

Pupil Premium Strategy Statement – Hungerhill School

This statement details our school's use of pupil premium funding for 2026-2027 to help improve the attainment of our disadvantaged students.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the outcomes for disadvantaged students last academic year.

School overview

Detail	Data
Number of pupils in school	1179
Proportion (%) of pupil premium eligible pupils	22.5%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2024-2027
Date this statement was published	15/09/2026
Date on which it will be reviewed	15/09/2027
Statement authorised by	Kate Crawford
Pupil premium lead	Kate Crawford
Governor / Trustee lead	

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£287,900
Recovery premium funding allocation this academic year	£0
Pupil premium (and recovery premium*) funding carried forward from previous years (<i>enter £0 if not applicable</i>)	£0
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>	£287,900

Part A: Pupil Premium Strategy Plan

Statement of intent

The school's overarching curriculum aim is to deliver on our moral imperative to ensure all students reach their own potential and beyond. Hungerhill School's strategy is designed to enhance the progress made in narrowing the gap, by year group, for socially disadvantaged students. There is a focus on the development of a students' character, based around the school's core values so they succeed in modern Britain. In addition, there is an appreciation of where Doncaster sits in the UK to enable us to equip students with the knowledge and tools to think beyond this.

The school's Curriculum Intent is focused on 5 key strands, which continue to be embedded at every level, as the 'golden thread' that knits the school together.

These are;

- o Develop the character of all students
- o Ensure all students are literate and numerate
- o Build knowledge and aspirations of all students
- o Ensure all students have the secure foundations to progress into further education and employment
- o Develop cultural capital of all students

Challenges

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

Challenge number	Detail of challenge
1	Increasing student attendance in line with non-disadvantaged students.
2	Closing the progress and attainment gap between disadvantaged and non-disadvantaged students.
3	Widening student participation within enrichment and extra-curricular activities
4	Low reading ages of students on entry

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 Progress 8 score for disadvantaged pupils	Students to achieve positive progress 8 scores across subjects taken. The gap in progress 8 between disadvantaged and non-disadvantaged students is reducing.
Above average Attainment 8	Above national average and local authority average for attainment for disadvantaged students.

Specific focus on improving the proportion of students achieving a grade 5+ in English and maths.	English and maths 5+ scores/grades improve for disadvantaged students to 40%.
Attendance of students above national levels and reduction of PA to below national level.	Disadvantaged students' attendance improves by 1% compared with 25/26. Disadvantaged PA reduces by 2% compared with 25/26.
Increased reading ages of students in year 7.	All year 7 students making at least 15 months progress in reading.

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: £130,900

Activity	Evidence that supports this approach	Challenge number(s) addressed
Implementation of the 'disadvantaged first' focus to ensure all disadvantaged students academic attainment gaps reduces.	Hungerhill Schools disadvantaged first focus is that disadvantaged students are at the forefront teachers' minds. CPD specific on key areas of the EEF Teaching and Learning Toolkit, Principals/Structures of Excellence and specific CPD linked to disadvantaged students. <u>Teaching and Learning Toolkit EEF (educationendowmentfoundation.org.uk)</u> <u>Pupil Premium: General and targeted interventions (sec-ed.co.uk)</u>	1,2,3,4,5,6
Training of all staff in Disciplined Inquiry focused on reading and vocabulary	EEF Toolkit Reading and Comprehension Subject specific literature Alex Quigley: Closing the Reading Gap Alex Quigley: Closing the Vocabulary Gap	2

Development of students' reading and literacy.	The emphasis on disciplinary literacy makes clear that every teacher communicates their subject through academic language. Reading, writing, speaking and listening are at the heart of this and require teachers to effectively communicate the subject. Highly skilled subject specialists will be inspiring and challenge students in their given academic area. Improving Literacy in Secondary Schools EEF (educationendowmentfoundation.org.uk) Teaching and Learning Toolkit EEF (educationendowmentfoundation.org.uk)	2, 4, 6
Develop the use of Accelerated Reader in order to support the use of reading ages in the curriculum.	EEF Toolkit Reading and Comprehension Alex Quigley: Closing the Reading Gap Alex Quigley: Closing the Vocabulary Gap	2
Staff CPD on Principles of Excellence (Rosenshine) in order to support our teachers to engage further with cognitive science and education research and bridge the gap between research and classroom practice.	EEF Toolkit Metacognition Feedback Mastery learning	All
Introduce regular times table checkers at KS3.	The use of times tables checkers at KS3 is supported by research that highlights the importance of fluency in recalling multiplication facts. Quick recall of multiplication facts frees up cognitive resources, allowing children to focus on more complex mathematical tasks.	2

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

Budgeted cost: £100,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
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KS4 English and maths interventions close gaps for disadvantaged students targeted 4+ and 5+ with at least 40% of the disadvantaged cohort achieving 5+ in English and maths.	The Education Endowment Foundation (EEF) notes that high-quality, small-group and one-to-one tuition is one of the most effective forms of targeted academic support for pupils struggling to make progress, including disadvantaged pupils. tutoring and targeted programmes are among the approaches with the best evidence for helping students towards these key thresholds. Specifically: Small-group or 1:1 tutoring has consistent research support showing gains in attainment and progress, including for pupils at risk of not reaching grade 4/5. Targeted KS4 interventions aligned with curriculum goals (e.g., subject-specific tutoring, sustained practice, confidence building) can improve pass rates and contribute to closing gaps. Research trials and evaluations continue to strengthen evidence specifically at GCSE level for maths and English, reflecting a growing evidence base around interventions aimed at disadvantaged pupils.	2
Literacy and numeracy interventions across KS4 for disadvantaged students with low levels of progress. Interventions are wave 1 and classroom based.	Internal data tracking and previous assessment has highlighted literacy and numeracy skills of our students arriving in KS3 are lower than the majority of the student cohort. Improving Mathematics in Key Stages 2 and 3 EEF (educationendowmentfoundation.org.uk) Improving Literacy in Secondary Schools EEF (educationendowmentfoundation.org.uk)	2, 6
Raise levels of parental engagement for disadvantaged students to ensure their academic targets are met. To include; • The monitoring of attendance at events. Pastoral/Admin team additional support with booking of appointments / promoting events. • Support with accessing applications /	In order to help raise aspirations of our students' high levels of parental engagement is required. This engagement as part of the school commitment to improve attendance will also support academic progress. Parental engagement EEF (educationendowmentfoundation.org.uk)	1, 2, 3, 4, 5, 6

websites / tools/Classcharts etc		
Literacy interventions across KS3 for disadvantaged students with low levels of progress • Timetabled AR lesson • Small, guided reading group sessions • Reading Buddies Programme • Phonics screening and subsequent Phonic 1-1 or small group intervention as needed • Implement Trust strategy-reading • Curriculum planned comprehension through strategies such as reciprocal reading, echo reading, paired reading, etc • Form time read programme for all students.	Internal data tracking and previous assessment has highlighted students whose literacy skills are lower than the majority of the student cohort. Provide additional opportunities to develop students understanding of complex texts and increase students' language acquisition Through strategies such as the Trust reading strategy and reciprocal reading model. Test and frequently re-test (3 times a year) those with the lowest reading ages to ensure impact of interventions <u>Improving Literacy in Secondary Schools </u>	2, 4, 6
Teaching assistant training Specialist TAs deployed in maths, English and Autism	Continued training of teaching assistants to provide higher levels of in classroom support with a focus on English and maths lessons. Programme of training has included: White Rose Maths, Reciprocal Reading, Accessing a text led curriculum, Additional bespoke internal/external training for specialist TA's deployed in maths and English. Programme of training has included: Bespoke lesson shadowing, Read, Write, Ink Phonics training, Rainbows training etc.	2, 5, 6

	Making Best Use of Teaching Assistants EEF (educationendowmentfoundation.org.uk)	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £57,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Improving attendance of disadvantaged students by 1% and reduce PA figure of disadvantage students by 2%. Use of targeted intervention from a dedicated disadvantaged students' pastoral lead and use of school attendance officer. For example, Attendance Officer's reports disadvantaged students who hit criteria to Pupil Premium Lead, enhanced texts/communications in place for disadvantaged students, enhanced meetings, home visits and support system in place etc	Improving school attendance: support for schools and local authorities - GOV.UK (www.gov.uk) Strategies for schools to improve attendance and manage lateness	1, 2
Embed A Star attendance.	Improving school attendance: support for schools and local authorities - GOV.UK (www.gov.uk) Strategies for schools to improve attendance and manage lateness	1,2

Reduce barriers to learning for students by allowing them access to funding to ensure they are not disadvantaged with additional school activities such as; • School uniform and equipment • Employer engagement trips • Enrichment opportunities/visits • Brilliant Club	This activity is designed to ensure that disadvantaged students are not further disadvantaged by lack of uniform/ equipment and that the school supports students' exposure to trips and visits to widen their holistic experience and cultural capital. <u>Student Travel Company Diversity Study Trips</u>	3, 4
Disadvantaged students' participation in whole school student leadership opportunities and extra curricular opportunities is monitored and tracked to ensure they are given access to this provision. To include: dedicated face to face meetings with the careers team, additional opportunities with outside partners/experience/ visits to widen aspirations.	This activity is designed to widen their experience, cultural capital opportunities and aspirations to ensure students are targeted to participate in the wider curriculum throughout their school journey <u>Socio-economic attainment gap remains stubbornly wide after... EEF (educationendowmentfoundation.org.uk)</u>	3, 4

Total budgeted cost: £287,900

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

	Hungerhill Dis 2025/26
A8	4.01
P8	N/A
5+ Basics (En/Ma)	33.3%
4+ basics (En/Ma)	64.1%
5+ English	41%
5+ maths	43.6%
4+ English	69.2%
4+ maths	69.2%