

Pupil premium strategy statement: 2023-26

This statement details our school's use of pupil premium funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	The Hinckley School
Number of pupils in school	844 (Y7-11)
Proportion (%) of pupil premium eligible pupils	22.7% (Y7-11)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2023-2026
Date this statement was published	September 2023
Date on which it will be reviewed	Termly
Statement authorised by	Steve Toor (Executive Headteacher) Kate Grocock (Head of School)
Pupil premium lead	Dave Wood
Governor Lead	Nicola Starbuck

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£207,475
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	£207,475

Part A: Pupil premium strategy plan

Statement of intent

Our strategic approach to the use of additional funding at The Hinckley School will dovetail closely with the EEF Guide to Pupil Premium, updated in September 2025. [Pupil Premium Guide | Education Endowment Foundation | EEF](#). A three-tiered strategy (Teaching, Targeted Academic Support and wider strategies) underpinned by appropriate precise interventions is outlined in the Management Plan. Progress in this plan will be monitored and evaluated regularly at SLT, every LGB meeting and The Futures Trust Academy Improvement Board.

The Hinckley School will use additional funding to devise support and guidance structures close to the learner focused upon learning. Whilst all colleagues in school have a responsibility for the progress of all students, key colleagues in year teams will directly support disadvantaged students. This work will be led by

the Directors of each Key Stage and the Director of Inclusion. It will be brought together by the Deputy Headteacher who will lead the Support and Guidance Implementation Group.

The single most impactful factor to enable disadvantaged students to be successful is high quality Teaching & Learning. This is reflected in the Performance Management (appraisal) process within Target 1: Pupil Progress and T&L, underpinned by the T&L strategic plan. Recruitment of high-quality staff, complemented by expert CPDL, will support our approach. Proven high-impact intervention programmes will be used to target students who need to catch up and perform in line with their peers. Staff will be trained in these intensive programmes.

In addition, the evaluation of progress of disadvantaged learners will be made against all students nationally. The aim is that by the end of this strategic cycle all PP students perform in line with the national cohort in public examinations and that PP students make demonstrable rapid progress in our catch-up intervention programmes in key stage 3.

Challenges

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

Challenge number	Detail of challenge
1	Literacy and Numeracy - Communication Skills
2	Attendance
3	High quality inclusive first wave teaching
4	Behaviour for learning
5	Positive Destinations

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
1. Reduce the gap between chronological reading age and actual reading age in Key Stage 3	100% students have a reading age which at least matches their chronological age by the end of the strategy (2026)
2. Intense reading programmes in Key Stage 4 to ensure all students can access the curriculum	100% students identified as requiring an intensive reading programme have a reading age which at least matches their chronological age by the end of the strategy (2026)
3. Develop and improve application and reading for meaning	All students make significant progress in application of their reading skills to develop reading comprehension. This leads to improved outcomes to close the gap evident at KS2, particularly in inference, for all students.
4. Increase the numerical fluency in all Key Stage 3 students in the 4 key operations	All students will demonstrate a significant improvement in mathematical fluency by the end of the strategy (2026). This will include using a baseline fluency test similar to KS2 SATs test enabling QLA and target weaknesses accordingly. Focus is on fluency rather than word-heavy problem solving.

5. Targeted Numeracy intervention at Key Stage 3 and 4 improves the application of mathematical skills	100% students identified as requiring targeted maths intervention will reach their target grade.
6. Increase attendance of DA and reduce the gap	By 2026 DA = 95% and will be in line with the school cohort by the end of the strategy (2026)
7. Reduce persistent absence	Persistent Absences for DA students will not be disproportionate to the school cohort by the end of the strategy (2026)
8. Reduce repeat exclusions	Repeat suspensions for Pupil Premium are below National Average and in line with the school cohort. This is an annual target.
9. Increase positive destinations for year 11 and Post 16 students	100% of PP students have positive destinations including at P18 to university, apprenticeship or employment of choice. This is an annual target.
10. Improve the culture and increase the sense of inclusive belonging across the school	5:1 rewards points on half termly basis for all DA students. All PP students equipped with correct uniform and equipment each day. All PP students are actively involved in enrichment activities in line with the cohort.

Activity in this academic year

This details how we intend to spend our pupil premium this **academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £100,783

Activity	Evidence that supports this approach	Challenge number(s) addressed
0.5x Literacy Intervention Teacher – Y7-11	<u>EEF Tiered Approach 1 Teaching</u>	1, 2, 3, 5
1x English Teacher (overstaffing)	<i>Quality teaching helps every child. Good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils. Using the Pupil Premium to improve teaching quality benefits all students and has a particularly positive effect on children eligible for the Pupil Premium. While the Pupil Premium is provided as a different grant from core funding, this financial split shouldn't create an artificial separation from whole class teaching. Support middle and high attainers too. The causes and consequences of disadvantage are varied: Pupil Premium students are not a homogeneous group. Students eligible for the Pupil Premium are more likely to be low-attaining than other</i>	1, 3, 5
0.5x Maths Teacher (overstaffing)		1, 3, 5
0.4x Maths intervention teacher (HLTA)		1, 2, 5
CPDL Leadership Programmes (delivered in partnership with SSAT)		1, 2, 3, 4, 5
Specific intervention resourcing and training		1, 3, 4, 5

	<p><i>children. However, tackling disadvantage is not only about supporting low attainers.</i></p> <p>The School Development Plan and T&L Plan are underpinned by a number of research-based approaches that are recommended in the EEF T&L Toolkit. These include:</p> <ul style="list-style-type: none"> • Collaborative learning (+5mths) • Feedback (+6 mths) • Homework (+5 mths) • Mastery learning (+5 mths) • Metacognition and self-regulation (+7 mths) • One-to-one tuition (+5 mths) • Oral language interventions (+6 mths) • Parental engagement • Reading comprehension strategies (+6 mths) • Small group tuition (+4 mths) <p>The School's CPDL offer is aligned with whole-school priorities, including but not exclusively the above.</p> <p>Staff CPDL is shaped from department level to sector leadership, and is so high-profile that it is one of three annual Targets in The Hinckley School's Performance Management.</p>	
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £43,917

Activity	Evidence that supports this approach	Challenge number(s) addressed
Fresh Start	EEF Tiered Approach 2 Targeted Academic Support "Evidence consistently shows the positive impact that targeted academic support can have, including on those who are not making good progress across the spectrum of achievement."	1, 2, 5
Toe by Toe		1, 2, 5
Lexonik		1, 2, 5
Nessy		1, 2, 5
Times Table Rockstars		1, 2, 5
Power of 2		1, 2, 5
Targeted maths		1, 2, 5
Thinking Reading		1, 2, 5
Switched on Reading		1, 2, 5
Reading VIPERs		1, 2, 5
Y11 CORE interventions		1, 2, 5

Support option functional skills		1, 2, 4, 5
Accelerated Reader		1, 2, 5

Revision Guides and resources for KS4-5	Equity and Opportunity	1, 2, 4, 5,
Transition Summer School	Equity and Belonging	1, 2, 4
Free Equipment & Uniform	Equity and Belonging	2

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

Budgeted cost: £62,775

Activity	Evidence that supports this approach	Challenge number(s) addressed
<u>EEF Tiered Approach 3</u> <u>Wider Strategies</u> “Wider strategies relate to the most significant non-academic barriers to success in school, including attendance, behaviour and social and emotional support.”		
The Lighthouse Project – internal Alternative Provision	At time of writing, the EEF study Understanding the use of internal alternative provision for... EEF is still in progress and has not yet been published. Academy 21 research Internal AP: Best practices for setting up in-school provision - Academy21	1, 2, 3, 4, 5
Strengthened Attendance Improvement Strategy	Working together to improve school attendance - GOV.UK	2
Free Breakfast Club	Equity and Belonging	2
High quality enrichment activities	Equity and Belonging	2, 4
HPA/PP targeted projects	opportunity	4,5
Free or subsidised trips and visits (including DofE)	Equity and Belonging	2
Free 1 to 1 music lessons	Equity and Opportunity	2
HBEP – KS4 WRL/ alternative provision	Opportunity	2, 4, 5
Counselling	SEMH support	2, 4
Careers	Equity and Opportunity	5
Hub area are inclusive	Equity and belonging	2,4,5
Rewards	Equity and Belonging	1, 2, 3, 4
Contingency fund for acute issues.	Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.	All

Total budgeted cost: £207,475

Part B: Review of outcomes in the previous academic year

This details the impact that our pupil premium activity had on pupils in the 2024-25 academic year.

Student Outcomes: (Target 1&3)

KS3

Fresh Start

Year	Cohort	SEN	PP
7	5	2	1

Sept - June				RA Progress SEND/NON		RA Progress PP/NON	
RA Progress			Avg Months RA Increase	Below	At/Above	Below	At/Above
Below	At	Above	29	0%/0%	100%/100%	0%/0%	100%/100%
0%	0%	100%	19	Avg Months RA increase SEND/Non		Avg Months RA increase PP/Non	
				31	28	13	33

Reading Inference

Year	Cohort	SEN	PP
Year 7-9	26	8	4

Summer Cohort				RA Progress SEND/NON		RA Progress PP/NON	
RA Progress			Avg Months RA Increase	Below	At/Above	Below	At/Above
Below	At	Above	20	25%/11%	75%/89%	0%/18%	100%/82%
15%	0%	85%	17	Avg Months RA increase SEND/Non		Avg Months RA increase PP/Non	
				14	23	14	21

Lexonik

Year	Cohort	PP	SEN
Year 7-9	19	4	3

Summer Cohort				RA Progress SEND/NON		RA Progress PP/NON	
RA Progress			Avg Months RA Increase	Below	At/Above	Below	At/Above
Below	At	Above	35	0%/12.5%	100%/87.5%	25%/6%	75%/94%
11%	0%	89%	32	Avg Months RA increase SEND/Non		Avg Months RA increase PP/Non	
				35	35	30	36

Thinking Reading

Year	Cohort	PP	SEN
Year 7-10	6	2	3

24/25 Cohort				RA Progress SEND/NON		RA Progress PP/NON	
RA Progress			Avg Months RA Increase	Below	At/Above	Below	At/Above
Below	At	Above	28	33%/0%	67%/100%	0%/25%	100%/75%
16%	0%	84%	16	Avg Months RA increase SEND/Non		Avg Months RA increase PP/Non	
				12	44	59.5	12.25

Reading Eggs

Year	Cohort	PP	SEN
Year 8	28	8	10

Summer Cohort				RA Progress SEND/NON		RA Progress PP/NON	
RA Progress			Avg Months RA Increase	Below	At/Above	Below	At/Above
Below	At	Above	20	20%/17%	80%/83%	12.5%/20%	87.5%/80%
18%	4%	78%	17	Avg Months RA increase SEND/Non		Avg Months RA increase PP/Non	
				21	19	18	20.5

Summary – Numeracy

Numeracy Morning Group

Adding & Subtracting Negative Numbers		
Average Student Progress	Average PP Progress	Average SEN Progress
175.7%	193.1%	135.5%
Division		
Average Student Progress	Average PP Progress	Average SEN Progress
193.0%	258.8%	161.3%
Adding & Subtracting Fractions		
Average Student Progress	Average PP Progress	Average SEN Progress
236.7%	331.3%	250.6%

NGRT Summative data 2024-25:

	Average PP starting reading age (years and months)	Difference to average chronological age (Months)	Average PP December reading age (years and months)	Difference to average chronological age (Months)	Average PP March reading age (years and months)	Difference to average chronological age (Months)	Average PP reading age June (Years and months)	Difference to average chronological age
Y7	11.02	-4.9	12.05	7.8	12.11	10.9	13.04	12.9
Y8			13.10	13.4	14.02	13.2	14.06	14.3
Y9			14.07	10.5	14.10	8.8	15.08	16.2

NGRT Summative data – by year group

Year 7	Starting assessment			Ending assessment		
	Chronological age	Reading age	Difference	Chronological age	Reading age	Difference
Cohort	11y 6m	12y 6m	+11.2	12y 3m	14y 4m	+24.8
PP	11y 6m	11y 2m	-4.9	12y 3m	13y 4m	+12.9
SEN	11y 6m	11y 8m	+1.8	12y 3m	13y 11m	+19.4
EAL	11y 5m	11y 5m	0	12y 2m	13y 11m	+20.9

Year 8	Starting assessment			Ending assessment		
	Chronological age	Reading age	Difference	Chronological age	Reading age	Difference
Cohort	12y 9m	14y 3m	+19	13y 3m	15y 1m	+21.7
PP	12y 9m	13y 10m	+13.4	13y 4m	14y 6m	+14.3
SEN	12y 8m	12y 9m	+0.6	13y 3m	13y 11m	+7.7
EAL	12y 8m	13y 0m	+3.2	13y 3m	14y 8m	+16.5

Year 9	Starting assessment			Ending assessment		
	Chronological age	Reading age	Difference	Chronological age	Reading age	Difference
Cohort	13y 9m	14y 6m	+9.3	14y 4m	15y 5m	+12.9
PP	13y 9m	14y 7m	+10.5	14y 4m	15y 8m	+16.2
SEN	13y 8m	13y 9m	+0.5	14y 4m	14y 5m	+1.7
EAL	13y 7m	13y 3m	-4.1	14y 2m	14y 8m	+5.3

Year 10	Starting assessment			Ending assessment		
	Chronological age	Reading age	Difference	Chronological age	Reading age	Difference
Cohort	14y 9m	15y 1m	+4.3	15y 4m	16y 1m	+9
PP	14y 9m	14y 3m	-6.6	15y 4m	15y 5m	+0.8
SEN	14y 8m	13y 9m	-11.5	15y 3m	15y 2m	-1.3
EAL	14y 8m	14y 5m	-3.9	15y 3m	15y 5m	+2

KS4

- Attainment 8 for the 2024-25 cohort improved dramatically from previous years (up from 38.3 to 43.5) but there was still a large PP gap (A8: 32.0).

Attendance: (Target 2)

A strengthened Attendance strategy has been implemented. PP students are positively discriminated with targeted support from external interventions such as EBSA engagement, or are routinely placed on our daily call and/or pickup system for morning collection. The safeguarding team has worked in conjunction with the pastoral teams to ensure families are supported not just the student themselves.

	2022-23	2023-24	2024-25
Whole School Attendance	88.9	88.9	89.8
PP attendance	81.7	84.1	84.2
PP Persistent Absence <90%	53.0	51.6	49.0

YTD figures (as at December 2025) continue to demonstrate a positive trend:

- Whole-school attendance: 92.5% (+1.5% on last year)
- PP attendance: 88.9% (+2.4% on last year)
- Persistent Absence (<90%): 18.4% (down from 23.8%)
- Severe PA (<85%): 11.7% (down from 15.6%)

This YTD attendance table demonstrates that, not only are whole school attendance and PP attendance rising, but the PP gap to the cohort is also closing year-on-year. This illustrates the accelerated progress we are making with our PP learners:

	7	PP	8	PP	9	PP	10	PP	11	PP	2025/26	PP	2024/25	PP
T														
1											93.6	90.2	93.1	0.0
2	99.1	97.8	94.6	90.2	93.1	87.4	93.1	84.1	91.0	90.7	93.9	89.4	92.4	87.1
3	98.4	95.5	94.1	89.4	93.9	88.8	93.3	84.1	90.1	89.5	93.8	89.0	92.4	87.0
4	97.2	92.5	93.9	89.7	93.9	88.3	92.6	82.8	89.4	88.8	93.2	88.0	92.2	87.5
5	97.5	94.2	93.3	89.3	93.3	87.3	92.8	85.0	88.8	87.8	93.0	88.3	91.7	86.8
6	97.0	94.0	93.5	90.6	92.8	87.1	92.6	84.9	89.1	87.9	92.8	88.6	92.0	88.5
7	96.6	93.8	92.9	90.0	92.1	86.8	92.5	84.5	88.5	86.5	92.4	88.1	92.1	88.2
8	96.4	94.0	93.3	89.9	91.2	85.6	92.2	85.2	87.8	85.6	92.0	87.8	91.5	87.5
9	96.2	94.0	93.3	90.0	92.0	88.5	92.5	85.7	87.7	85.2	92.2	88.5	91.3	87.0
10	96.2	94.2	93.6	89.9	92.4	88.8	92.4	85.6	87.8	86.0	92.4	88.7	91.2	87.0
11	96.0	94.1	93.9	90.5	92.4	88.7	92.4	85.3	87.7	86.6	92.4	88.8	91.1	86.7
12	96.1	94.4	93.9	90.5	92.5	88.7	92.5	85.5	87.8	86.8	92.5	88.9	91.0	86.5

Belonging and Enrichment: (Target 4)

Wider strategies to support belonging and to therefore engage disadvantaged learners in our community have focused on enrichment and academic opportunities this year.

The DofE scheme has continued to fund PP learners, the Brilliant Club has led Year 9 students of PP/HPA criteria to graduate under leading university tutoring and our Year 10 HPA/PP elite scholars programme has enabled students to engage in Post 16 classes. We have also fully funded directly related curriculum trips for PP learners, whilst also ensuring students continue to have full and free access to revision guides. The impact on attendance can be directly linked to a number of these strategies with a focus for 24-25 of now reducing the gap in learner outcomes at GCSE.

On a case-by-case basis, we support students who may need help with uniform and other request to help them access learning. Peripatetic music lessons for PP students are also funded.

Data from our enrichment monitoring demonstrates that our PP students are now engaging more in-line with their Non-PP cohort. We will continue to utilise student voice to ensure that the offer meets demand for certain activities.

End of year data shows that 791 Unique students attended enrichment activities over the course of the academic year that equates to 90% of the cohort. Key PP data shows that:

- 85% PP participation, representing a 5% gap to close
- PP were less likely to engage in enrichment than their non-PP peers, irrespective of ability & prior attainment.
- PP were more likely to participate in Enrichment than girls (irrespective of PP/non-PP).

The enrichment calendar continues to demonstrate a broad provision for students across all enrichment categories. It also highlights the commitment of staff to dedicate their time in supporting our enrichment programme and foster a sense of belonging for our students.

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England.

Programme	Provider
Fresh Start	
Read Eggspress	
Lexonik	
Nessy	
Time Table Rockstars	
Power of 2	
Targeted maths	
Thinking Reading	
Accelerated Reader	