

Pupil premium strategy statement – Sir John Hunt CSC

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	Sir John Hunt CSC
Number of pupils in school	780
Proportion (%) of pupil premium eligible pupils	43.5%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	2025 – 2028
Date this statement was published	12/12/2025
Date on which it will be reviewed	01/04/2026
Statement authorised by	Julie Bevan
Pupil premium lead	Julie Bevan
Governor / Trustee lead	Cathy Jane

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£336,780
Recovery premium funding allocation this academic year	£
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	£336,780

Part A: Pupil premium strategy plan

Statement of intent

Guided by our core values of **Ambition, Endeavour and Respect**, staff respond to pupils with care, consistency, and high expectations. These values underpin the strong relationships that create a culture where students feel valued, respected, and motivated to succeed.

Our Pupil Premium strategy is firmly aligned with the priorities of our School Development Plan:

- Behaviour
- Teaching and Learning
- Curriculum
- Outcomes
- Leadership
- Wider Offer
- SEND
- Safeguarding

Every decision is driven by improvement in these areas, by maintaining a clear focus on these core priorities and embedding our values throughout our practice. We ensure we are developing successful, resilient learners and preparing students for their future.

This coherent approach strengthens our commitment to ensuring that disadvantage does not define a child's destiny but creates equality and increased levels of social mobility.

Challenges

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

Challenge number	Detail of challenge
1	Low prior attainment on entry, particularly in reading, writing and mathematics, limiting students' ability to access the full curriculum from the outset.
2	Year 7 Pupil Premium baseline assessments reveal significant gaps in learning and subject knowledge, requiring targeted support to ensure rapid catch-up.
3	Need to rebuild strong relationships with students, families and the wider community so that attendance, engagement and positive attitudes towards school improve.
4	High proportion of Pupil Premium students experience social, emotional or mental health difficulties, contributing to attendance levels that remain below national figures. Improving attendance is a key priority.

5	Low resilience among Pupil Premium students, who may disengage quickly when faced with challenge. Some families also struggle to engage with education, impacting students' confidence and persistence.
6	Reduced aspiration towards academic success, particularly in Year 11, where some pupils are willing to "settle" for a Grade 4 or default to vocational pathways without exploring their full potential.
7	School is situated in an area of higher-than-average deprivation, and the school's own deprivation indicators are also above average, increasing the level of need and demand for support.

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
High levels of progress in reading and writing for all pupils eligible for PP and equality of progress for all pupils	<p>PP pupils in KS3 make equal progress in English compared to non-PP students.</p> <p>Identify clear areas where gaps exist in reading from KS2 to Yr7 in particular identifying details, make and explain inferences and the meaning of words in context. Ensure SOL are reviewed to account for this.</p> <ul style="list-style-type: none"> • Book Buzz incorporated into the English curriculum • Embed Sparx reader for all English homework • Use of the NGRT data to identify interventions • Ambitious English curriculum developed alongside GLT. • Full Literacy & Oracy review undertaken • Dedicated pathways for poor readers • Development of interventions such as Direct Instruction, phonics and handwriting. • Whole school reading strategy making use of tutor time. • TLR holder in post to support Oracy and Reading.
High levels of progress in mathematical knowledge for all pupils eligible for	PP pupils in KS3 make equal progress in Maths compared to non-PP students.

<p>PP and equality of progress for all pupils</p>	<p>Identify clear areas where gaps exist in maths from KS2 to Yr7 in particular measurement, fractions, ratio and proportion. Ensure SOL are reviewed to account for this. Use baseline data to identify and address gaps</p> <ul style="list-style-type: none"> • Embed Sparx online learning platform • Adopted the Sparx curriculum at KS3 & 4 • Compulsory homework for all students • Use of DI model adaptation for Yr 7 Sparx curriculum to focus on number skills
<p>A curriculum intent that ensures all students have an entitlement to a broad and balanced curriculum that ensures they have knowledge, skills and attributes that support future learning and employment.</p>	<p>Use of GLT additional offer to target and support areas where PP progress is below national.</p> <ul style="list-style-type: none"> • Zero NEET target for end of KS4. • Low absence rates for PP students further supported by the in-house EWO role. • Introduction of new initiatives to encourage higher attendance levels. • Equal participation for OSHL and enrichment. • Introduction of the Behaviour Curriculum to support students Character development including positive behaviours. • Relaunch of the Praise initiatives to increase the sense of belonging and pride in students. • Dedicated Personal Development lessons for all students. • IT lessons for Yrs. 7 – 11 to support IT literacy • Development of Careers coordinator to raise students' ambition and aspirations that promote college values. • Implement a year 10 employability programme with priority targeting PP students to ensure a high-quality work placement/mentoring.

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: £ 70,671

Activity	Evidence that supports this approach	Challenge number(s) addressed
All classes are taught the same high quality and ambitious curriculum enabling movement within groups throughout the year	Focusing on preparing a high-quality centralised curriculum enables departments to invest time in the most effective lessons. Teachers are then engaged in intellectual preparation not endless lesson planning. All groups cover the same content, allowing student movement between groups. The same content is scaffolded for different groups, not changed, so students will receive the same content regardless of their set. Sutton Trust: What makes great teaching Teacher Toolkit: Cognitive Load Theory	1,2 & 6
Provide extended school day for year 11 from 15.00 – 16.00 Fully staffed support sessions 15.00 – 16.00 for years 7 – 10	Additional time to support the curriculum through the provision of homework support sessions EEF Homework	1, 2, 3, 5, 6 & 7
Improve outcomes in English: Evaluate impact of GLT English review Baseline data to identify starting points for Yr. 7 via NGRT to ensure appropriate interventions are in place	Education Endowment Foundation Toolkit suggests +6 months progress. Opportunity to better identify gaps in language, reading and writing to ensure students are secure. Full review of reading and the 7 key areas across the school. Leaders to identify where to focus core priorities as a result of data and case studies.	1, 2, & 6

<p>Embedded tutor reading programme for years 7-10</p> <p>Introduction of Sparx Reader to support students independent reading</p> <p>Use of NGRT data for years 7 – 10 to identify students for interventions.</p> <p>Appointment of English Specialist to lead Literacy & Oracy across the college.</p> <p>Embed Direct Instruction programme to targeted students in KS3 in Maths and English</p>	<p>Subject leads to plan the most effective teaching of reading across the curriculum with a focus on activating key vocabulary.</p> <p>Target of all students to be at least chronological reading age</p> <p>Introduction of “Turn & Talk” as a strategy to support Oracy in the classroom</p>	
<p>Implement CPD offer that includes the Principles of Instruction to improve students learning “Do more, learn more, remember more”</p> <p>Calendared CPD sessions to focus on Principles or Teaching</p>	<p>Education Endowment Foundation Toolkit suggests using Principles of Instruction and cognitive psychology approaches to teaching evidenced by +7 months Metacognition and self-regulation.</p> <p>Rosenshine Principles of Instruction</p> <p>Sutton Trust: What makes great teaching</p> <p>https://www.learningscientists.org/</p> <p>EEF: Effective professional development</p> <p>‘Good teaching is the most important lever schools have to improve outcomes for disadvantaged students.’ EEF Guide to PP Sept 2024.</p> <p>Teachers use Principles of Teaching and have regular DDI’s to support their development.</p> <p>Dedicated more CPD time to support curriculum development and Pedagogy.</p> <p>Introduction of Middle and Senior leaders learning walks to ensure Consistency for disruption free learning.</p>	<p>2, 5, 6</p>

Direct Instruction delivered by dedicated Higher Level Teaching Assistants. Specialist teachers to deliver Maths and English DI.	Education Endowment Foundation Toolkit suggests individualised instruction +3 months and small group tuition +4 months. Instruction: Jean Stockard	1, 2, 4, 5
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £ 66,744

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Provision to support students in after school learning opportunities via the Learning clubs for KS4 & Homework Club for KS3.</p> <p>Introduction of Champions hour 4 – 5 p.m. for students to have a quiet, safe place to work.</p>	<p>Increased attendance to homework support and after school provision. Education Endowment Foundation Toolkit suggests +5 months for homework support.</p> <p>Good attendance to Champions hours and all Yr 11 attend period 7 sessions as part of college day.</p>	3, 4, 5, 6, 7
<p>To provide targeted support to vulnerable students to help them overcome barriers to learning and reduce absence.</p> <p>Establish OSP offer to support the most vulnerable students to avoid suspensions or permanent exclusion</p> <p>Dedicated School based EWO & Attendance Officer to provide a daily support mechanism to reduce student absences, specifically targeting PA's</p>	<p>Health Survey 2024 highlights profile of needs and barriers that students face both inside and outside of the school</p> <p>Working with Whitleigh Big Local to clearly identify needs (Big Local analysis 2023-24).</p> <p>Students present a wide range of social, emotional and health concerns that translate into barriers that impact on their ability to make progress. (SHEU report July 2024)</p> <p>Appointed lead MH coordinator for the school</p> <p>Targeting disengaged PP/SEN students to re-engage including target family support work</p>	1, 2, 3, 4, 5, 6, 7

Alternative provision in place to support vulnerable students to engage with their learning	<p>Early identification of students at risk of non-engagement with suitable targeted support from a range of strategies, both internally and externally delivered.</p> <p>UCL: School absences and pupil achievement</p> <p>EEF: Extending School Day</p> <p>Adolescent mental health: A systematic review on the effectiveness of school-based interventions Early Intervention Foundation</p> <p>Mental Health and Behaviour in Schools</p>	
KS3 & 4 Interventions	<p>Specific curriculum-based platforms to support learning including Sparx (Core), Uplearn & Seneca support students out of school hours learning.</p> <p>Revision guides purchased for all students in year 11.</p> <p>Masterclasses run during school holidays.</p> <p>Parent engagement events.</p> <p>EEF: Extending School Day</p>	3, 6, 7

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

Budgeted cost: £ 207,188

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Careers Support</p> <p>Careers fayre to raise aspirations</p> <p>HE visits to support ambition</p> <p>Improving links with local businesses to provide</p>	<p>Fulfilling GATSBY benchmarks, achieving 7 from 8 @100%, 1 @22% under the new framework (old framework was over 90%).</p> <p>Working with Teach First - careers leader programme</p> <p>Careers HUB partnership as part of LEP board</p> <p>Low NEET Figures (<2% post 16, 0% post-18) for school against locality baseline</p>	3, 5, 6

<p>high quality work placements for Yr 10</p>	<p>Increased number of PP students accessing level 3 provision</p> <p>Unifrog provided to all students</p> <p>High percentage of YP accessing high quality work placements, some of which have led to apprenticeships and further training for disadvantaged students in particular.</p>	
<p>Provision of Pastoral Team</p> <p>Restructure of Pastoral Support team to upskill Inclusion Leads.</p> <p>Increase in number of Pastoral Leaders to one per year group with allocated inclusion support off timetable.</p>	<p>Established a triage system to support the most vulnerable and reduce number of suspensions using a graduated response approach. Aiming for a 20% reduction in suspensions year-on-year.</p> <p>All staff have received MH training to support a trauma informed approach to supporting childhood ACE's.</p> <p>Trained staff to deliver "Decider Training" including whole staff CPD.</p> <p>Specialist SEN leads for key areas of SEN need.</p> <p>Engagement with MAST/EP to identify and support the most vulnerable students, especially post-covid where there has been an increase in need.</p>	<p>3, 4, 5, 6, 7</p>
<p>Provision of dedicated Counselling service to prioritised students to support their mental health and wellbeing</p>	<p>SHUE Survey 2024 highlights profile of needs and barriers that students face both inside and outside of the school</p> <p>26+weeks waiting list to support vulnerable learners for external providers</p> <p>High proportion of Young Carers supported by specific after school activities</p> <p>Emotional health & wellbeing issues have a detrimental effect on attendance.</p>	<p>3, 4, 5, 6 & 7</p>

<p>OSHL support including Enrichment & Character Education</p> <p>Catering provision costs offset by PP contribution to ensure affordable for all students</p> <p>Curriculum field trips are fully funded to ensure full participation and barriers are removed</p>	<p>Many students' do not have the opportunity to develop their cultural capital outside of college life.</p> <p>Values Week is a vehicle to provide opportunities to all students to enrich their experiences</p> <p>Maximising bespoke enrichment opportunities to support the curriculum as well as the health and wellbeing of students via various internal and external clubs and activities. Developing an international offer to support aspirations, e.g. Italy Ski 2025, Gran Canaria 2025 (Turin finding) 100% of PP students attending.</p> <p>Key role in supporting attainment challenge and health and wellbeing of students.</p> <p>Appointed an Enrichment lead to support this key area.</p> <p>Achieved the Character kitemark, now working to fully embed</p> <p>EEF: Arts Participation</p>	<p>3, 4, 6 & 7</p>
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Total budgeted cost: £ 345,255

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 2024 to 2025 academic year. Information from IDSR:

Disadvantaged pupils - Overall A8

Disadvantaged pupils - Overall A8

Year	Cohort	School disadvantaged compared to national disadvantaged			School disadvantaged compared to national non-disadvantaged			Year group context
		School	National	National distribution banding	National (non dis)	Gap	Gap Trend	
2025	40	33.7	34.9	Close to average (non-sig)	50.3	-16.6	Widening	High - SEN
2024	45	41.2	34.6	Above (sig+)	50.0	-8.8	Narrowing	High - SEN
2023	46	32.4	35.0	Close to average (non-sig)	50.3	-17.9	Not available	High - SEN, High - low prior attainers

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
WCT Engagement	Whiteleigh Community Trust
Gran Canaria Trip	Turin Project – Eat my frog
AP Provision	City College Plymouth / Poles Apart/Moor to Life / Hamoaze House/Academy 21
Careers Development	UniFrog, Careers Southwest, Careers Enterprise Company, Caerus, Superkids
Personal Development	The Zone Plymouth, Plymouth Medical School, Plymouth Dental School, Schools Health Education Unit, Intercom Trust, Racial Equality Council, Devon and Cornwall Police, Rainbow Flag Award, PSHE association

Mental Health	Boxhall Profile, Progeny, Mental Health Support Team (MHST), Social Prescriber team, Plymouth Learning Partnership (MAST), Young Devon, Jeremiah's Journey
Safeguarding	CPOMS, Andrew Hall, Smoothwall monitoring/reporting, staff safeguarding supervision, staff counselling support
Food Equality Project	Plymouth University
Dartmoor Zoo	Superkids
Pathfinder Project	Sport England / Pathfinder