

# 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	883
Proportion (%) of pupil premium eligible pupils	30.99 %
Academic year/years that our current pupil premium strategy plan covers	2024 - 2025
Date this statement was published	December 2024
Date on which it will be reviewed	July 2025
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	£ 275,080
Recovery premium funding allocation this academic year	£ 0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£ 0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£ 275,080

# 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 and progress gap between our disadvantaged and non-disadvantaged students
- Improve attendance of disadvantaged students
- Increase engagement of disadvantaged students in extracurricular activities
- Close the reading age gap between disadvantaged and non-disadvantaged 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	Progress 8 scores for disadvantaged students are lower than non-disadvantaged students
2	The proportion of students achieving 4+ and 5+ in English and Maths is lower for disadvantaged students
3	Attendance of disadvantaged students is lower than non-disadvantaged students
4	Engagement in extracurricular activities is lower for disadvantaged students
5	A higher proportion of disadvantaged students have a reading age below 15 by the start of Year 9 compared to non-disadvantaged

6	Access to resources and technology to support learning at home
7	High levels of SEMH need post-Covid

## 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 disadvantaged and non-disadvantaged students in the Basics 4+ and 5+ measures	Increase in the proportion of disadvantaged students working at or above target in English & maths
Improve the progress 8 score for disadvantaged students	Close the progress gap between disadvantaged and non-disadvantaged students
Maintain higher than national average attendance for disadvantaged students	Disadvantaged attendance remains higher than the national average and the gap between disadvantaged and non-disadvantaged student attendance is narrowed
Improve engagement off disadvantaged students in extracurricular activities	The profile of students attending extracurricular activities reflects the school demographic
Close the reading age gap between disadvantaged and non-disadvantaged students	An increased proportion of disadvantaged 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 (and recovery premium funding) **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 on strategies which raise achievement of all students and that disproportionately advantages disadvantaged students. All teachers participate in TLCs and share good practice.</p> <p><b>EEF toolkit impact on student progress:</b></p> <ul style="list-style-type: none"> <li>• Metacognition and self-regulation +7 months</li> <li>• Oral language interventions +6 months</li> <li>• Feedback +6 months</li> </ul> <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 help to support the development of high-quality teaching across the academy. In Science the Lead Practitioner is focussed on developing the use of effective feedback across the department and support individuals around specific needs. In English the Lead Practitioner leads CPD sessions to improve the practice of staff in the department. We are looking to expand our Lead Practitioner capacity into maths this year. Teachers are supported by Lead Practitioners for the Redhill Trust.</p> <p><b>EEF toolkit impact on student progress:</b></p> <ul style="list-style-type: none"> <li>• Individualised instruction + 4 months</li> <li>• Feedback +6 months</li> </ul>	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.</p>	1,2,5

Recruitment and retention of high-quality staff	<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. Staff securing outstanding student outcomes may move up the pay scale more quickly, as part of the appraisal process. EEF evidence suggests impact is relatively low, however, these strategies have been successful at Hall Park Academy.</p> <p><b>EEF toolkit impact on student progress:</b></p> <ul style="list-style-type: none"> <li>• Performance pay + 1 month</li> </ul>	1,2,5
Assessment and data analysis	<p>High-quality teaching is informed by the analysis of data. Students are regularly assessed to monitor achievement and inform teacher planning and intervention strategies.</p>	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><b>EEF toolkit impact on student progress:</b></p> <ul style="list-style-type: none"> <li>• Homework + 5 months</li> </ul>	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><b>EEF toolkit impact on student progress:</b></p> <ul style="list-style-type: none"> <li>• Homework +5 months</li> <li>• Individualised instruction +4 months</li> <li>• Digital technology +4 months</li> </ul>	1,2,6

## Targeted academic support

**Budgeted cost: £ 8,000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Development of reading and reading intervention strategies	<p>The academy recognises that reading can present a significant barrier to achievement and strives to support the 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 their reading ages regularly assessed to inform interventions. Students in Year 7, 8 and</p>	1,2,5

	<p>9 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.</p> <p><b>EEF toolkit impact on student progress:</b></p> <ul style="list-style-type: none"> <li>• Reading comprehension strategies +6 months</li> <li>• Teaching assistant intervention +4 months</li> </ul>	
Period 6 after school provision	<p>Students receive support from subject specialists through the period 6 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. Students attend up to two compulsory P6 sessions per week.</p> <p><b>EEF toolkit impact on student progress:</b></p> <ul style="list-style-type: none"> <li>• Extended school time +3 months</li> <li>• Feedback +6 months</li> </ul>	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><b>EEF toolkit impact on student progress:</b></p> <ul style="list-style-type: none"> <li>• Individualised instruction + 4 months</li> <li>• Summer schools +3 months</li> <li>• Extending school time +3 months</li> </ul>	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 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><b>EEF toolkit impact on student progress:</b></p>	1,2,3,5

	<ul style="list-style-type: none"> <li>• Individualised instruction + 4 months</li> <li>• Teaching assistant intervention +4 months</li> <li>• Parental engagement +4 months</li> </ul>	
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. 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><b>EEF toolkit impact on student progress:</b></p> <ul style="list-style-type: none"> <li>• Mentoring + 2 months</li> </ul>	1,2,3,4,7
Resources for students	<p>All students access revision guides via subject and all students have access to online learning provision to support home learning and revision.</p> <p><b>EEF toolkit impact on student progress:</b></p> <ul style="list-style-type: none"> <li>• Digital technology +4 months</li> </ul>	1,2,6

## 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 including parental engagement in school and in home, and student mentoring	1,2,3
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><b>EEF toolkit impact on student progress:</b></p> <ul style="list-style-type: none"> <li>• Behaviour interventions +4 months</li> <li>• Parental Engagement +3 months</li> <li>• Mentoring +2 months</li> <li>• Social and emotional learning +4 months</li> </ul>	1,2,3,4

Raising aspirations	Hall Park Academy has appointed an Aspirational Programme Lead who coordinates 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.	1,2,3,7
Extracurricular	The school has a House Achievement Coordinator who works alongside the pastoral team to support their work and coordinate inter-house events.  <b>EEF toolkit impact on student progress:</b> <ul style="list-style-type: none"> <li>• Mentoring +2 months</li> </ul>	3
Parental engagement	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.  <b>EEF toolkit impact on student progress:</b> <ul style="list-style-type: none"> <li>• Parental engagement + 3 months</li> </ul>	1,2,3,4
Ed Lounge and Ed Class	These software packages are 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.  <b>EEF toolkit impact on student progress:</b> <ul style="list-style-type: none"> <li>• Individualised instruction +4 months</li> </ul>	1,2,3
Pastoral support	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.  <b>EEF toolkit impact on student progress:</b> <ul style="list-style-type: none"> <li>• Social and emotional learning +4 months</li> <li>• Mentoring + 2 months</li> </ul>	1,2,4,7
Use of the Trust re-	A priority for Hall Park Academy is to limit the numbers of students receiving fixed term exclusions whilst at the same	1,2,3,7



<p>integration centre</p>	<p>time ensuring a high standard of behaviour. Hall Park Academy makes use 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><b>EEF toolkit impact on student progress:</b></p> <ul style="list-style-type: none"> <li>• Behaviour interventions +4 months</li> <li>• Parental engagement + 3 months</li> <li>• Mentoring + 2 months</li> </ul>	
<p>Rewards, incentives, and student leadership</p>	<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.</p> <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>	<p>1,2,3,4,7</p>
<p>Pledge programme</p>	<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><b>EEF toolkit impact on student progress:</b></p> <ul style="list-style-type: none"> <li>• Arts participation + 3 months</li> <li>• Extending school time +3 months</li> <li>• Sports participation +2 months</li> </ul>	<p>4,5,6</p>
<p>Duke of Edinburgh</p>	<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>4,7</p>

	<p><b>EEF toolkit impact on student progress:</b></p> <ul style="list-style-type: none"> <li>• Collaborative learning approaches +5 months</li> <li>• Physical activity +1 month</li> </ul>	
Alternative curriculum	<p>A small number of students attend alternative provision to support their behaviour and learning needs in a smaller setting than mainstream school.</p> <p><b>EEF toolkit impact on student progress:</b></p> <ul style="list-style-type: none"> <li>• Behaviour interventions +4 months</li> <li>• Small group tuition + 4 months</li> </ul>	1,2,3,7
Music lessons	<p>All disadvantaged students will be 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 initiative is being launched this year</p> <p><b>EEF toolkit impact on student progress:</b></p> <ul style="list-style-type: none"> <li>• One to one tuition +5 months</li> <li>• Individualised instruction + 4 months</li> <li>• Arts participation + 3 months</li> </ul>	1,4
Extracurricular 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><b>EEF toolkit impact on student progress:</b></p> <ul style="list-style-type: none"> <li>• Arts participation + 3 months</li> <li>• Physical activity + 1 month</li> <li>• Extending school time +3 months</li> </ul>	4
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><b>EEF toolkit impact on student progress:</b></p> <ul style="list-style-type: none"> <li>• Individualised instruction + 4 months</li> </ul>	

**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 2023-24 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 AI, behaviour for learning and EDI, with teachers working collaboratively in small groups. Six sessions, one per half term, focussed on different strategies using a model of joint practice development.

Summer exam outcomes showed a progress gap of 0.73 and an attainment gap of 0.1 between disadvantaged and non-disadvantaged students. The attainment gap is smaller than the national average gaps of 1.15.

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. Last academic year, Year 7 disadvantaged students made 23 months reading progress in 10 months. Year 8 made 31 months progress in last 18 months. Year 9 made 47

months progress over 34 months. For all year groups disadvantaged students made more progress than their non-disadvantaged peers.

Subject leaders used high-online platforms to support student achievement, extend learning beyond the classroom and for targeted intervention. Following careful review, successful aspects of 2023– 2024 online provision were retained, and developed, in 2024 – 2025. Some new programmes have been introduced for 2024 - 25.

### **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 86.2% compared to a national average of 85.6%. An attendance gap between disadvantaged students and their peers still exists.

The excellent careers guidance provided by our Careers Advisor was pivotal in ensuring that students have appropriate aspirational destinations.

## **Externally provided programmes**

<b>Programme</b>	<b>Provider</b>
Accelerated Reader	Renaissance Learning