” – Education Endowment Foundation (EEF)	I
Implementation of a robust quality assurance policy	Regular quality assurance (through lesson walks, book scrutiny and learning conversations) ensures that the delivery of QFT to PP students is a focus for consequent staff development and CPD opportunities.	I
Implementation of mixed ability groupings in most KS3 groups.	Mixed ability teaching supports less able students and can reduce behaviour issues (Sutton Trust).	I
Implementation of CPD with a specific focus on setting and maintaining high expectations and how to support students in the classroom.	“Behavioural habits and routines are key, with high expectations from all staff, so that all pupils have the opportunity to meet expectations...balancing input of new content so that pupils master important concepts.” - Education Endowment Foundation (EEF)	1

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

Budgeted cost: £ 46,812

Activity	Evidence that supports this approach	Challenge number(s) addressed
Implement an extra group for KS4 core subjects (English, Maths and Science).	<p>Evidence from the EEF suggests that reducing class sizes and small group tuition can have a positive impact on student progress.</p> <p>EEF – Reducing class sizes Impact (+2 months of progress) EEF – Small group tuition (+4 months of progress)</p>	1
Extend the school day (P6) for Y11 students to enable them to close learning gaps and make better progress (know more remember more).	<p>Evidence from the EEF suggests that extending the school day and small group tuition can have a positive impact on student progress.</p> <p>EEF – Extending school day (+3 months of progress) EEF – Small group tuition (+4 months of progress)</p>	1
Use Librarian/Literacy co-ordinator to support reluctant readers and all students in developing their love of reading through reading spines initiative. Implement reading for purpose strategy in most subject areas to support reading across the curriculum.	<p>Evidence from the EEF research highlights and recommends key strategies to improving literacy in secondary schools. One key strand is developing pupils' ability to read complex, academic texts. EEF - Improving literacy in secondary schools Recommendation 3 – Develop pupils' ability to read complex academic texts</p>	3
Implement Lexonik interventions through TA/HLTA to support pupils with low-literacy levels	<p>EEF - Improving literacy in secondary schools Recommendation 7 – Provide high-quality literacy interventions for struggling pupils EEF – Effective use of TAs under everyday classroom conditions Recommendation 5 – Use TAs to deliver high-quality one-to-one and small group support using structured interventions</p>	3
Implement KS4 literacy and numeracy intervention class for a small group of students with low prior attainment as part of a targeted academic catch up group.	<p>Evidence from the EEF suggests that reducing class sizes and small group tuition can have a positive impact on student progress.</p> <p>EEF – Reducing class sizes (+2 months of progress) EEF – Small group tuition (+4 months of progress)</p>	1

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

Budgeted cost: £ 31,208

Activity	Evidence that supports this approach	Challenge number(s) addressed
Increase engagement with extra-curricular offer	The provision of a broad range of extra-curricular activities helps to support the development of cultural capital and character education.	3

Pastoral manager support	EEF research highlights that behaviour interventions can make a positive impact on academic progress. EEF – Behaviour interventions (+4 months of progress)	4
Extending the school day (P6) for Y11 students to enable them to close learning gaps and make better progress (know more remember more).	Evidence from the EEF suggests that extending the school day and small group tuition can have a positive impact on student progress. EEF – Extending school day (+3 months of progress) EEF – Small group tuition (+4 months of progress)	1
Implement 2-way messaging system on class charts from November 2023.	EEF - Parental engagement Parental engagement has a positive impact on average of 4 months' additional progress. It is crucial to consider how to engage with all parents to avoid widening attainment gaps.	2/4
Counselling	EEF research highlights that behaviour interventions can make a positive impact on academic progress. EEF – Behaviour interventions (+4 months of progress)	4

Total budgeted cost: £ 195,050

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Success Criteria	Impact Data																									
<p>Pupil premium students to achieve in line with non-pupil premium students, nationally, to achieve a positive progress 8 score and improved attainment year on year.</p> <p><u>Challenge 1</u></p>	<p>Pupil Premium Academic Data (DFE/SISRA) 2021-2025:</p> <table border="1" data-bbox="714 493 1799 747"> <thead> <tr> <th></th><th>Attainment 8</th><th>Progress 8</th><th>Eng/Ma 5+</th><th>Eng/Ma 4+</th></tr> </thead> <tbody> <tr> <td>21/2022</td><td>35.64</td><td>-0.64</td><td>26%</td><td>47%</td></tr> <tr> <td>22/2023</td><td>44.23</td><td>-0.07</td><td>46%</td><td>64%</td></tr> <tr> <td>23/2024</td><td>45.7</td><td>-0.47</td><td>52%</td><td>65%</td></tr> <tr> <td>2024/25</td><td>40.45</td><td></td><td>43.8%</td><td>59.4%</td></tr> </tbody> </table> <p>Progress has improved from 2019 (pre-pandemic -0.9) meaning that PP students are making swifter academic improvement compared to all students nationally. 2023 represented a strong year for pupil premium students' academic progress. Their attainment and progress continued to significantly rise, as did the proportion of PP students achieving Maths and English at grade 4+ and grade 5+. Our pupil premium students secured the highest attainment within Redcar & Cleveland Local Authority compared to other pupil premium students.</p>		Attainment 8	Progress 8	Eng/Ma 5+	Eng/Ma 4+	21/2022	35.64	-0.64	26%	47%	22/2023	44.23	-0.07	46%	64%	23/2024	45.7	-0.47	52%	65%	2024/25	40.45		43.8%	59.4%
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<p>To improve pupil premium students attendance so that it is in line with their peers in school and nationally.</p> <p><u>Challenge 2</u></p>	<p>Pupil Premium Attendance Data (FFT) 2021-2025:</p> <table border="1" data-bbox="714 1086 2001 1395"> <thead> <tr> <th></th><th>Huntcliff Pupil Premium attendance FSM</th><th>National Pupil Premium attendance FSM</th><th>Regional Pupil Premium attendance FSM</th><th>Huntcliff All pupil's attendance</th><th>National All pupil's attendance</th></tr> </thead> <tbody> <tr> <td>21/2022</td><td>86.1%</td><td>84.9%</td><td>N/A</td><td>90.5%</td><td>89.7%</td></tr> <tr> <td>22/2023</td><td>87.6%</td><td>85.3%</td><td>83.9%</td><td>91.9%</td><td>90.7%</td></tr> </tbody> </table>		Huntcliff Pupil Premium attendance FSM	National Pupil Premium attendance FSM	Regional Pupil Premium attendance FSM	Huntcliff All pupil's attendance	National All pupil's attendance	21/2022	86.1%	84.9%	N/A	90.5%	89.7%	22/2023	87.6%	85.3%	83.9%	91.9%	90.7%							
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	<p>Pupil premium attendance is lower than all pupils in school and nationally, however is higher than pupil premium students regionally and 0.3% above pupil premium students nationally. This strategy will continue to focus on improving the attendance of pupil premium students so that it is in line with all pupils, nationally.</p>																								
Pupil premium students will access interventions to improve their reading ages.	<p>Pupil premium students reading age is near that of all pupils demonstrating the reading interventions and culture that have been implemented are effective.</p> <p>Reading age data 2023-2024:</p> <p>Overview of interventions:</p> <table border="1"> <thead> <tr> <th></th> <th>Total intervention</th> <th>PP</th> <th>SEND</th> </tr> </thead> <tbody> <tr> <td>Year 7</td> <td>44</td> <td>17</td> <td>24</td> </tr> <tr> <td>Year 8</td> <td>25</td> <td>14</td> <td>15</td> </tr> <tr> <td>Year 9</td> <td>1</td> <td>0</td> <td>1</td> </tr> </tbody> </table> <table border="1"> <tr> <td>Year 7</td> <td>PP: 17 students - 82% improvement</td> </tr> <tr> <td>Year 8</td> <td>PP: 14 students – 72% improvement</td> </tr> </table>						Total intervention	PP	SEND	Year 7	44	17	24	Year 8	25	14	15	Year 9	1	0	1	Year 7	PP: 17 students - 82% improvement	Year 8	PP: 14 students – 72% improvement
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Challenge 3																									

Pupil premium students who require additional support have access to support services through a referral process.

Challenge 4

Support services accessed by pupil premium students:

Service	Number of PP students who accessed service
The Link	11
CAMHS	14
Aspire 2 Believe	19
Doorways	27
Early Help	4
Resource and Support Panel	7

Pupil premium students have accessed and continue to access high quality external support services that support their attendance, wellbeing and academic progress.

List of external services used throughout 2024-2025:

Aspire 2 Believe, Doorways, Early Help, Eva/Harbour support – Doorways, Early Help, Middlesbrough Football Club Chances, Neuro referral, Resource and Support, School Nurse, the Link, The Junction Farm – young carers, Barnardos

Overview of referrals and support services by year group and demographic:

	YEAR 7	YEAR 8	YEAR 9	YEAR 10	YEAR 11	TOTALS
TOTAL	16	29	38	24	21	128
MALE	9	19	8	15	8	59
FEMALE	7	10	30	9	13	69

SEN	4	9	12	6	11	42
SEN M	4	7	6	3	5	25
SEN F	1	2	6	3	6	18
PP	5	9	15	5	9	43
PP M	2	6	11	3	3	25
PP F	3	3	4	2	6	18

Pupil premium account for 43 referrals into external wellbeing and support services from a total of 128. This means that referrals of pupil premium students account for 33.5% of all referrals with pupil premium students accounting for 38% of the total student population. This demonstrates that pastoral teams are aware of the additional need and barriers that disadvantaged students face and deploy rapid support.

Externally provided programmes

Programme	Provider
Lexonik Advance	Lexonik
Educake Homework programme	Educake
Sparks homework programme	Sparks
Doorways Counselling	Doorways

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information: How our service pupil premium allocation was spent last academic year

The impact of that spending on service pupil premium eligible pupils

Further information (optional)