

Pupil premium strategy statement

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 effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Hall Park Academy
Number of pupils in school	878
Proportion (%) of pupil premium eligible pupils	33.78 %
Academic year/years that our current pupil premium strategy plan covers	2025 - 2026
Date this statement was published	December 2025
Date on which it will be reviewed	July 2026
Statement authorised by	D Crossley, Headteacher
Pupil premium lead	D Crossley, Headteacher
Governor / Trustee lead	S Hopkins, Chair of Governors

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 292,005
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 If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£ 292,005

Part A: Pupil premium strategy plan

Statement of intent

At Hall Park Academy we aim to raise the achievement of all students regardless of disadvantage. We want all students to receive the same level of support, quality of experience and opportunities to allow them to be successful. We seek to do this by identifying and removing barriers, raising aspirations and providing a wide range of opportunities.

Our ultimate objectives are to:

- Narrow the attainment gap between our PP and non-PP students
- Improve attendance of PP students
- Increase engagement of PP students in cocurricular activities
- Close the reading age gap between PP and non-PP students

Our strategy is a research-guided approach, focussing primarily on high quality teaching and the implementation and evaluation of strategies that raise achievement of all students and that disproportionately advantage disadvantaged students. Further to this we offer targeted academic support, mentoring, strategies for parental engagement, strategies to support reading, careers support and a range of extracurricular activities.

Challenges

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

Challenge number	Detail of challenge
1	Attainment 8 scores for PP students are lower than for non-PP students
2	The proportion of students achieving 4+ and 5+ in English and Maths is lower for PP students
3	Attendance of PP students is lower than non-PP students
4	Engagement in cocurricular activities is slightly lower for PP students
5	A higher proportion of PP students have a reading age below 15 by the start of Year 9 compared to non-PP
6	Access to resources and technology to support learning at home

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
Close the gap between the number of PP and non-PP students achieving a 4+ and 5+ in English and maths	Increase in the proportion of PP students achieving a 4+ and 5+ in English and maths
Improve the attainment 8 score for PP students	Narrow the attainment gap between PP and non-PP students
Improve PP attendance and maintain higher than national average attendance for PP students	PP attendance remains higher than the national average and the gap between PP and non-PP student attendance is narrowed
Improve engagement of PP students in cocurricular activities	The proportion of PP students attending cocurricular activities matches non-PP students
Close the reading age gap between PP and non-PP students	An increased proportion of PP students have a reading age of 15 by the start of Year 9

Activity in this academic year

This details how we intend to spend our pupil premium **this academic year** to address the challenges listed above.

Teaching

Budgeted cost: £ 36,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
High quality teaching and professional development	<p>Teachers have access to a wide range of professional development opportunities to develop their practice. Regular training is delivered to ensure consistency and embed good practice. This CPD focusses of strategies which raise achievement of all students and that disproportionately advantages disadvantaged students. All teachers participate in TLCs and share good practice.</p> <p>EEF toolkit impact on student progress:</p> <ul style="list-style-type: none"> • Metacognition and self-regulation +7 months • Oral language interventions +6 months • Feedback +6 months <p>All staff are members of the Redhill College and have access to external CPD.</p>	1,2,5
Use of lead practitioners to support students and teachers	<p>Lead Practitioners in English, maths and science, help to support the development of high-quality teaching across the academy. Teachers are supported by Lead Practitioners from the Redhill Trust.</p> <p>EEF toolkit impact on student progress:</p> <ul style="list-style-type: none"> • Individualised instruction + 4 months • Feedback +6 months 	1,2,5
Support and development of Early Careers Teachers	<p>A high-quality programme delivered in school by a team of teachers, including the Lead Practitioners, coordinated by an ITT coordinator. This is complemented by a CPD package delivered via the Redhill Teaching Hub. Following the programme of the Redhill Teaching Hub and EDT, our ECTs are following a bespoke programme which allows them to further access high levels of teaching across the school. ECTs also engage in other CPD opportunities, such as Teachmeets. All staff are enrolled in the Redhill Trust Teaching Fundamentals CPD programme</p>	1,2,5
Recruitment and retention	<p>Use of TLRs attract high quality staff to vacancies. To retain staff, secondment opportunities enable them to experience being on the Senior Leadership Team.</p>	1,2,5

of high-quality staff	<p>EEF toolkit impact on student progress:</p> <ul style="list-style-type: none"> • Performance pay + 1 month 	
Assessment and data analysis	High-quality teaching is informed by the analysis of data. Students are regularly assessed to monitor achievement and inform teacher planning and intervention strategies.	1,2,5
Homework	<p>Homework has a positive impact on progress, particularly in secondary schools. Students' successful completion of homework is supported through homework club. Teachers make effective use of the Class Charts platform for homework setting and assessment.</p> <p>EEF toolkit impact on student progress:</p> <ul style="list-style-type: none"> • Homework + 5 months 	1,2
Subject specific online support	<p>Students benefit from access to a range of online platforms in across different subjects. These are used in subject areas to consolidate and extend learning outside of the classroom. A variety of platforms are used, including Educake in Science, Sparx in Maths, and Smart Revise in Computer Science and IT. These platforms allow teachers to analyse student progress and provide effective feedback. These programmes are used as part of intervention programmes, for revision and for homework.</p> <p>EEF toolkit impact on student progress:</p> <ul style="list-style-type: none"> • Homework +5 months • Individualised instruction +4 months • Digital technology +4 months 	1,2,6
Knowledge acquisition and recall of prior learning	<p>One of the Redhill Trust Teaching and Learning Fundamentals is Do Now tasks which focus on recall of prior learning. At Hall Park we focus this on recall of prior learning to be used in conjunction with new learning for the lesson. The acquisition of knowledge is supported by knowledge-based homework activities.</p> <p>EEF toolkit impact on student progress:</p> <ul style="list-style-type: none"> • Homework +5 months • Mastery learning +5 months 	

Targeted academic support

Budgeted cost: £ 8,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Development of reading	The academy recognises that reading can present a significant barrier to achievement and strives to support the	1,2,5

and reading intervention strategies	<p>reading development of all students. Students in Year 7, 8 and 9 have an accelerated reader lesson on their timetable. Students in Year 7, 8 and 9 have a reading lesson as part of their programme of study. For Year 7 and 8, this is an Accelerated Reader lesson. Students in Year 7, 8 and 9 also read in one lesson each week on a rolling DEAR time programme. Students in year 7 – 11 read for one tutor time each week. Reading is promoted through the Pledge programme and through the Stellar programme. Programme targeted strategies to support weakest learners. A phonics intervention programme is in place to support the weakest readers. This along with a Lexia programme, form part of our graduated response</p> <p>EEF toolkit impact on student progress:</p> <ul style="list-style-type: none"> • Reading comprehension strategies +6 months • Teaching assistant intervention +4 months • Phonics +5 months 	
Period 6 after school provision	<p>Students receive support from subject specialists through the Power Hour programme. This is targeted to address under achievement in particular areas as well as a broader supportive offer to all students. Teachers are able to provide comprehensive and specific feedback to students to help them to progress. EEF evidence shows that providing students with effective and specific feedback has the potential to have a high impact on student outcomes with 8 months of added progress possible for some students. Sessions can be offered at a minimal cost as they are delivered by existing teaching staff as part of the school day.</p> <p>EEF toolkit impact on student progress:</p> <ul style="list-style-type: none"> • Extended school time +3 months • Feedback +6 months 	1,2,4
Holiday revision programme	<p>The EEF have rated this type of intervention as having a low to moderate impact on outcomes, however, Easter revision has proved successful and in conjunction with the wide range of other strategies, has contributed to raising student outcomes for achievement and progress. Experience has shown that students benefit from support with revision at the start of the Easter break which enables them to maximise their revision efforts in the run up to the summer exam period. Sessions are also offered at May half term in the run up to GCSE exams.</p> <p>EEF toolkit impact on student progress:</p> <ul style="list-style-type: none"> • Individualised instruction + 4 months • Summer schools +3 months • Extending school time +3 months 	1,2,4
Structured skills intervention	<p>A range of intervention strategies are employed to support students across the academy. These focus on a range of areas including revision sessions, memory and retrieval skills</p>	1,2,3,5

	<p>and reading intervention. Sessions are delivered by a variety of staff including teachers and teaching assistants to individual students, small groups or larger groups, dependent on the focus and nature of the need. Sessions for parents also run after school.</p> <p>EEF toolkit impact on student progress:</p> <ul style="list-style-type: none"> • Individualised instruction + 4 months • Teaching assistant intervention +4 months • Parental engagement +4 months 	
Assertive mentoring	<p>Students in Year 11 have an assertive mentor, with whom they met half-termly to discuss progress and discuss target around academic progress and destinations. Pupil premium students are prioritised for increased contact, often with senior leaders. Whilst the EEF data suggests that mentoring has limited impact on student progress, this is an approach that has worked well at Hall Park Academy and is valued by students.</p> <p>EEF toolkit impact on student progress:</p> <ul style="list-style-type: none"> • Mentoring + 2 months 	1,2,3,4,7
Resources for students	<p>All students access revision guides via subjects, and all students have access to online learning provision to support home learning and revision. All students in Year 11 are given revision packs with resources to support their independent learning.</p> <p>EEF toolkit impact on student progress:</p> <ul style="list-style-type: none"> • Digital technology +4 months 	1,2,6
Mastery	<p>In Year 11, students complete a mastery programme during tutor times, focussing on key knowledge acquisition for core subjects.</p> <p>EEF toolkit impact on student progress:</p> <ul style="list-style-type: none"> • Homework +5 months • Mastery learning +5 months 	

Wider strategies

Budgeted cost: £ 301,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
School attendance team	Hall Park Academy employs a full time Attendance Officer and Attendance Administrator. This team work to raise the attendance of students through a range of strategies	1,2,3

	including parental engagement in school and in home, and student mentoring	
Pastoral support through the Student Support Centre	<p>The Student Support Centre (SSC) at Hall Park Academy provides targeted support to remove barriers to learning including behaviour, attendance and emotional support. The SSC staff work closely with students, parents and teachers to ensure that students receive the support that they need. The EEF evidence suggests that this type of support has a moderate impact on progress for a moderate cost.</p> <p>The SSC also works with a range of external agencies to support students.</p> <p>EEF toolkit impact on student progress:</p> <ul style="list-style-type: none"> • Behaviour interventions +4 months • Parental Engagement +3 months • Mentoring +2 months • Social and emotional learning +4 months 	1,2,3,4
Raising aspirations	<p>Hall Park Academy has a member of staff who leads Aspirational Programme Lead. They coordinate a series of activities for students across Year 7 – 11 to raise student aspirations and achievement through engagement in a range of extracurricular activities. The school also employs a careers advisor 2 days each week who provides guidance to students to ensure all students have destinations that are appropriate and aspirational.</p>	1,2,3,7
Co-curricular	<p>The school has a House Achievement Coordinator who works alongside the pastoral team to support their work and coordinate inter-house events.</p> <p>EEF toolkit impact on student progress:</p> <ul style="list-style-type: none"> • Mentoring +2 months 	3
Parental engagement	<p>The school uses a range of strategies to engage parents. Partnerships are established between teachers, students and parents using a range of strategies to support students and raise achievement. Examples of strategies include parent revision workshops, parent forums and communication through emails and text messaging to communicate details of key events, use of an app communicating information with respect to house points, behaviour, homework and attendance.</p> <p>EEF toolkit impact on student progress:</p> <ul style="list-style-type: none"> • Parental engagement + 3 months 	1,2,3,4
Academy 21	<p>Is an online registered Alternative Provision used by students when they are unable to attend school for prolonged periods of time, enabling them to maintain their studies from home. They are also employed as part of the inclusion curriculum to ensure that students working in the SSC keep pace with the curriculum being covered in lessons.</p>	1,2,3

	<p>EEF toolkit impact on student progress:</p> <ul style="list-style-type: none"> • Individualised instruction +4 months 	
Pastoral support	<p>Commitment to pastoral support at Hall Park Academy aims to raise student achievement. The academy employs two House Support Assistants who work as part of the pastoral team to provide interventions to remove barriers to learning and help students to be successful in their lessons. The pastoral team also support the engagement of disadvantaged students in extracurricular activities to enable them to achieve beyond the classroom. Attendance at extracurricular activities and inter-house events is tracked and monitored.</p> <p>EEF toolkit impact on student progress:</p> <ul style="list-style-type: none"> • Social and emotional learning +4 months • Mentoring + 2 months 	1,2,4,7
Use of the Trust re-integration centre	<p>A priority for Hall Park Academy is to limit the numbers of students receiving suspensions whilst at the same time ensuring a high standard of behaviour. Hall Park Academy makes use of the Redhill Trust Re-integration centre to engage students and parents before students return to school. The centre is staffed by teachers and teaching assistants, and has a curriculum offer of structured work that links to the curriculum being studied in the home school. Upon completion of their programme at the Re-integration centre students, students are readmitted back into the academy, where they receive a programme of support to mitigate against repeat behaviour.</p> <p>EEF toolkit impact on student progress:</p> <ul style="list-style-type: none"> • Behaviour interventions +4 months • Parental engagement + 3 months • Mentoring + 2 months 	1,2,3,7
Rewards and incentives	<p>A range of strategies and systems are used to celebrate students' achievements, academic and pastoral. Whilst EEF data suggests that this type of intervention has a limited impact on progress, rewards for a key part of the ethos at Hall Park Academy. Students are rewarded for exhibiting the characteristics of a Hall Park learner and are given house points for being hard-working, ambitious, learners, leaders, participants, ambassadors, resilient and kind. Other rewards include postcards, phone calls, headteacher commendations and awards at annual presentation events. Students in all years are rewarded with a gold sticker for exceptional work. These stickers can be exchanged for a reward on a weekly basis.</p>	1,2,3,4,7
Student leadership	<p>Hall Park has a school council and students are offered the opportunity to take up positions such as House Captain, tutor group representative and sports captain. The school also has a number of anti-bullying ambassadors.</p>	

Pledge programme	<p>The Pledge programme is a strategy to engage students in the wider life of the school. Students work towards ten pledges during their time in Year 7 – 11. Achievements are recorded in a Pledge passport and successful completion of pledges is rewarded with an invitation to the Year 11 Prom. Opportunities to recognise progress towards pledge completion are built into the tutor programme during the year.</p> <p>EEF toolkit impact on student progress:</p> <ul style="list-style-type: none"> • Arts participation + 3 months • Extending school time +3 months • Sports participation +2 months 	4,5,6
Duke of Edinburgh	<p>The Duke of Edinburgh Award scheme offers students of all backgrounds to the opportunity to build team work skills, communication, leadership, and resilience. These transferable skills can then be utilised back in school to raise achievement. The scheme is lead in school by an appointed member of staff. The scheme is offered free to disadvantaged students.</p> <p>EEF toolkit impact on student progress:</p> <ul style="list-style-type: none"> • Collaborative learning approaches +5 months • Physical activity +1 month 	4,7
Alternative curriculum	<p>A small number of students attend alternative provision to support their behaviour and learning needs in a smaller setting then mainstream school.</p> <p>EEF toolkit impact on student progress:</p> <ul style="list-style-type: none"> • Behaviour interventions +4 months • Small group tuition + 4 months 	1,2,3,7
Music lessons	<p>All disadvantaged students in Key Stage 3 are given access to free peripatetic tuition at school to ensure they have the same opportunities as other students and to broaden their cultural capital. This offer s extended to students who continue to study music in Key Stage 4 and 5.</p> <p>EEF toolkit impact on student progress:</p> <ul style="list-style-type: none"> • One to one tuition +5 months • Individualised instruction + 4 months • Arts participation + 3 months 	1,4
Co-curricular trips and activities	<p>Hall Park Academy is committed to developing student experiences outside of timetabled lessons. Students access a range of trips and residential visits that complement the curriculum provision. All trips and visits are reviewed and evaluated to ensure that they are accessible for all students.</p> <p>EEF toolkit impact on student progress:</p>	4

	<ul style="list-style-type: none"> • Arts participation + 3 months • Physical activity + 1 month • Extending school time +3 months 	
AV1 system	<p>The school effectively uses the AV1 system to support ARNA students to access remote learning as part of a package to re-integrate them back into school.</p> <p>EEF toolkit impact on student progress:</p> <ul style="list-style-type: none"> • Individualised instruction + 4 months 	

Total budgeted cost: £ 345,000

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2023 to 2024 academic year.

Teaching:

Whole-school CPD for 2024-25 focussed on embedding Teaching and Learning Fundamentals:

- Do now tasks
- Sharing of success criteria
- Questioning
- Modelling
- Checking for understanding

The TLC model focussed on effective use of open-door observation, SPaG, responsive teaching and use of AI. Six sessions, one per half term, focussed on different strategies using a model of joint practice development.

Summer exam outcomes showed a attainment gap of 9.5 between disadvantaged and non-disadvantaged students. The attainment gap is smaller than the national average gaps of 12.21. Overall A8 for pupil premium students was 32.3, statistically close to the national average of 34.9. The A8 for English was 7.4, again, statistically close to the national average of 7.8. The A8 for maths was 6.0 and was statistically close to the national average of 6.9. The percentage of students achieving a grade 5 or above in English and maths was below the national average.

Lead practitioner support was successfully utilised in English and science to support staff and students and to provide wider support to the teachers throughout the school, including trainees.

Targeted academic support

The work of staff in the SSC was pivotal in re-integrating students back into school post-covid and engaging students. Staff worked closely with students to ensure that students were well supported. Pastoral support was effectively provided throughout the year. We increased capacity in this area through recruitment of an additional member of staff.

Reading intervention continued to be successful at Hall Park Academy, with students, including disadvantaged students making progress towards our aspirational targets.

We have a robust reading testing and intervention programme to support all students to make progress in line with age related expectations. Last academic year, Year 7 disadvantaged students made average of 27 months progress in a 10-month period. Year 8 disadvantaged students made an average of 28 months progress in 18 months. Year 9 disadvantaged students made an average of 33 months progress in 27 months. In all year groups, disadvantaged pupils have successfully progressed through our graduated reading intervention programme and are continuing to make positive progress.

Wider strategies

The attendance team support student attendance through monitoring, intervention, mentoring and rewards systems. Whole school attendance increased to well above the national average. Attendance of disadvantaged students was 89.8% compared to a national average of 88.2%. This was an improvement for the second successive year. An attendance gap between disadvantaged students and their peers still exists.

Externally provided programmes

Programme	Provider
Accelerated Reader	Renaissance Learning