# Pupil Premium Strategy
# Hugh Sexey CofE Middle 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 | 594 |
| Proportion (%) of pupil premium eligible pupils | 16% |
| 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)** | 2025-2028 |
| Date this statement was published | December 2025 |
| Date on which it will be reviewed | December 2026 |
| Statement authorised by | Mr Matt Drew (Headteacher) |
| Pupil premium lead | Mr Ross McKechan (Associate Assistant Headteacher) |
| Governor / Trustee lead | Mrs Sue Moreman |

## Funding overview

| Detail | Amount |
|---|---|
| Pupil premium funding allocation this academic year | £129,936.75 |
| Pupil premium funding carried forward from previous years *(enter £0 if not applicable)* | £18,213 |
| **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* | £148149.75 |

# Part A: Pupil premium strategy plan

## Statement of intent

### Intent

At Hugh Sexey Middle School (HSMS), our Pupil Premium strategy is driven by a commitment to equity, inclusion and high expectations for all. We aim to remove barriers to learning so that every pupil, regardless of background or circumstance, can achieve strong academic outcomes, enjoy rich and meaningful experiences, and develop positive, trusting relationships. We focus on knowing our pupils well—understanding their needs, strengths and challenges—so that support is timely, targeted and effective. Our approach prioritises high-quality, adaptive teaching, evidence-informed intervention, strong pastoral care and opportunities that broaden horizons and build confidence.

### Targets

- To ensure all our pupils, especially those who are vulnerable or disadvantaged, make strong progress from their starting points, reach aspirational levels of attainment and achieve outcomes that are increasingly in line with their peers.
- To ensure all our pupils, especially those who are vulnerable or disadvantaged, improve attendance and engagement so they are able to access learning consistently and successfully.
- To ensure all our pupils, especially those who are vulnerable or disadvantaged, have equal access to enrichment opportunities that support personal development, wellbeing and positive relationships.

## Implementation

**Strong Culture – Work Hard. Be Kind.**
At HSMS, we believe that at the core of meeting the needs of our pupils, especially those from vulnerable or disadvantaged backgrounds, is a strong, positive and purposeful culture. Our simple but effective messaging of 'Work Hard. Be Kind.' supports pupils to make the right choices on a daily basis. This culture is underpinned by our core Christian values, which promote a sense of belonging for all.

**High Quality Adaptive Teaching and Learning**
At HSMS, teachers and support staff all work to ensure that they know our disadvantaged and vulnerable pupils personally and that all pupils have trusted adults to care for and about them. Our teachers undertake high quality, continued professional development to ensure that they are always developing their knowledge, skills and understanding, and have access to the best tools and strategies to support all pupils. High quality adaptive teaching, paired with diagnostic and formative assessment and ongoing pupil-teacher dialogue ensures that we are able to identify and celebrate our pupils' strengths, while also developing the skills needed to extend

their knowledge and expertise. Teachers provide a wide range of opportunities for pupils to demonstrate the development of their knowledge and skills over time, and use a wide range of summative assessment strategies to mark progress. Robust and systematic review processes ensure that outcomes of all pupils are reviewed regularly, ensuring that no pupil is left behind.

**Personalised Approach**

At HSMS, we prioritise knowing our pupils well so staff know our disadvantaged and vulnerable pupils personally and strong relationships, built on trust, compassion and empathy, are formed. This enables us to work closely and positively with pupils; families and organisations to address individual barriers to learning, maximise the impact of funding; support academic progress and attainment and promote inclusion and wellbeing.

**Enrichment**

HSMS provides a broad and inclusive enrichment offer to ensure all pupils, particularly those eligible for pupil premium, have equitable access to opportunities that enhance learning, personal development, and cultural capital. This includes:

- Sport and physical activity, promoting teamwork, resilience, and wellbeing.
- Drama and creative arts, fostering confidence, communication, and self-expression.
- Homework clubs and additional sessions in Maths and English, providing targeted support to close gaps and accelerate progress.
- Educational trips, visits, and experiences, extending knowledge, inspiring curiosity, and supporting curriculum learning.

All enrichment activities are carefully planned to be accessible to pupil premium pupils, with financial or pastoral support offered where needed. Staff actively monitor participation and impact, ensuring these opportunities contribute to improved engagement, attainment, and personal development.

# Impact

**Assessment-led and Evidence Informed**

At Hugh Sexey Church of England Middle School, we ensure that our needs-led approach works to identify and respond to individual pupil's barriers to learning. Our approach is rooted in robust, evidence informed diagnostic assessment, and is underpinned by first-hand knowledge of each pupil, developed through strong, respectful relationships with pupils and their families. Data-led professional development secures a collective buy-in, ownership and commitment to addressing disadvantage across the school. Along with a collective understanding of disadvantage and its impact on learning, training and evidence-based discussion ensures that all staff have the highest expectations of all pupils. Listening to teacher voice about how disadvantage impacts on pupils' learning, prioritises schoolwide expertise and responsibility for addressing disadvantage. Pupils in receipt of Pupil Premium funding and those identified as at risk of being disadvantaged, are prioritised in year meetings, Pupil Progress Meetings (PPMs), and where appropriate, short term action plans are put in place to meet specific needs, with a

priority being to meet/exceed age related expectations and to maintain/exceed KS1 and/or KS2 achievements.

**To ensure our provision is effective we:**

- adopt a whole school approach in which all staff and the Local Governing Body (LGB) take responsibility for vulnerable or disadvantaged pupils' outcomes and have high expectations of what can be achieved;
- use standardised diagnostic and summative assessment tools to identify when and where gaps in learning exist;
- regularly monitor the progress and attainment of our vulnerable or disadvantaged pupils and act early to intervene when need is identified;
- appoint and train skilled members of staff to promote, monitor and support vulnerable or disadvantage pupil's attendance, pastoral needs and mental health and well-being;
- offer an extensive menu of academic, elective, enhancement and intrinsic opportunities for our pupils and closely monitor the uptake of this wider curriculum provision;
- ensure that all vulnerable or disadvantaged pupils are ready to learn and that their need for equipment, tools and uniform are met;
- are proactive in seeking individualised and tailored support, as well as academic and enrichment opportunities.

# Challenges

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

| Challenge number | Detail of challenge |
|---|---|
| 1 | **To improve the emotional wellbeing and the mental health of all pupils.**<br>- Socio-economic disadvantage and adverse experiences increase emotional vulnerability and impact readiness to learn.<br>- Limited access to early and external mental health support delays timely intervention.<br>- Higher levels of anxiety, low self-esteem, and trauma-related behaviours are more prevalent among pupil premium pupils.<br>- Poor attendance, low self-esteem, and stigma around mental health reduce engagement with support. |
| 2 | **To improve pupil attendance and punctuality.**<br>- School refusal, often linked to anxiety, unmet mental health needs, or negative prior experiences, reduces regular attendance and punctuality.<br>- Socio-economic pressures and weak home routines contribute to lateness and irregular attendance.<br>- Gaps in learning, low confidence, and disengagement reinforce avoidance of school.<br>- Delays in accessing external and multi-agency support limit the impact of early intervention. |

| 3 | **To improve pupil outcomes.** |
|---|---|

**To improve pupil outcomes.**

- Gaps in prior learning and uneven progress from starting points.
- Inconsistent quality of teaching, assessment, and feedback limits progress and impact.
- Poor attendance, persistent absence, and school refusal reduce access to learning.
- Low confidence, weak learning behaviours, and unmet emotional or mental health needs hinder engagement and resilience.
- Limited parental engagement and external barriers reduce continuity of learning beyond the classroom.

**4**

**To develop strong, trusting relationships between pupils and staff that lead to improved resilience, self-regulation and learning behaviours.**

- Pupils with prior negative experiences of school or inconsistent adult support may struggle to trust staff.
- Socio-economic pressures, trauma, and adverse childhood experiences can affect resilience, self-regulation, and engagement.
- Low self-esteem, confidence, or previous academic struggles reduce willingness to build positive relationships.
- High pupil-to-staff ratios or limited staff capacity can reduce opportunities for personalised, consistent interactions.
- Inconsistent behaviour and pastoral strategies across the school may undermine the development of secure, supportive relationships.

**5**

**To ensure all pupils develop strong numeracy skills.**

- Gaps in prior knowledge and foundational skills limit progress and confidence.
- Inconsistent adaptive teaching and use of assessment reduce targeted support for pupil premium pupils.
- Low engagement, confidence, and limited home learning opportunities hinder progress.

| | | MATHS | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | YR4 | | | | YR5 | | | | YR6 | | | | YR7 | | |
| % | No. | Be | At | Ab | No. | Be | At | Ab | No. | Be | At | Ab | No. | Be | At | Ab |
| Boys | 74 | 22% | 39% | 22% | 78 | 38% | 40% | 23% | 81 | 14% | 56% | 29% | 76 | 10% | 47% | 43% |
| Girls | 77 | 21% | 39% | 18% | 77 | 26% | 55% | 19% | 75 | 21% | 58% | 22% | 78 | 1% | 64% | 35% |
| SEND | 15 | 62% | 25% | 6% | 15 | 80% | 13% | 7% | 17 | 59% | 35% | 6% | 16 | 56% | 38% | 6% |
| PP | 23 | 42% | 25% | 13% | 25 | 52% | 28% | 20% | 25 | 32% | 48% | 20% | 27 | 22% | 56% | 22% |
| Disadv | 21 | 36% | 28% | 11% | 23 | 50% | 27% | 23% | 23 | 32% | 45% | 23% | 25 | 24% | 56% | 20% |

**6**

**To ensure all pupils develop strong literacy skills.**

- Gaps in foundational literacy skills, including phonics, vocabulary, and comprehension, limit progress.
- Inconsistent adaptive teaching and use of assessment reduce targeted support in reading and writing.
- Low engagement, limited exposure to reading at home, and reduced opportunities for practice hinder skill development.
- Confidence, self-esteem, and previous negative experiences with literacy affect motivation and persistence.

- Socio-economic pressures and limited parental support can restrict access to literacy resources and enrichment.

| | | WRITING | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | YR4 | | | | YR5 | | | | YR6 | | | | YR7 | | |
| % | No. | Be | At | Ab | No. | Be | At | Ab | No. | Be | At | Ab | No. | Be | At | Ab |
| Boys | 74 | 29% | 46% | 9% | 78 | 61% | 32% | 6% | 81 | 17% | 71% | 12% | 76 | 8% | 79% | 13% |
| Girls | 77 | 11% | 44% | 22% | 77 | 30% | 64% | 6% | 75 | 12% | 64% | 23% | 78 | 8% | 68% | 24% |
| SEND | 15 | 75% | 19% | 0% | 15 | 93% | 7% | 0% | 17 | 63% | 38% | 0% | 16 | 50% | 50% | 0% |
| PP | 23 | 33% | 42% | 4% | 25 | 60% | 40% | 0% | 25 | 32% | 64% | 4% | 27 | 22% | 71% | 7% |
| Disadv | 21 | 32% | 41% | 5% | 23 | 64% | 36% | 0% | 23 | 32% | 64% | 4% | 25 | 24% | 76% | 0% |

| | |
|---|---|
| 7 | **To ensure all pupils receive High Quality Adaptive Teaching.**<br>• Inconsistent implementation of adaptive teaching limits inclusion and progress for all pupils, particularly disadvantaged and SEND pupils.<br>• Assessment information is not used consistently to adapt teaching and address gaps in learning.<br>• Variability in staff confidence, subject knowledge, and capacity reduces the impact of responsive classroom practice. |
| 8 | **To ensure improved links with parents and carers.**<br>• Limited engagement from disadvantaged and pupil premium families reduces support for learning at home.<br>• Socio-economic pressures, work commitments, and language or cultural barriers restrict participation in school life.<br>• Inconsistent communication and low parental confidence limit understanding of pupil progress and needs. |
| 9 | **To ensure all pupils access the wider curriculum and engage in enrichment.**<br>• Socio-economic pressures, transport issues, and cost barriers limit participation in enrichment activities.<br>• Low confidence, self-esteem, or previous negative experiences reduce willingness to engage in extracurricular and wider curriculum opportunities.<br>• Limited awareness or communication about available enrichment opportunities prevents pupil premium pupils from participating.<br>• Gaps in foundational knowledge or skills may make pupils feel less able to access certain subjects or activities.<br>• Inconsistent staff encouragement or monitoring reduces equitable access to enrichment for 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<br>*(What we aim to achieve)* | Success criteria<br>*(How we will demonstrate this)* |
|---|---|
| **To improve the emotional wellbeing and the mental health of all pupils.**<br>• We aim to achieve and sustain improved mental | • Pupil Premium pupils demonstrate improved emotional regulation and coping strategies in lessons and unstructured times. |

| | |
|---|---|
| health and wellbeing for all pupils, including those who are vulnerable or disadvantaged. | • Pre- and post-intervention assessments (ELSA) show measurable improvement in emotional wellbeing.<br>• Pupils are able to identify and articulate emotions and know strategies to manage them. |
| **To improve pupil attendance and punctuality.**<br>• We aim to improve attendance rates and decrease persistent absence in vulnerable or disadvantaged pupils. | • The average attendance rate for Pupil Premium pupils increases to and moves closer to that of non-Pupil Premium pupils.<br>• The attendance gap between Pupil Premium and non-Pupil Premium pupils is significantly reduced.<br>• Termly attendance data shows sustained improvement rather than short-term gains.<br>• The proportion of Pupil Premium pupils classified as persistently absent (below 90%) is reduced.<br>• Identified persistently absent pupils show measurable improvement in attendance over time.<br>• Reduction in the number of late marks for Pupil Premium pupils.<br>• Improved punctuality to lessons throughout the school day, not just morning arrival.<br>• Fewer learning minutes lost due to late arrival.<br>• Improved communication and engagement with parents/carers of Pupil Premium pupils regarding attendance expectations.<br>• Increased parental attendance at meetings, support plans, or attendance reviews.<br>• Staff consistently follow attendance procedures and escalation pathways.<br>• Early identification systems flag attendance concerns promptly for Pupil Premium pupils.<br>• Attendance leads can clearly demonstrate how Pupil Premium funding has supported improvement. |
| **To improve pupil outcomes.**<br>• We aim to pupil outcomes for all pupils with a spotlight on vulnerable or disadvantaged pupils. | • Pupil Premium pupils make strong progress from their individual starting points, with an increasing proportion achieving expected or better-than-expected outcomes.<br>• The attainment and progress gaps between Pupil Premium and non-Pupil Premium pupils are reduced across year groups and subjects.<br>• High-quality, adaptive teaching ensures that Pupil Premium pupils are consistently challenged and supported within lessons.<br>• Targeted, evidence-informed interventions address specific barriers to learning and demonstrate clear, measurable impact.<br>• Improved outcomes are evident across academic achievement, attendance, behaviour, and wellbeing for Pupil Premium pupils.<br>• Pupil Premium pupils show increased engagement, confidence, and resilience in their learning.<br>• Assessment and tracking systems are used effectively to monitor progress, identify need early, and adapt provision.<br>• Parents and carers of Pupil Premium pupils are actively engaged in supporting learning and progress.<br>• Leaders and governors can clearly evidence how Pupil Premium funding has been used to improve outcomes and narrow gaps. |

| | |
|---|---|
| **To develop strong, trusting relationships between pupils and staff that lead to improved resilience, self-regulation and learning behaviours.**<br><br>• We aim to develop positive learning behaviours conducive to positive academic progress and personal | • Pupils feel safe, supported, and valued by staff, demonstrated through surveys, observations, and reduced behavioural incidents.<br>• Pupils persevere through challenges and reflect constructively on setbacks, showing increased confidence and independence.<br>• Pupils consistently manage emotions and impulses, apply coping strategies, and take responsibility for their learning.<br>• Pupils actively engage, participate, and complete tasks independently, demonstrating focus and motivation.<br>• Progress is tracked termly through observations, pupil voice, behaviour data, and learning outcomes to evaluate impact. |
| **To ensure all pupils develop strong numeracy skills.**<br><br>• We aim to improve numeracy skills, pupils' ability to problem-solve and reason and mathematical confidence of all pupils and particularly those from vulnerable or disadvantaged backgrounds. | • The attainment gap in maths between Pupil Premium and non-Pupil Premium pupils is reduced across year groups.<br>• Pupil Premium pupils meet or exceed age-related expectations in maths, in line with their peers.<br>• Pupil Premium pupils make expected or better-than-expected progress from their KS2 assessment data.<br>• An increased proportion of Pupil Premium pupils achieve higher standards or strong passes.<br>• The quality of teaching and learning shows consistent use of adaptive teaching strategies.<br>• Formative assessment is used effectively by teachers to identify misconceptions and adjust teaching for vulnerable or disadvantaged pupils.<br>• Pupil Premium pupils can clearly explain their mathematical thinking and methods during lessons.<br>• Identified Pupil Premium pupils receive timely, evidence-based interventions that show measurable improvement and impact in the classroom.<br>• The engagement, confidence and attitude of pupils from a vulnerable or disadvantaged background increases and they show resilience to challenging tasks. |
| **To ensure all pupils develop strong literacy skills.**<br><br>• We aim to improve word reading, comprehension and writing attainment among vulnerable or disadvantaged pupils. | • Improve GD writing outcomes for PP pupils.<br>• Pupil premium pupils make at least good progress in literacy from their starting points, resulting in a narrowing of the attainment gap with non–pupil premium peers.<br>• High-quality, evidence-based literacy teaching is consistently implemented across the school, with targeted interventions matched to pupil premium needs.<br>• Assessment is used effectively to identify and address gaps in reading, writing, and vocabulary for pupil premium pupils.<br>• Pupil premium pupils show improved engagement, confidence, and fluency in literacy across the curriculum.<br>• Pupil premium pupils engage positively with reading for pleasure and have regular access to high-quality texts and structured opportunities to read and write across the curriculum.<br>• Pupil premium pupils have access to books through pupil premium funding and the book fair – 'PP Book Bag' |
| **To ensure all pupils receive High Quality Adaptive Teaching.** | • Teachers consistently plan and deliver lessons that anticipate and respond to pupils' different starting points, ensuring all pupils can access learning and make progress. |

| | |
|---|---|
| • We aim to deliver high-quality adaptive teaching that moves learning forward, improves understanding and progress of all pupils and particularly those from vulnerable or disadvantaged backgrounds. | • Classroom practice demonstrates effective use of formative assessment to identify misconceptions and adjust teaching in real time.<br>• Adaptive strategies (e.g. scaffolding, modelling, questioning, manipulatives, structured support and challenge) are embedded in everyday teaching, not reliant on withdrawal or over-intervention.<br>• All pupils, including disadvantaged pupils and those with SEND, make strong progress from their starting points, as evidenced through assessment data and work scrutiny.<br>• Lesson observations and learning walks show high levels of engagement, appropriate challenge, and clear learning outcomes for all pupils.<br>• Teachers use inclusive approaches that promote independence and avoid lowering expectations.<br>• Teaching assistants are deployed effectively to support learning within the classroom, reinforcing teacher instruction.<br>• Pupils can explain their learning, demonstrate understanding, and show increased confidence and resilience when faced with challenge.<br>• Ongoing professional development supports staff in refining adaptive teaching practice, with evidence of consistent implementation across the school. |
| **To ensure improved links with parents and carers.**<br>• We aim to develop strong, trusting partnerships with Pupil Premium parents and carers support pupils' learning, wellbeing, and attendance, leading to improved outcomes and sustained engagement with school. | • Communication with Pupil Premium parents and carers is regular, clear, and accessible, using a range of methods (e.g. phone calls, meetings, texts, translated materials where needed).<br>• Increased parental engagement is evidenced through higher attendance at meetings, workshops, and school events involving Pupil Premium families.<br>• Parents and carers report feeling welcomed, listened to, and valued by the school, as shown through feedback and surveys.<br>• Improved two-way communication, with parents and carers confidently sharing concerns and working collaboratively with school staff.<br>• Families demonstrate improved understanding of how to support learning, attendance, and wellbeing at home.<br>• Early identification of barriers faced by families leads to timely, personalised support (e.g. signposting, pastoral support, practical assistance).<br>• Strengthened relationships contribute to improvements in pupil attendance, engagement, behaviour, and progress.<br>• Staff demonstrate consistent and positive approaches when working with Pupil Premium families.<br>• Leaders can clearly evidence how enhanced parental engagement has supported improved outcomes for Pupil Premium pupils. |
| **To ensure all pupils access the wider curriculum and engage in enrichment.**<br>• We aim to increase participation in and access to | • All pupils, particularly those eligible for Pupil Premium, have equitable access to the full wider curriculum and a broad range of enrichment opportunities.<br>• Participation rates of Pupil Premium pupils in clubs, trips, visits, residentials, and extracurricular activities increase and are in line with, or improving towards, those of non-Pupil Premium pupils. |

| | the Wider Curriculum (academic, elective, enhancement, intrinsic) for our vulnerable and disadvantaged pupils. | • Financial, logistical, and social barriers to participation are identified early and removed through targeted support and funding.<br>• Pupil voice shows that Pupil Premium pupils feel included, confident, and motivated to engage in enrichment activities.<br>• Increased engagement in enrichment contributes to improved attendance, behaviour, wellbeing, and self-esteem for Pupil Premium pupils.<br>• Curriculum planning reflects inclusive and culturally responsive opportunities that promote aspiration and broaden pupils' experiences.<br>• Staff actively encourage and monitor participation of Pupil Premium pupils, ensuring no pupil is excluded due to disadvantage.<br>• Parents and carers of Pupil Premium pupils demonstrate increased awareness and engagement with wider curriculum opportunities.<br>• Leaders can clearly evidence how access to enrichment has had a positive impact on personal development and outcomes for Pupil Premium pupils. |

# 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 & Learning: (School-wide initiatives with positively advantage vulnerable and disadvantaged pupils)

Budgeted cost: *£45000*

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|---|---|
| **Professional Development on Formative Assessment and embedding effective feedback** | EEF studies highlights the impact of embedding formative assessment effectively as follows:<br>• Students in the Embedding Formative Assessment schools made the equivalent of two additional months' progress.<br>• The additional progress made by children in the lowest third for prior attainment was greater than that made by children in the highest third.<br>• Teachers were positive about the Teacher Learning Communities.<br>• EEF Feedback +6 months<br><br>https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/embedding-formative-assessment | Challenges 3, 5, 6 and 7 |
| **Targeted professional development** | EEF Professional Development Guidance Report 2021 provides three core recommendations: | Challenges 3, 5, 6 and 7 |

| | | |
|---|---|---|
| **within the WLT.**<br><br>*Maths & English Networks*<br><br>*Subject Leaders* | • Focus on mechanisms (e.g., revisiting prior learning, goal setting, feedback, action planning).<br>• Ensure PD builds knowledge, motivates staff, develops teaching techniques, and embeds practice.<br>• Implement PD programmes with care, considering school context. | |
| **Curriculum Development for Maths**<br><br>Fund release time for specific training. | To teach maths well, teachers need to assess pupils' prior knowledge and understanding effectively, employ manipulatives and representations, teach problem solving strategies, and help pupils to develop more complex mental models:<br><br>The NCTEM underpinning principles are:<br><br>Mathematics teaching for mastery assumes everyone can learn and enjoy mathematics.<br>Mathematical learning behaviours are developed such that pupils focus and engage fully as learners who reason and seek to make connections.<br>Teachers continually develop their specialist knowledge for teaching mathematics, working collaboratively to refine and improve their teaching.<br>Curriculum design ensures a coherent and detailed sequence of essential content to support sustained progression over time.<br>Timely, proactive responses data support all pupils make progress but especially those from vulnerable or disadvantaged backgrounds.<br>Reference: https://www.ncetm.org.uk/<br>The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches:<br>Reference:<br>https://www.gov.uk/government/publications/teaching-mathematics-at-key-stage-3<br>https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1017683/Maths_guidance_KS_1_and_2.pdf https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/maths-ks-2-3 | 3, 5, 6 and 7 |
| **Resources to support teaching and learning, including homework.** | Pupils have access to high-quality resources, delivered through a coherent curriculum that leads to improved outcomes.<br><br>1. Homework has a positive impact on average (+ 5 months), particularly with pupils in secondary schools.<br><br>2. Some pupils may not have a quiet space for home learning – it is important for schools to consider how home learning can be supported (e.g. through providing homework clubs for pupils).<br><br>3. Homework that is linked to classroom work tends to be more effective. In particular, studies that included feedback on homework had higher impacts on learning.<br><br>4. It is important to make the purpose of homework clear to pupils (e.g. to increase a specific area of knowledge, or to develop fluency in a particular area). | 3, 5, 6 and 7 |

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

Budgeted cost: £*75000*

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|---|---|
| Employing a pastoral lead to support engagement, mental health and wellbeing. | Pupils demonstrate improved learning behaviours, engage more regularly in lessons and have increased positive behaviour points. | 1,2 and 4 |
| Subject-specific TAs<br>Delivering tailored interventions<br><br>*Including access to before and during school homework sessions* | Evidence can help to support schools' decisions around which interventions to adopt in their setting. Where schools deliver one to one or small group tuition, they should consider factors that are typically associated with positive learning outcomes:<br><br>• Learning in one to one and small groups is carefully linked with classroom teaching.<br>• For one to one tuition led by teaching assistants, interventions are likely to be particularly beneficial when the teaching assistants are experienced and well-trained.<br>• Small group tuition is most likely to be effective if it is targeted at pupils' specific needs.<br><br>https://educationendowmentfoundation.org.uk/support-for-schools/school-planning-support/2-targeted-academic-support | 3, 5, 6 and 7 |
| **Flex English and Maths** | • Provide an intensive alternative provision in school to support literacy and numeracy progress (FLEX2 and KS3 'Eboost' Support).<br>• Enhance KS3 support provision to include structured development of social skills, community advocacy and employability skills as well as EBacc subject knowledge and skills.<br><br>The average impact of small group tuition is four additional months' progress (+4 months), on average, over the course of a year.<br><br>Evidence shows that small group tuition is effective and, as a rule of thumb, the smaller the group the better. Some studies suggest that greater feedback from the teacher, more sustained the engagement in smaller groups, or work which is more closely matched to pupils' needs explains this impact. Once group size increases above six or seven there is a noticeable reduction in effectiveness.<br><br>Reference: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/smallgroup-tuition | 3, 5, 6 and 7 |

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

Budgeted cost: *£28149.75*

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|---|---|
| **Access to enrichment opportunities and activities within school.**<br>• *Subsidised trips*<br>• *Sports activities – fixtures and visits*<br>• *Book Bags through the book fair* | • Enriching education has distinct benefits and engenders an increased sense of belonging.<br>• Children experiencing disadvantage need equitable<br>• access to excellent educational experiences.<br>• EEF Collaborative Learning +5 months<br><br>https://educationendowmentfoundation.org.uk/education-evidence/teachinglearning-toolkit/collaborative-learning-approaches | 3,4,5,6,7 |
| **ELSA Therapy**<br>*Continue to employ social and emotional learning (SEL) practitioners to work with vulnerable or disadvantaged pupils providing ELSA and nurture support to address complex needs which are affecting individual pupil's access to and readiness to learn.* | Social and emotional learning (SEL) approaches have a positive impact, on average, of 4 months' additional progress in academic outcomes over the course of an academic year.<br>Interventions which focus on improving social interaction tend to be more successful (+6 months) than those focusing on personal and academic outcomes (+4 months) or those aimed at preventing problematic behaviour (+5 months). | 1,2,4 |
| **Careers and Employability**<br>• Provide funding for wider curriculum opportunities.<br>• Invite speakers in and put together careers' workshops.<br>• Engage vulnerable learners in trust wide careers fair. | By raising pupils' aspiration, children and young people develop a positive vision of their future.  To meet their aspirations about careers, university, and further education, pupils often require good educational outcomes. Raising aspirations is therefore often believed to incentivise improved attainment.<br><br>Aspiration interventions tend to fall into three broad categories:<br>1. interventions that focus on parents and families;<br>2. interventions that focus on teaching practice;<br>3. out-of-school interventions or extra-curricular activities, sometimes involving peers or mentors. | |

# Total budgeted cost: £148149.75

# Part B: Review of the previous academic year

## Outcomes for disadvantaged pupils

**KS2 Data Outcomes**

## Headline facts and figures - 2024/25

| Summary | Chart | Table |

**Percentage meeting the expected standard in reading, writing and maths (combined)**
## 62%
up from 61% in 2024

These statistics cover the attainment of year 6 pupils who took assessments in summer 2025. These pupils experienced disruption to their learning during the pandemic, particularly at the end of year 1 and in year 2. Attainment in all subjects, other than reading, has not returned to pre-pandemic levels.

**Attainment in all of reading, writing and maths (combined) has increased since 2024.**

In all of **reading, writing and maths**, 62% of pupils met the expected standard, up from 61% in 2024.

**In individual subjects, attainment increased in all subjects compared to 2024.**

In **reading**, 75% of pupils met the expected standard, up from 74% in 2024.

In **maths**, 74% of pupils met the expected standard, up from 73% in 2024.

In **writing**, 72% of pupils met the expected standard, an increase of 0.5 percentage points from 72% (rounded) in 2024.

In **grammar, punctuation and spelling**, 73% of pupils met the expected standard, up from 72% in 2024.

In **science**, 82% of pupils met the expected standard, up from 81% in 2024.

### SATS HSMS Outcomes 2025 against 2025 National Averages

| 152 Pupils (HSMS) | HSMS ARE+ | National Average ARE+ | HSMS Greater Depth | National Average Greater Depth | HSMS Average Scaled Score |
|---|---|---|---|---|---|
| Reading | 127 pupils - 84% | 75% | 53 pupils - 35% | 33% | 106.2 |
| Maths | 126 pupils - 83% | 74% | 40 pupils - 26% | 26% | 105 |
| Writing | 129 pupils - 85% | 72% | 27 pupils - 18% | 13% | - |
| SPAG | 110 pupils - 72% | 73% | 35 pupils - 23% | 30% | 104.2 |
| RWM | 72% | 62% | 18% | 8% | - |

# Whole School R,W,M Outcomes



**Hugh Sexey 2023 ENTRY PROGRESS AND ACHIEVEMENT (Exit 2027)**
**BASED ON teacher assessment**

**COMBINED**

| % | Be | At | Ab |
|---|---|---|---|
| Y4 | 30% | 52% | |
| Y5 | 50% | 50% | |
| Y6 | 26% | 72% | |
| Y7 | 12% | 88% | 12% |
| Y8 | | | |
| TG | 6% | 68% | |

KS3 combined data: Below=below standard in any subject; Above=above in all subjects; 'At' includes those above

**MATHS**

| % | Be | At | Ab |
|---|---|---|---|
| Y4 | 22% | 39% | 20% |
| Y5 | 31% | 47% | 21% |
| Y6 | 17% | 57% | 26% |
| Y7 | 9% | 52% | 39% |
| Y8 | | | |
| TG | 4% | 35% | 35% |

**MATHS**

| % | No. | Be | At | Ab | No. | Be | At | Ab | No. | Be | At | Ab | No. | Be | At | Ab | No. | Be | At | Ab |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | YR4 | | | | YR5 | | | | YR6 | | | | YR7 | | | | YR8 | | |
| Boys | 74 | 22% | 39% | 22% | 78 | 38% | 40% | 23% | 81 | 14% | 56% | 29% | 76 | 10% | 47% | 43% | | | | |
| Girls | 77 | 21% | 39% | 18% | 77 | 26% | 55% | 19% | 75 | 21% | 58% | 22% | 78 | 1% | 64% | 35% | | | | |
| SEND | 15 | 62% | 25% | 6% | 15 | 80% | 13% | 7% | 17 | 59% | 35% | 6% | 16 | 56% | 38% | 6% | | | | |
| PP | 23 | 42% | 25% | 13% | 25 | 52% | 28% | 20% | 25 | 32% | 48% | 20% | 27 | 22% | 56% | 22% | | | | |
| Disadv | 21 | 36% | 28% | 11% | 23 | 50% | 27% | 23% | 23 | 32% | 45% | 23% | 25 | 24% | 56% | 20% | | | | |

**READING**

| % | Be | At | Ab |
|---|---|---|---|
| Y4 | 11% | 41% | 30% |
| Y5 | 20% | 54% | 25% |
| Y6 | 16% | 49% | 35% |
| Y7 | 6% | 80% | 14% |
| Y8 | | | |
| TG | 5% | 38% | 32% |

**READING**

| % | No. | Be | At | Ab | No. | Be | At | Ab | No. | Be | At | Ab | No. | Be | At | Ab | No. | Be | At | Ab |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | YR4 | | | | YR5 | | | | YR6 | | | | YR7 | | | | YR8 | | |
| Boys | 74 | 13% | 42% | 29% | 78 | 29% | 50% | 22% | 81 | 14% | 57% | 29% | 76 | 7% | 84% | 9% | 0 | | | |
| Girls | 77 | 9% | 39% | 30% | 77 | 13% | 58% | 29% | 75 | 18% | 41% | 41% | 78 | 5% | 76% | 19% | 0 | | | |
| SEND | 15 | 44% | 44% | 6% | 15 | 73% | 20% | 7% | 17 | 56% | 38% | 6% | 16 | 37% | 63% | 0% | 0 | | | |
| PP | 23 | 21% | 46% | 13% | 25 | 36% | 48% | 16% | 25 | 32% | 40% | 28% | 27 | 18% | 75% | 7% | 0 | | | |
| Disadv | 21 | 23% | 41% | 14% | 23 | 37% | 50% | 14% | 23 | 36% | 36% | 27% | 25 | 20% | 76% | 4% | 0 | | | |

**WRITING**

| % | Be | At | Ab |
|---|---|---|---|
| Y4 | 21% | 45% | 15% |
| Y5 | 46% | 48% | 6% |
| Y6 | 15% | 68% | 17% |
| Y7 | 8% | 73% | 19% |
| Y8 | | | |
| TG | 5% | 39% | 30% |

**WRITING**

| % | No. | Be | At | Ab | No. | Be | At | Ab | No. | Be | At | Ab | No. | Be | At | Ab | No. | Be | At | Ab |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | YR4 | | | | YR5 | | | | YR6 | | | | YR7 | | | | YR8 | | |
| Boys | 74 | 29% | 46% | 9% | 78 | 61% | 32% | 6% | 81 | 17% | 71% | 12% | 76 | 8% | 79% | 13% | 0 | | | |
| Girls | 77 | 11% | 44% | 22% | 77 | 30% | 64% | 6% | 75 | 12% | 64% | 23% | 78 | 8% | 68% | 24% | 0 | | | |
| SEND | 15 | 75% | 19% | 0% | 15 | 93% | 7% | 0% | 17 | 63% | 38% | 0% | 16 | 50% | 50% | 0% | 0 | | | |
| PP | 23 | 33% | 42% | 4% | 25 | 60% | 40% | 0% | 25 | 32% | 64% | 4% | 27 | 22% | 71% | 7% | 0 | | | |
| Disadv | 21 | 32% | 41% | 5% | 23 | 64% | 36% | 0% | 23 | 32% | 64% | 4% | 25 | 24% | 76% | 0% | 0 | | | |

Be=Wt/Sig Below     Be=1-3
At=Exprected     At=4-6
Ab=Greater depth     Ab=7-9
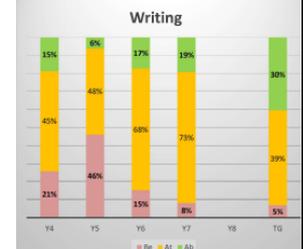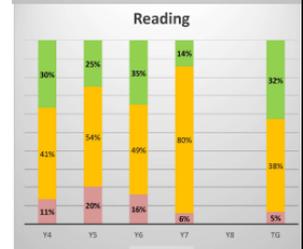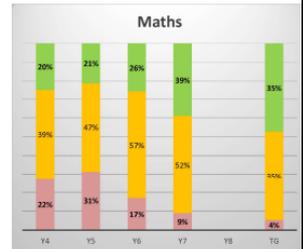
- PP pupils perform in line with their peers in Y5/Y6 Maths.
- PP pupils make significant progress in reading across UKS2.
- PP pupils perform more in line with their peers in Y7 and Y8.
- PP/SEND pupils in Reading, Writing and Maths perform below their peer group.

**Areas to Focus on:**

- Reading, Writing and Maths outcomes for PP, SEND and disadvantaged pupils to ensure they perform in line with their peers, including Greater Depth.