

Pupil premium strategy statement – Huish Episcopi Academy

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	1198
Proportion (%) of pupil premium eligible pupils	24.4%
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)	2025/26 – 2027/28
Date this statement was published	31 st December 2025
Date on which it will be reviewed	31 st December 2026
Statement authorised by	Katie Boyes, Principal
Pupil premium lead	Andrew Perrins, Assistant Principal
Governor / Trustee lead	Colin Cattanach, Chairperson of Governing Board

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£271,350.00 (Deprivation £236,500) (Post-LAC £13,150) (Service £21,700)
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0.00
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£271,350.00

Part A: Pupil premium strategy plan

Statement of intent

Our goal is for all students to make good progress and achieve well across the entire curriculum, irrespective of need, circumstance, or aspiration.

The focus of our pupil premium strategy is to support disadvantaged students in meeting these aspirations, including adding educational value for those already making better than expected progress. We aim to understand the individual challenges, blocks, and barriers to learning faced by each pupil in receipt of pupil premium funding and provide tailored support accordingly.

We believe the greatest impact is made in the classroom. Therefore, promoting high-quality teaching is central to our strategy. This approach benefits all students at the academy, and implicit in our intended outcomes is the commitment to sustaining and improving the progress of non-disadvantaged students alongside their disadvantaged peers.

Our approach is responsive to both common challenges and individual needs, rooted in robust diagnostic assessment rather than assumptions about the impact of disadvantage. The strategies we adopt are complementary and designed to help pupils excel. To ensure their effectiveness, we will:

- Ensure disadvantaged pupils are consistently challenged in the work they are set.
- Use internal data to diagnose current gaps, issues, and barriers to learning.
- Intervene early at the point of need.
- Adopt a whole-school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve.
- Ensure disadvantaged pupils have access to interventions and enrichment activities that enhance their cultural capital and help narrow the attainment gap.

Challenges

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

Challenge number	Detail of challenge																
1	<p data-bbox="352 454 528 488">Attendance</p> <table border="1" data-bbox="352 539 1209 745"> <thead> <tr> <th data-bbox="352 539 647 591">Academic Year</th> <th data-bbox="647 539 834 591">PP</th> <th data-bbox="834 539 1023 591">Non-PP</th> <th data-bbox="1023 539 1209 591">Gap</th> </tr> </thead> <tbody> <tr> <td data-bbox="352 591 647 642">2024/25</td> <td data-bbox="647 591 834 642">90.6%</td> <td data-bbox="834 591 1023 642">94.2%</td> <td data-bbox="1023 591 1209 642">3.6%</td> </tr> <tr> <td data-bbox="352 642 647 694">2023/24</td> <td data-bbox="647 642 834 694">88.2%</td> <td data-bbox="834 642 1023 694">91.7%</td> <td data-bbox="1023 642 1209 694">3.5%</td> </tr> <tr> <td data-bbox="352 694 647 745">2022/23</td> <td data-bbox="647 694 834 745">91.4%</td> <td data-bbox="834 694 1023 745">93.0%</td> <td data-bbox="1023 694 1209 745">1.6%</td> </tr> </tbody> </table> <p data-bbox="352 801 1398 1016">While overall attendance has improved for both Pupil Premium and non-Pupil Premium pupils compared with 2023/24, the gap between the two groups has slightly widened (3.6% in 2024/25, up from 3.5%). Improving attendance for our most vulnerable pupils remains a key strategic priority, recognising the well-established correlation between sustained attendance and strong academic outcomes.</p>	Academic Year	PP	Non-PP	Gap	2024/25	90.6%	94.2%	3.6%	2023/24	88.2%	91.7%	3.5%	2022/23	91.4%	93.0%	1.6%
Academic Year	PP	Non-PP	Gap														
2024/25	90.6%	94.2%	3.6%														
2023/24	88.2%	91.7%	3.5%														
2022/23	91.4%	93.0%	1.6%														
2	<p data-bbox="352 1039 667 1072">Quality of Education</p> <p data-bbox="352 1111 1362 1272">High-quality teaching remains the most effective way to improve outcomes for all pupils, particularly those who are disadvantaged. At Huish, our professional development programme is designed to embed consistent, evidence-informed practice across the curriculum.</p> <p data-bbox="352 1317 1382 1570">Weekly Deliberate Practice sessions focus on refining the delivery of the Huish Lesson Structure, ensuring that staff are equipped to deliver engaging, responsive lessons that meet the needs of all learners. A robust Quality Assurance (QA) programme underpins this work, evaluating the extent to which teaching strategies are implemented effectively and consistently across departments.</p> <p data-bbox="352 1615 1378 1823">Our CPD model draws on Rosenshine’s Principles of Instruction and the EEF guidance on metacognition and self-regulation, promoting a culture of reflective, adaptive teaching. This dual focus deepens pupils’ understanding and supports disadvantaged learners in becoming more independent and confident in their approach to learning.</p>																

Disadvantaged students remain under-represented in the EBACC suite and are less likely to fill all 10 Attainment 8 slots:

	2025 Exam Results (PP)	2025 Exam Results (Non-PP)	2024 Exam Results (PP)	2024 Exam Results (Non-PP)	2023 Exam Results (PP)	2023 Exam Results (Non-PP)
Average A8 slots filled	9.49	9.81	9.29	9.80	8.69	9.54
Entered for EBACC	2.4%	11.1%	13.6%	15.3%	23.8%	18.4%
APS per EBACC subject	3.42	4.45	3.04	4.23	3.95	4.37

While the overall Attainment 8 slots filled by PP pupils increased from 2023 to 2025, the EBACC entry rate fell sharply over the three-year period, widening the access gap between PP and non-PP learners. This trend indicates that disadvantaged students are not yet benefiting equally from the school's academic curriculum, particularly in languages and humanities.

Access to, and success within, the EBACC suite therefore remains a key priority. Improving curriculum ambition and sustaining high-quality teaching for disadvantaged pupils will be essential to reversing this decline.

3

Reading Age and Comprehension

Early assessment data highlights a significant concern regarding the number of pupils entering Year 7 with a reading age in the lowest three stanines. Disadvantaged students are disproportionately represented in this group, accounting for 48%, compared to 30% of the overall Year 7 cohort and 27% across Years 7-11.

Literacy is a strong predictor of future academic success and wider life outcomes. Addressing this challenge is therefore a strategic priority. Improving reading age and comprehension will not only support access to the full curriculum but also enhance pupils' confidence, engagement, and long-term attainment.

4

Academic Progress

While attainment improved for both Pupil Premium and non-Pupil Premium pupils at Key Stage 4 in 2024/25, and the gap between the two groups narrowed, a measurable attainment gap remains. Closing this gap continues to be a priority for the school.

	A8		4+EM		5+EM		7+EM	
	PP	Non-PP	PP	Non-PP	PP	Non-PP	PP	Non-PP
2025	41.41	52.58	63%	76%	44%	60%	7%	19%
2024	36.43	49.49	48%	76%	34%	62%	2%	11%
2023	36.21	47.69	52%	72%	35%	50%	8%	14%

Sustained progress for disadvantaged pupils requires a strategic focus on high-quality teaching, targeted academic support, and effective use of data to identify and address individual learning needs. Ensuring that all pupils, regardless of background, can achieve their full potential remains central to our mission.

5

Character Education

Disadvantaged pupils are underrepresented in the uptake of extra-curricular and enrichment opportunities, which can limit their development of key character traits such as resilience, teamwork, leadership, and cultural awareness.

Limited engagement in these activities may also restrict pupils' access to experiences that build confidence, broaden horizons, and contribute to their overall personal development. Ensuring equitable access to character-building opportunities remains a key challenge in supporting the holistic growth of all learners.

6	<p>Pupil Well-Being / Mental Health</p> <p>Professional observations and safeguarding records indicate that a significant number of pupils continue to experience challenges related to mental health and emotional well-being, including anxiety, low mood, and low self-esteem. These concerns are particularly prevalent among disadvantaged pupils.</p> <p>Such difficulties are closely linked to reduced attendance and engagement, which in turn impact academic progress and personal development. Supporting pupil well-being remains a key challenge in ensuring consistent attendance and enabling all learners to thrive both personally and academically.</p>
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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
Attendance	Increase overall attendance of disadvantaged pupils to at least 92% by July 2026, reducing persistent absence to 25% or below, with the gap to non-disadvantaged pupils narrowed year on year.
Quality of Education	Quality assurance demonstrates sustained, high-quality classroom practice that consistently prioritises disadvantaged learners, with impact evidenced through improved outcomes at each formal assessment point. Increase EBacc entry and completion rates for disadvantaged pupils year on year, supported by targeted curriculum guidance and careers input, so that disadvantaged pupils have equitable access to academically rigorous pathways.
Reading Age and Comprehension	Ensure all disadvantaged pupils in stanines 1–3 receive targeted reading intervention, leading to a year-on-year reduction in the number of disadvantaged pupils in stanines 1–3 in each year group, with the cohort halving from Year 7 baseline by the end of each academic year.
Academic Progress	Raise academic attainment and progress at KS3, KS4 and KS5 so that disadvantaged pupils make progress that is in line with that of their non-disadvantaged peers. Year-on-year improvement is evidenced in attainment measures, with disadvantaged pupils achieving in line with or above local and national averages for all pupils.
Character Education	Ensure disadvantaged pupils engage in the full range of co-curricular, enrichment and character-building opportunities, with participation rates proportionate to those of the wider cohort, as evidenced through tracking of clubs, trips, House Points and rewards.
Pupil Well-Being / Mental Health	Ensure disadvantaged pupils are prioritised for timely access to counselling and wellbeing interventions, and that they are not disproportionately represented in safeguarding referrals or disclosures.

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: £145,596

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Embedding evidence-informed teaching through Deliberate Practice and QA Weekly Deliberate Practice sessions and whole-school QA reviews refine the Huish Lesson Structure. Staff rehearse Rosenshine’s Principles, responsive questioning and adaptive feedback to secure consistency and high-quality instruction.</p>	<ul style="list-style-type: none"> • EEF – Teaching and Learning toolkit • EEF – Effective Professional Development • EEF – Putting evidence into work • NFER – Deploying staff effectively • NFER – High quality teaching for all • NFER – Meeting individual learning needs 	2, 4
<p>Curriculum access and EBACC ambition Middle leaders ensure curriculum intent and pathways promote equal access to EBACC subjects for disadvantaged pupils, reviewing option uptake and achievement data to ensure equity of opportunity and ambition across languages, humanities and science.</p>	<ul style="list-style-type: none"> • EEF – The Guide to the Pupil Premium • EEF – Attainment Gap Report • Ofsted – Research Review Series 	2, 4
<p>Recruitment and retention of high-quality teachers Targeted recruitment incentives, support for ECTs and leadership development sustain subject expertise and teaching quality in high-impact areas.</p>	<ul style="list-style-type: none"> • DfE – Teacher Recruitment and Retention Strategy • EEF – Review of evidence on teacher quality, recruitment and retention • EEF – Effective Professional Development 	2

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

Budgeted cost: £43,813

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Reading strategy and Lexonic Leap interventions KS3 reading diagnostics (NGRT) identify pupils for Lexonic and guided-reading support. Progress tracked through pre- and post-assessments focusing on decoding, comprehension and confidence.</p>	<ul style="list-style-type: none"> • EEF – Improving Literacy in Secondary Schools • EEF – Reading Comprehension Strategies 	3, 4
<p>Small-group tuition and academic mentoring Targeted intervention in English and maths to close progress gaps. Delivered by subject specialists and LSAs during and after school; progress reviewed through departmental data and mocks.</p>	<ul style="list-style-type: none"> • EEF – Small Group Tuition • EEF – Teaching Assistant Interventions 	2, 4
<p>Homework support and supervised study Homework club provides structured support and access to technology, improving completion rates and reinforcing independent study habits.</p>	<ul style="list-style-type: none"> • EEF – Homework (Secondary) 	2, 4
<p>Transition support for vulnerable learners Year 6-7 transition programme including literacy catch-up, orientation visits and pastoral mentoring to sustain attendance and engagement.</p>	<ul style="list-style-type: none"> • EEF – Putting evidence into work • NFER – Clear responsive leadership • Ofsted – The Pupil Premium: How schools are spending the funding successfully to maximise achievement • The Secondary School Guide to Pupil Premium 	1, 3, 6

<p>Academic mentoring and Y11 Raising Standards Lead Structured mentoring for Y11 disadvantaged pupils focusing on exam readiness, revision planning and post-16 transition.</p>	<ul style="list-style-type: none"> • EEF – Mentoring • EEF – Making a Difference with Effective Tutoring • EEF – Careers education 	2, 4
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £81,941

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Attendance and family engagement strategy Enhanced attendance team capacity supports early intervention, home visits and family partnerships for persistent absentees. Attendance data reviewed fortnightly, with parental communication logs maintained.</p>	<ul style="list-style-type: none"> • DfE – Working Together to Improve School Attendance • EEF – Parental Engagement • EEF – Supporting school attendance 	1, 6
<p>Character education and enrichment programme Targeted support for PP students to access enrichment, leadership and cultural experiences. Uptake tracked by group; pupil reflections and attendance links monitored termly.</p>	<ul style="list-style-type: none"> • DfE – Character Education Framework • EEF – Arts Participation • Using pupil premium: guidance for school leaders • EEF – Physical activity 	5
<p>Wellbeing and mental health support ELSA provision, counselling and pastoral mentoring focus on emotional regulation and readiness to learn. Links to attendance and engagement data reviewed regularly.</p>	<ul style="list-style-type: none"> • EEF – Social and Emotional Learning • DfE – Mental Health and Behaviour in Schools • EEF – Improving behaviour in schools 	1, 6

<p>Careers and destinations guidance Personalised careers interviews, college visits and work-experience placements prioritise disadvantaged learners to raise aspirations and reduce NEET risk.</p>	<ul style="list-style-type: none"> • DfE – Careers Guidance in Schools • EEF – Careers education 	5, 6
<p>Welfare fund Disadvantaged students have access to a £50 personal allocation through the Welfare Fund to support essential items such as uniform, equipment, and contributions to educational visits. This helps to remove financial barriers and enable all pupils to engage more fully in school life.</p>	<ul style="list-style-type: none"> • Using pupil premium: guidance for school leaders 	1, 5, 6

Total budgeted cost: £271,350

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

2024/25 marked the final year of Huish Episcopi Academy's three-year Pupil Premium Strategy (2022–2025). Over that period, the school made measurable progress in key areas of attendance, academic outcomes, curriculum access, and quality of teaching. While some areas of the strategy have been securely embedded, others remain in development and will carry forward into the new 2025–2028 plan.

Attendance and Engagement

Average attendance for disadvantaged pupils rose significantly from 88.2% in 2023/24 to 90.6% in 2024/25, meeting the school's target. Notably, persistent absence dropped from 53.3% to 38.0%, a substantial improvement driven by improved family engagement, more consistent attendance tracking, and targeted intervention. The attendance gap between disadvantaged and non-disadvantaged pupils widened marginally (3.5% to 3.6%), indicating that while absolute attendance improved, further work is needed to close the gap. Attendance will remain a high priority in the next strategy cycle.

Academic Outcomes

Attainment for disadvantaged pupils improved across almost all threshold measures.

- Attainment 8 rose from 36.2 to 41.4.
- English and Maths 4+ rose from 52% to 63%, and 5+ from 35% to 44%.
- 7+ decreased slightly (8% to 7%), although the whole-school figure remained above national average.
- Whole-school 4+ (72.6%) and 7+ (26.6%) results both exceeded national benchmarks (67.1% and 21.8% respectively). These results reflect the continued impact of the school's professional development programme, curriculum refinement, and deliberate focus on feedback and independent learning.

Curriculum Access

While attainment improved, curriculum equity remains a concern. In 2024/25, only 2.4% of disadvantaged pupils were entered for the full EBacc, compared with 11.1% of non-disadvantaged peers. Gaps also remain in access to higher-tier entries in Science and Maths (e.g., 60% of PP pupils sat Foundation tier Maths). However, the gap in Attainment 8 buckets filled narrowed significantly from 0.85 to 0.32, indicating improved curriculum completion. Further curriculum review is planned as part of the new strategy.

Reading Age and Comprehension

Both Year 8 and Year 9 show meaningful improvement. The current Year 8 cohort has reduced from 15 PP pupils in stanines 1–3 at the start of Year 7 to 9 pupils this year (a 40% reduction). The current Year 9 cohort shows a similar pattern, reducing from 16 to 9 pupils (44% reduction). These trends indicate positive progress for pupils receiving reading support. A key focus for 2025/26 is ensuring consistent implementation of the NGRT across year groups so that intervention is timely and accurate.

Quality of Education and Teaching Practice

Weekly deliberate practice sessions and robust QA processes have contributed to more consistent teaching practice. Evidence shows stronger use of independent tasks and a sharper focus on supporting disadvantaged pupils through the Huish Lesson Structure. However, use of seating plans to target feedback and questioning remains variable. The integration of Rosenshine’s Principles and metacognitive strategies has begun to shift classroom culture, but consistency of implementation remains a focus.

Wellbeing, Belonging, and Enrichment

Qualitative and quantitative indicators suggest improved wellbeing and inclusion. Autumn 2024 pupil surveys (United Learning) showed a significant increase in pupils reporting a sense of safety and belonging. Mental health concerns logged via CPOMS declined, and the number of anonymous Whisper reports remained steady, indicating confidence in school systems. Co-curricular tracking systems were introduced this year but remain under development, limiting insight into the reach of cultural capital interventions.

Overall Evaluation

The school met or exceeded its targets in attendance and academic progress, with partially met progress in teaching, curriculum, and wellbeing. While reading remains an area for continued development, cohort-level analysis shows clear improvement for disadvantaged pupils in both Year 8 and Year 9. The evidence gathered from national assessments, NGRT testing, QA cycles, pupil surveys, and safeguarding logs points to a school that is on a clear upward trajectory. The three-year plan concludes with stronger foundations for academic equity, better data-informed delivery, and a sharper focus on disadvantaged pupils across the curriculum.

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium to fund in the previous academic year.

Programme	Provider
Lexonic Leap	Lexonik
A Star Attendance	A Star Attendance Solutions
Mental Health First Aid Training	MHFA England
Academy 21	Academy 21

Service pupil premium funding

*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***

To support the unique needs of our Service Pupil Premium students, we have developed a comprehensive pastoral offer that prioritises wellbeing, connection, and continuity:

- Dedicated Pastoral Support Workers for each year group (Years 7–11), providing consistent, tailored support and advocacy for service pupils.
- Half-termly drop-in sessions offering a relaxed and welcoming environment introduced from the Summer Term 2024/25 where service children can enjoy tea or hot chocolate, connect with peers, and share experiences related to service life.
- Scheduled 1:1 pastoral meetings at least once per term introduced from September 2025, with flexibility to increase frequency during challenging periods such as parental deployment or transitions.
- Attendance Officer monitoring and supporting regular school attendance, with early intervention strategies to address emerging concerns.
- Health and Welfare Officer delivering proactive wellbeing support and liaising with external services where needed.
- Heads of Year within the Senior Leadership Team, ensuring strategic oversight and accountability for pastoral provision and pupil outcomes.
- Full-time Counsellor available on-site, offering confidential therapeutic support to pupils experiencing emotional or psychological challenges.

This provision is designed to foster a sense of belonging, emotional resilience, and academic engagement among service pupils, recognising the complexities of military life and ensuring that every child feels supported and understood.

The impact of that spending on service pupil premium eligible pupils

Service children continue to outperform the whole cohort in terms of academic attainment, reflecting the effectiveness of targeted interventions and the value of consistent pastoral care.

This sustained positive trend suggests that our approach is successfully mitigating the challenges associated with service life, such as mobility and deployment, and is fostering resilience, continuity, and academic ambition among service pupils.

	Service PP	Whole cohort
Attainment 8 2024/25	56.18	50.59
Attainment 8 2023/24	49.82	46.27