

The Hazeley Academy Pupil Premium Strategy Statement

This statement details our school's use of pupil premium funding to help improve outcomes of our disadvantaged pupils, including but not exclusive to, attainment.

It outlines our 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	The Hazeley Academy
Number of pupils in school	1594
Proportion (%) of pupil premium eligible pupils	20.3%
Academic year/years that our current pupil premium strategy plan covers.	2026-2029
Date this statement was published	December 2026
Date on which it will be reviewed	September 2027
Statement authorised by	Miss Toni Whiteman, Head of School
Pupil premium lead	Mr Aaron Chandler
Governor / Trustee lead	Mr Ekkhard Thumm,

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£273,000
Recovery premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£273,000

Part A: Pupil Premium Strategy Plan

Statement of intent

At The Hazeley Academy, our ambition is that every student, regardless of background or circumstance, makes progress across a broad, ambitious, holistic curriculum. We are committed to ensuring that disadvantage does not limit attainment, progress, or future opportunity.

Our strategy is designed to secure and maximise progress for students in receipt of pupil premium funding. We are equally committed to supporting other vulnerable learners — including those with a social worker and young carers — recognising that need extends beyond statutory disadvantage.

High-quality teaching sits at the foundation of our approach. We prioritise evidence-informed teaching that is consistently well-implemented, ensuring that pupil premium students access a rich curriculum, experience high expectations, and receive the necessary support. This approach will tackle the attainment gap that remains evident.

Our strategy is both proactive and responsive. Utilising multiple stakeholders such as the teaching & learning leaders, personalisation team and teaching assistants, we recognise that barriers vary and our provision is designed to address both common challenges and individual needs, supporting students' academic success alongside their wider holistic development.

We take a whole-school approach in which all staff are accountable for the outcomes of students in receipt for pupil premium funding.

Through this, we will:

- maintain consistently high expectations.
- identify need early and respond swiftly with targeted, effective intervention.
- create an inclusive culture in which students feel they matter, are supported, and able to succeed.

Through these principles, we aim not only to narrow attainment gaps but to empower every student to become the best version of themselves where they can thrive, both within the academy and in their future lives.

Challenges

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

Challenge number	Detail of challenge
1	The prior attainment of pupil premium students transitioning into our academy, particularly in numeracy and literacy, is lower than their non-pupil premium counterparts. This attainment gap widens through KS3 and is in part due to gaps in their prior knowledge, consequently mitigating progress made.
2	Exam results from 2025-6 indicate that our pupil premium cohort in exam groups remain highlighted as a concern. A8 for non-PP recipient: 47.15 A8 for PP recipient: 37.7 Difference: 9.45 Basics 4+ for non-PP recipient: 75.6% Basics 4+ for PP recipient: 41% Difference: 34% Basics 5+ for non-PP recipient: 54% Basics 5+ for PP recipient: 35% Difference: 19%
3	Our internal records have identified clear social, emotional and mental health concerns for many students, including those who are recipients of pupil premium funding. This negatively impacts attendance and progress.
4	Our pastoral data indicates that students who are in recipient of pupil premium are more likely to have a lower attitude to learning score as well as more likely to engage in behaviours that result in sanctions. Students who re-offend after a sanction or reflective work are also more likely to be pupil premium recipients.
5	Our attendance target for all students is 94%. In the academic year of 2025-6 our overall attendance was 95.6%, above national average. Persistent absences 16.74% below national average. Our PP attendance overall attendance was 90.21% above the national average of 89.13%. PP persistent absences are 27.93%, below national average of 33.84% (FSM Eligible data)

	Year	Non-disadvantaged Attendance %	Disadvantaged Attendance %	Difference %
	7	96.25	93.33	2.92
	8	95.62	90.63	4.99
	9	94.16	88.08	6.08
	10	93.63	87.5	6.13
	11	94.32	90.68	3.64

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
Improved outcomes among pupil premium pupils at the end of KS4, particularly in English and Maths.	KS4 performance measures in 2026-7 demonstrates that the progress 8 measure for disadvantaged pupils is at least 0 and an average Attainment 8 score of 44 with at least a pass in GCSE English and Maths.
Improved rates of progress for current cohort of year 11 pupil premium students identified as most of track.	Barriers to learning for all year 11 pupil premium students identified. Individual flight paths and personalised mentoring and intervention in place.
Improved reading comprehension, literacy skills among pupil premium pupils across KS3.	Pupils in Year 7 and 8 are on track, evidenced using accelerated reader and English assessments. The impact of improved literacy skills should be evident cross-curriculum at PR points and noticeable in intervention monitoring. If a need for phonics or Rapid+ is identified, then the course is completed in full.
To achieve and sustain improved wellbeing for all pupils, including those who are pupil premium recipients.	Sustained high levels of wellbeing demonstrated by: • qualitative data from student voice, student and parent surveys and teacher observations. • a significant increase in participation in enrichment activities such as DofE and the 5D Baccalaureate.
To achieve and sustain improved attendance for all pupils, particularly our pupil premium recipients.	Sustained high levels of attendance demonstrated by: • Overall attendance for pupil premium students improves to be at or above 94%. • The percentage of all pupil premium students who are persistently absent being below national average.
To improve behaviour and the rate of reoffending in pupil premium students.	• Reoffending rate is 0 • Negative incidents reduced by 5% • Positive incidents increased by 5%

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

Budgeted cost: £232,400

Activity	Evidence that supports this approach	Challenge number(s) addressed
Reduced class sizes in English and Math's through additional teachers.	Evidence on providing feedback from the (EEF) states it has low impact for initial high cost. However, there is limited evidence at present in the UK. Reducing classes to support feedback has a moderate impact with a high cost according to the EEF. This indicates that a reduction in class size has a positive impact on student progress. This strategy has been used for several years and been effective for the academy thus far. Reducing class size EEF	1,2
Improved reading and comprehension through use of Accelerated Reader (Year 7-9) as well as whole school literacy initiatives.	EEF identifies reading comprehension programmes as high impact, low-cost initiative. Reading comprehension strategies EEF Accelerated Reader appears to be effective for weaker readers as a catch-up intervention at the start of secondary school. Accelerated Reader - first trial EEF	1,2
Developing metacognitive and self-regulation skills in all pupils, academically and pastorally.	Teaching metacognitive strategies to pupils can be an inexpensive method to help pupils become more independent learners. Strong evidence suggests a positive impact on attainment. Metacognition and self-regulation Teaching and Learning Toolkit EEF The 5D teaching fundamentals embed quality first routines that create an inclusive climate for all learners. Staff actively consider whether a student is pupil premium in all aspects of school life including planning for teaching, enrichment, trips, upholding expectations and applying policy.	1,2,3,4

Targeted academic support

Budgeted cost: £20,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Targeted small group intervention for students making less than expected progress in literacy and Maths.	The EEF state that oral language approaches such as targeted reading aloud and book discussion, purposeful, curriculum focused, dialogue and interactions have a very high impact for a very low cost based on extensive research. However, more evidence related to impact for intervention is being collated. Oral language interventions EEF (educationendowmentfoundation.org.uk)	1,2,3,4,5

Wider strategies

Budgeted cost: £20,600

Activity	Evidence that supports this approach	Challenge number(s) addressed
All disadvantaged students can access extracurricular activities. Subside all enrichment opportunities to build belonging and positively impact attendance and behaviour.	The EEF advise that with Aspirational interventions there is an unclear impact for very low cost based on insufficient evidence. Aspiration interventions EEF (educationendowmentfoundation.org.uk) However, supporting these initiatives supports the Academy vision of developing a truly holistic education that provides all students with opportunity.	4,5
Providing English and Maths equipment essentials.	Providing stationary such as a scientific calculator and other essential equipment alongside essential reading materials for all pupil premium eligible students.	1,2
Appoint a pupil premium champion to raise the profile of pupil premium and improve attendance and progress.	Having pupil premium profiles/flight paths that build a sense of mattering whilst highlight barriers. This allows all stakeholders to work towards improving attendance, attainment, and life chances.	1,2,3,4,5

Total budgeted cost: £273,000

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 2025 to 2026 academic year.

We have analysed the performance of our school's pupil premium students during the previous academic year. The data demonstrates that we have seen some improvements in the performance of individual pupil premium student outcomes. However, the attainment gap continues to exist.

A8 for non-PP recipient: 47.15

A8 for PP recipient: 37.7

Basics 4+ for non-PP recipient: 75.6%

Basics 4+ for PP recipient: 41%

Basics 5+ for non-PP recipient: 54%

Basics 5+ for PP recipient: 35%

	Exams		Progress
Result (groups)	2025	2026	Vs 2025
Disadvantaged: FALSE	48	49.3	1.3
Disadvantaged: TRUE	35.6	41.7	6.1
Disadvantaged Gap	-12.4	-7.6	4.8

We have collated the attendance of pupil premium students for previous academic years. When broken down by year group it highlights how attendance declines from year 7-10, then increases again in year 11. For years 7-10 we are improving attendance.

	2023-24	2024-25	2025-26
Year 7	88.5	90.8	93.0
Year 8	86.9	87.8	88.7
Year 9	76.9	85.8	86.3
Year 10	84.9	78.9	85.7
Year 11	62.3	98.9	96.6

We have also drawn on school data to assess wider issues impacting disadvantaged

pupils' such as behaviour. Disadvantaged students have positive: negative ratio of approximately 9:1 whilst non-disadvantaged sits approximately at 28:1.

2025-26			
Disadvantaged		Non-Disadvantaged	
Positive	Negative	Positive	Negative
223,432	24,587	1,058,108	37,767

The data demonstrated that students who were intervened with early were likely to see improved attendance. With this improved attendance allowed more focused support earlier in the school process and subsequently increased progress.

Support had also been adapted to suit the differing needs of the students. This meant variable but strategic spending of the wider strategies funding.

Our evaluation of the approaches delivered last academic year indicates that working with stakeholders at all levels of the academy in creating early bespoke support pupil premium students including enrichment opportunities helped to close the attendance and progress gap for certain pupil premium students.

We have reviewed our strategy plan and made changes to how we intend to use some of our budget this academic year.

Externally provided programmes

Programme	Provider
Unifrog	
DofE	
Educake	
PetXi	
Seneca	
Ruth Miskin Fresh Start Phonics	
Accelerated Reader/Rapid+	
Petite Ponies	
Private Music Lessons	

Further information (optional)

Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium or recovery premium. That will include:

- embedding more effective practice around feedback. [EEF evidence](#) demonstrates this has significant benefits for students particularly disadvantaged students.
- ensuring students understand our 'catch-up' plan by providing information about the support they will receive (including targeted interventions listed above), how the curriculum will be delivered, and what is expected of them. This will help to address concerns around learning loss - one of the main drivers of student anxiety.
- utilising support from our local [Mental Health Support Team](#) and local behaviour hub, plus funding for CPD from the local authority's Wellbeing for Education Recovery budget, to support pupils with mild to moderate mental health and wellbeing issues, many of whom are disadvantaged.
- offering a wide range of high-quality extracurricular activities to boost wellbeing, behaviour, attendance, and aspiration. Activities (e.g., The Duke of Edinburgh's Award), will focus on building life skills such as confidence, resilience, and socialising. Disadvantaged pupils will be encouraged and supported to participate.

Planning, implementation, and evaluation

In planning our new pupil premium strategy, we evaluated why activity undertaken in previous years had not had the degree of impact that we had expected. We also commissioned a pupil premium review to get an external perspective.

We triangulated evidence from multiple sources of data including assessments, engagement in class book scrutiny, conversations with parents, students and teachers in order to identify the challenges faced by disadvantaged pupils. We also used the EEF's families of schools database to view the performance of disadvantaged pupils in school similar to ours and contacted schools with high-performing disadvantaged pupils to learn from their approach.

We looked at several reports and studies about effective use of pupil premium, the impact of disadvantage on education outcomes and how to address challenges to learning presented by socio-economic disadvantage. We also looked at a number of studies about the impact of the pandemic on disadvantaged students.

We used the [EEF's implementation guidance](#) to help us develop our strategy and will continue to use it through the implementation of our activities.