

Pupil premium strategy statement – Hailsham Academy (Secondary)

This statement details our school's use of pupil premium (and recovery 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	1090 (11 –16 year olds)
Proportion (%) of pupil premium eligible pupils	29.3% (319 students)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended – you must still publish an updated statement each academic year)	2024/25 – 2026/27
Date this statement was published	October 2024
Date on which it was reviewed	November 2025
Statement authorised by	Natalie Chamberlain, Headteacher
Pupil premium lead	Joshua Jesson, Senior Assistant Headteacher
Governor link	Theresa Phillips

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£337 050
Recovery premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years	£71 580.70
Total budget for this academic year	£408 630.70

Part A: Pupil premium strategy plan

Statement of intent

At Hailsham Academy (HA), we are committed to providing the best educational experiences and outcomes for all students, regardless of their background. Our Pupil Premium strategy is designed to support disadvantaged pupils in achieving their full potential and closing the gap in attainment. We believe that all students deserve an ambitious and challenging curriculum that prepares them for success in their chosen career or education journeys. Our strategy focuses on improving attendance, behaviour, and academic outcomes through targeted interventions, early identification of needs, and a strong emphasis on social and emotional well-being.

Our strategy is built on four key principles (**EASE**):

Equity: HA is committed to ensuring that all students, regardless of their background, have equal access to opportunities and resources. We believe that every child deserves a fair chance to succeed, and our strategy is designed to support disadvantaged pupils in achieving their full potential and high levels of social mobility.

Aspiration: We believe that all students, including disadvantaged pupils, benefit from a rigorous and aspirational curriculum. By setting high expectations, we encourage students to reach their full potential and develop the resilience and determination needed to succeed.

Support: We recognise that disadvantaged pupils may face unique challenges that can impact their learning. Our strategy focuses on providing targeted support to address these needs, including small-group tutoring, pastoral support, and access to additional resources.

Excellence: We strive to provide a high-quality education that prepares students for success in their chosen career or education journeys. Our curriculum is ambitious and challenging, designed to stimulate critical thinking, problem-solving, and creativity.

Challenges

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

Challenge number	Detail of challenge
1	<p>Attendance of disadvantaged pupils <i>(Disadvantaged students had an average attendance of 80.9% to school in 2023/24 compared to 88.8% for non-disadvantaged students and the national average of 91.6% across secondary schools in England)</i></p>
2	<p>Low literacy levels of disadvantaged pupils <i>(On average our disadvantaged students have reading ages that are 1 year and 1 month below their chronological age and are on average 1 year and 5 months behind their non-disadvantaged peers. The school's English outcomes at KS4 are in the lowest 4% of the country.)</i></p>
3	<p>Low numeracy levels of disadvantaged pupils <i>(The school's Maths outcomes at KS4 are in the lowest 29% of the country and disadvantaged students have a progress gap of more than a third of a grade in Maths)</i></p>
4	<p>Differential learning loss due to school closures and pandemic response <i>(The in-school gap for disadvantaged is significant across all subject areas and disadvantaged performance at KS4 has declined over the past three years in most areas. In 2023, whole school progress was -0.55 and this was -0.95 for disadvantaged pupils.)</i></p>
5	<p>Engagement and behaviour of disadvantaged students <i>(Students who are disadvantaged are more likely to exhibit challenging behaviours that ultimately result in suspension. Disadvantaged students made up 46.8% of all individual suspensions last year and 47.5% of the total days)</i></p>
6	<p>Low academic aspirations <i>(Disadvantaged pupils have low aspirations of themselves academically, evidenced through pupil destinations, average KS4 attainment, and parental engagement in student's academic performance)</i></p>

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
Disadvantaged pupils' attendance to improve in line with national averages	<i>Disadvantaged pupils' attendance to improve from 81.9% in 2023 to national average of 91.6% or better. In school gap in attendance to diminish from 8.7% to 0%.</i>
Literacy levels of disadvantaged pupils to meet or exceed their chronological age	<i>Disadvantaged reading ages to improve from an average of 1 year and 1 month below their chronological age to 0 years below. English KS4 outcomes for disadvantaged students to improve from 31.9% at grade 4 or above and 19.2% at grade 5 and above to at least 76% and 62% respectively. English progress measure to be 0 or above for disadvantaged pupils.</i>
Numeracy levels of disadvantaged pupils to meet the national average	<i>Maths KS4 outcomes for disadvantaged students to improve from 31.9% at grade 4 or above and 14.9% at grade 5 and above to at least 72% and 52% respectively. Maths progress measure for disadvantaged pupils to be 0 or above.</i>
The in-school gap for disadvantaged students to be diminished rapidly and sustainably	<i>Overall progress measure for disadvantaged pupils to improve from -1.14 to 0. The in-school gap in disadvantaged pupils' progress to be 0. The percentage of disadvantaged students achieving grade 4 or above in English and Maths to improve from 23.4% to 45% and from 6.4% to 26.2% at grade 5 or above.</i>
The proportion of disadvantaged students receiving suspensions to reduce and behaviour in school to improve	<i>The percentage of suspensions that are given to disadvantaged students to reduce from 46.2% of the total to below 30.3%. The total number of days disadvantaged students are excluded to reduce from 47.5% of the total number of days to less than 30.3%.</i>
Disadvantaged students to have the same high academic aspirations and destinations as their non-disadvantaged peers	<i>The NEET figure for disadvantaged pupils to improve to 0%. The percentage of disadvantaged pupils accessing further education to be equal to, or greater than, the percentage of non-disadvantaged students.</i>

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 (for example, CPD, recruitment and retention)

Budgeted cost: £169 850.70

Activity	Evidence that supports this approach	Challenge number(s) addressed
Curriculum built with additional high-quality teachers in Maths, English, and Science	<p>1. High-quality teaching EEF (educationendowmentfoundation.org.uk)</p> <p><i>EEF guidance on maximising learning suggests that high quality teaching is the single “most important lever” at schools’ disposal to achieve the best outcomes for pupils.</i></p>	2, 3, 4
Recruitment and retention of high quality teachers	<p>Teacher-quality-recruitment-and-retention-lit-review-Final.pdf (d2tic4wvo1iusb.cloudfront.net)</p> <p>1. High-quality teaching EEF (educationendowmentfoundation.org.uk)</p> <p><i>EEF guidance demonstrates the importance of recruiting and retaining high quality teachers.</i></p> <p><i>Additionally, the review of Taylor et al demonstrates that financial incentives improve recruitment and retention of staff, particularly in disadvantaged schools.</i></p>	1, 2, 3, 4
Teacher Walk-Thrus programme for continued professional development	<p>Evidence review: The effects of high-quality professional development on teachers and students - Education Policy Institute (epi.org.uk)</p> <p><i>Research from the EPI finds that quality CPD has a greater impact on pupil attainment than any other intervention and that teacher CPD is a cost-effective strategy.</i></p>	1, 4, 6
Visualisers and guided comprehension training for mentors	<p>Reading comprehension strategies EEF (educationendowmentfoundation.org.uk)</p>	2

	<p><i>EEF research shows that reading comprehension strategies are high impact when taught with appropriately sourced texts for student ability levels.</i></p> <p>Oral language interventions EEF (educationendowmentfoundation.org.uk)</p> <p><i>Comprehension and reading skills benefit from explicit discussion and articulation of ideas and spoken expression. Training is required to support teachers' modelling and development of pupils' oral language skills.</i></p>	
Embedding formative assessment and feedback	<p>Feedback EEF (educationendowmentfoundation.org.uk)</p> <p><i>Feedback is well evidenced to have high impact on learning outcomes. Feedback should focus on the task, subject, and self-regulation strategies.</i></p>	4, 6

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

Budgeted cost: £191 132

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional 1-2-1 tutoring in Mathematics for more able year 11 disadvantaged students	<p>One to one tuition EEF (educationendowmentfoundation.org.uk)</p> <p><i>One to one targeted tuition is very effective at improving pupil attainment when provided to students with low prior attainment or focussing on specific areas.</i></p>	3, 4
Subject specialist TA support in English and Mathematics	<p>Small group tuition EEF (educationendowmentfoundation.org.uk)</p> <p><i>Small group intervention can have a similar positive impact on pupil attainment to one to one intervention, but in a more cost effective model. Small group intervention can be</i></p>	2, 3, 4

	<i>effectively targeted at students from disadvantaged backgrounds.</i>	
Additional literacy support for students across all year groups	<p>EEF KS3 KS4 LITERACY GUIDANCE.pdf (d2tic4wvo1iusb.cloudfront.net)</p> <p><i>Recommendation seven of the EEF literacy guidance suggests the potential positive impact of providing high quality literacy interventions for struggling students.</i></p>	2
Academic mentors to support disadvantaged students in core subjects	<p>Teaching Assistant Interventions EEF (educationendowmentfoundation.org.uk)</p> <p><i>Teacher assistants (in the form of academic mentors across core subjects) can provide a large positive impact when deployed effectively. In line with the guidance, teaching assistants should be deployed in a way in which high quality teaching time is not reduced.</i></p>	4, 5, 6
Alternate provision curriculum and staffing	<p>Behaviour interventions EEF (educationendowmentfoundation.org.uk)</p> <p><i>Targeted and universal approaches to behaviour interventions have a positive impact on pupil attainment. Disadvantaged students are more likely to receive an suspension so alternate provision should be targeted to support a reduction in persistently disruptive behaviour.</i></p>	5
Breakfast and homework clubs	<p>Breakfast Interventions - Rapid Evidence Assessment Education Endowment Foundation (d2tic4wvo1iusb.cloudfront.net)</p> <p><i>Breakfast clubs showed small, consistent improvements in attendance outcomes.</i></p> <p>Homework EEF (educationendowmentfoundation.org.uk)</p> <p><i>Homework has been shown to have a significant positive impact on pupil outcomes but that schools must consider how pupils (particularly the disadvantaged) can access a quiet space for independent learning.</i></p>	4, 6

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

Budgeted cost: £47 648

Activity	Evidence that supports this approach	Challenge number(s) addressed
Being Our Best Selves Project for disadvantaged students in KS4	<p>Social and emotional learning EEF (educationendowmentfoundation.org.uk)</p> <p><i>Social and emotional learning interventions can have a measurable impact on student outcomes, though the evidence is limited at present.</i></p>	1, 5, 6
Pastoral mentors to support disadvantaged students with attendance and engagement in school through regular communication with students and parents	<p>Mentoring EEF (educationendowmentfoundation.org.uk)</p> <p><i>Mentoring has a small positive impact on student outcomes, though the impact has been shown to be more pronounced for those from a disadvantaged background.</i></p>	1, 5
Attendance and safeguarding support	<p>1. Build a holistic understanding of pupils and families, and... EEF (educationendowmentfoundation.org.uk)</p> <p>3. Communicate effectively with families EEF (educationendowmentfoundation.org.uk)</p> <p><i>The research demonstrates the importance of engaging effectively with families and having the capacity to fully understand attendance and behavioural issues in order to support improvement.</i></p>	1, 5
Subsidised music lessons	<p>Arts participation EEF (educationendowmentfoundation.org.uk)</p> <p><i>Arts participation is valuable in and of itself for providing cultural capital to disadvantaged pupils, but has also been shown to have positive effects on other areas of the curriculum.</i></p>	6

Total budgeted cost: £408 630.70

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Review of 2024/25 academic year

Hailsham Academy produced clear, measurable improvements for disadvantaged students during this academic year whilst also exposing many of the structural barriers that continue to limit progress. The most significant gains were in English and in the combined basics measures (English and Maths at the strong pass threshold), driven by tightly targeted academic interventions, curriculum alignment, and stronger quality assurance. The gains were not consistent across the school as progress in Mathematics and several EBacc subjects remained poorer, and attendance and behaviour continued to disproportionately reduce access to learning for many disadvantaged students. The data below summarises our headline outcomes and comparisons against our disadvantaged and non-disadvantaged pupils.

	2024 outcomes for disadvantaged pupils	2025 outcomes for disadvantaged pupils	Change
Attainment 8	26.01	27.50	+1.49
English standard pass	31.9%	44.2%	+12.3%
English strong pass	19.2%	32.7%	+13.5%
Maths standard pass	31.9%	32.7%	+0.8%
Maths strong pass	14.9%	21.2%	+6.3%
English and maths standard pass	23.4%	28.9%	+5.5%
English and maths strong pass	6.4%	17.3%	+10.9%

The largest single improvements were in English (at both the standard and strong pass benchmark) and in the combined English and Maths strong pass measure. These headline shifts show that targeted work in literacy and mathematics had an impact for a meaningful group of disadvantaged students.

	2024 to 2025 change for disadvantaged pupils	2024 to 2025 change for non-disadvantaged pupils	Change in relative performance for disadvantaged pupils
English standard pass	+12.3%	-2.5%	+14.8%
Maths standard pass	+0.8%	-0.5%	+1.3%
English strong pass	+13.5%	+3.6%	+9.9%

Maths strong pass	+6.3%	-2.7%	+9.0%
English and maths standard pass	+5.5%	-2.7%	+8.2%
English and maths strong pass	+10.9%	-3.1%	+14.0%

These comparisons show that our disadvantaged students improved substantially relative to their non-disadvantaged peers in English and in combined measures, particularly at the strong pass threshold. The differential gains indicate that the targeted support for disadvantaged pupils was effective in beginning to narrowing some in-school variance, though it is recognised that further substantial improvement is still required.

	2023/24 to 2024/25 change for disadvantaged pupils	2023/24 to 2024/25 change for non-disadvantaged pupils	Change in relative performance for disadvantaged pupils
Year 11	-8.3%	-7.3%	-1.0%
Year 10	+6.6%	+0.5%	+6.1%
Year 9	-0.7%	-1.5%	+0.8%
Year 8	-0.9%	0.0%	-0.9%

Attendance remains a significant area of concern. For year 11 disadvantaged students, attendance fell sharply, eroding the potential impact of interventions in the critical examination year, whilst disadvantaged students in Year 10 saw their attendance improved markedly. The net effect is that lost learning through absence continues to limit the reach and sustainability of academic gains for many disadvantaged students.

	Cohort	External suspensions	Relocated (removed from lesson)	Detentions
Percentage whom are disadvantaged students	29%	73%	48%	40%

Disadvantaged pupils are disproportionately represented in suspensions and relocations, which reduces their access to consistent teaching and undermines progress. This disproportionality is a clear target for pastoral and behaviour strategy.

The BOBS (Being Our Best Selves) programme produced clear, targeted benefits for participants, with the strongest and most sustained effects seen in combined English and Maths outcomes for disadvantaged pupils. Short-term attendance and attainment gains were modest overall, but longer-term academic impact was substantial on key

grade-boundary measures. The evidence suggests BOBS works best when pastoral engagement is explicitly linked to measurable academic targets.

	Attendance over the academic year	Attainment 8 score	English and maths combined standard pass	English and maths combined strong pass
Disadvantaged pupils on the BOBS programme vs disadvantaged pupils not on the BOBS programme	+1.8%	+2.2	+29%	+52%

The evidence from our outcomes in 2024/25 suggests that where interventions were curriculum-aligned, closely monitored and combined with pastoral support (for example PetXi English, BOBS, and Focus Five), disadvantaged students made the strongest gains. Where provision was less well targeted or where attendance and behaviour removed students from lessons (most notably in Year 11), progress was limited. To consolidate and scale our improvements, we should protect and expand high-impact English provision, continue combined academic-pastoral programmes with explicit attendance and behaviour KPIs, and strengthen lesson-level quality assurance and HLT/TA deployment so that resources are concentrated on strategies that already show the greatest returns for disadvantaged learners.

Review of 2023/24 academic year

Disadvantaged pupils at Hailsham Academy have consistently underperformed compared to their non-disadvantaged peers in both academic achievement and attendance over the course of the previous strategy plan. The gap in performance is particularly evident in English and Maths, with significantly lower percentages of disadvantaged pupils achieving grade 4 or above. Additionally, the absence of disadvantaged pupils entering the EBacc indicates a potential barrier to accessing broader academic pathways. This highlights the need for targeted interventions and support to address the specific challenges faced by disadvantaged pupils at HA.

In the 2023 GCSE results, disadvantaged pupils significantly underperformed compared to the national average in both English and Maths. Only 23.4% achieved a 4+ in English and Maths, compared to 45% nationally. The gap in performance is particularly evident at higher grades, with only 6.4% of disadvantaged pupils achieving a 5+ in English and Maths, compared to 26.2% nationally.

Progress 8 and attainment 8 scores further highlight the disparity between disadvantaged and non-disadvantaged pupils. Disadvantaged pupils had a lower Progress 8 score (-1.14) and a lower attainment 8 score (25.94) than their non-disadvantaged peers, with an in school gap of -0.41 and -10.68 respectively.

The attendance of disadvantaged pupils significantly affected their performance, as the cumulative effect of absence over the past three years has impacted the gaps in their knowledge and skills. Below illustrates the gap between the attendance of disadvantaged and non-disadvantaged pupils in school and comparatively across the country.

	Attendance of disadvantaged Pupils at HA	Attendance of non-disadvantaged Pupils at HA	In-school Gap
2023/24	80.9%	88.8%	-7.9%
2022/23	81.4%	90.0%	-8.6%
2021/22	81.8%	90.6%	-8.8%

Despite targeted efforts through the previous pupil premium strategy, the school has not fully achieved its intended outcomes of closing the attainment gap and improving the overall academic performance of disadvantaged pupils. The previous intended outcomes were:

- *Increase in the number of students achieving grade 4+ in English and Maths in year 11 to be above the national average.*
- *Improved attendance and reduced rates of persistent absence in particular for disadvantaged group to be above national averages.*
- *Improved learner engagement, as well as parental involvement supporting home learning.*
- *Improved standardised scores for reading for all students.*

Unfortunately, the proportion of disadvantaged pupils achieving a grade 4+ in English and Maths remains significantly below the national average, and has been for the past three years. Whilst there have been marginal gains in the attendance of disadvantaged pupils during the course of the previous strategy, the percentage rates remain below both in school and national levels and still represent a loss of more than 34 days per year per disadvantaged student.

Similarly, home learning and parental involvement has not improved in line with the assessment criteria and the most recent parents' evening event's initial engagement has been below 50%. Suspension data demonstrates that disadvantaged students are still over-represented by almost 50% and reading intervention data illustrates that disadvantaged pupils are more than a year behind their chronological ages, whilst the non-disadvantaged cohort is at the expected age.

Externally provided programmes

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

Programme	Provider
Be our best selves	Culture Shift
1-2-1 Maths Tuition	Third Space Learning
MFL resource support	Linguascope & Language Gym
Teacher Walkthrus	Teacher Walkthrus