

Pupil premium strategy statement – Hermitage Academy

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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	887
Proportion (%) of pupil premium eligible pupils	30.10 %
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)	2025-2028
Date this statement was published	December 2025
Date on which it will be reviewed	September 2026
Statement authorised by	L Maughan
Pupil premium lead	C Boyce
Governor / Trustee lead	J Blower

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£320,335
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£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>	£320,335

Part A: Pupil premium strategy plan

Statement of intent

As a school and a Trust, we are committed to ensuring that every child experiences excellence every day. This means providing consistently high-quality teaching, nurturing environments, and opportunities that enable all pupils—especially those from disadvantaged backgrounds—to thrive academically, socially, and emotionally.

At Hermitage Academy, we put this commitment into action through focused, early support for disadvantaged students. From the moment they join us, we work to understand their individual strengths and needs, providing tailored guidance that helps them grow academically, socially, and personally. Our aim is for every student to progress with confidence, achieve outcomes that match or exceed those of their peers, and be well-prepared for their next steps—whether that is Hermitage Sixth Form or future pathways beyond school.

We recognise that strong physical and mental health is essential for effective learning, so we prioritise wellbeing alongside academic success. Students are encouraged to take part in a wide range of enrichment opportunities to broaden their horizons and unlock future possibilities.

Disadvantaged students may face varied and sometimes complex barriers to learning, from limited access to resources and cultural experiences to challenges with confidence, attendance, or family circumstances. While some pupils have significant needs, others face fewer obstacles—but we aim to meet every student at their point of need. Research highlights common barriers such as reduced support at home, weaker literacy and communication skills, fewer opportunities to read, and limited access to technology. These challenges are not unique to disadvantaged students, but they require targeted support.

Pupil Premium funding enables us to:

- Deliver high-quality teaching and learning for all students.
- Provide access to study spaces, resources, and adult support within school.
- Offer tailored tuition in small groups or one-to-one where needed.
- Build resilience, confidence, and essential learning skills.
- Provide therapeutic and counselling interventions where appropriate.
- Support positive behaviour and address attendance concerns in partnership with families.

- Ensure access to enrichment activities that broaden experiences.
- Deliver high-quality careers education, advice, and guidance to raise aspirations.
- Prepare students for post-16 education, training, or employment—particularly progression into Hermitage Sixth Form.
- Respond flexibly to individual needs wherever possible.
- At Hermitage Academy, our goal is clear: every student should leave us ready to succeed in the next stage of their education and life.

Challenges

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

Challenge number	Detail of challenge
1	Access to High-Quality Teaching All students need consistently high-quality teaching in every classroom to close attainment gaps and support progress for all.
2	Attendance and Engagement Some students struggle with regular attendance, punctuality, and maintaining positive engagement with school.
3	Behaviour and Pastoral Support A number of students require additional support to manage behaviour and benefit from strong pastoral care to thrive.
4	Social, Emotional, and Mental Health Needs Many students face complex personal challenges that impact wellbeing, resilience, and readiness to learn.
5	Academic Gaps and Learning Support Some students enter secondary school with significant gaps in literacy, numeracy, and core subjects, requiring targeted intervention and additional tuition.
6	Limited Resources and Study Support Students may lack access to technology, study space, or adult support at home, making independent learning and homework completion difficult
7	Raising Aspirations and Personal Development Some students have low self-belief and limited aspirations for the future, needing careers guidance, enrichment experiences, and support to prepare for post-16 education, including Hermitage Sixth Form.

8	Health, Wellbeing, and Practical Barriers Challenges such as poor diet, limited participation in physical activity, and issues around school uniform can affect confidence, wellbeing, and readiness for learning.
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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
All students, including PP, consistently experience high-quality teaching that addresses gaps and accelerates progress.	Lesson observations and learning walks show strong teaching practice in all classrooms. PP attainment continues to improve year-on-year, narrowing the gap with non-PP students. Staff CPD focuses on strategies proven to support disadvantaged learners.
Improved attendance and punctuality for PP students, reducing persistent absence.	PP attendance is within 2% of the whole-school average. PP is above National for comparative students and closer to that of non-PP students Nationally. Persistent absence among PP students decreases term-on-term. Positive engagement indicators (e.g., rewards, participation in lessons) show improvement.
PP students demonstrate positive behaviour and feel supported through strong pastoral systems.	Reduction in behaviour incidents involving PP students. Increased participation in pastoral programmes and interventions. Student voice surveys show improved sense of belonging and support.
PP students receive timely SEMH support, enabling them to engage fully in learning.	Access to counselling and intervention programmes is tracked and increasing. SEMH referrals result in improved classroom engagement and reduced exclusions. Wellbeing surveys show positive trends for PP students.
Targeted interventions close gaps in literacy, numeracy, and core subjects for PP students.	PP students make accelerated progress in English and Maths compared to previous years.

	<p>KS3 catch-up programmes show measurable improvement in reading ages and numeracy scores.</p> <p>GCSE outcomes for PP students improve year-on-year.</p>
PP students have equitable access to resources and support for independent learning.	<p>All PP students have access to devices and internet for homework.</p> <p>Homework completion rates for PP students match or exceed previous years.</p> <p>Study spaces and after-school support are well-utilised by PP students.</p>
PP students develop high aspirations and are well-prepared for post-16 pathways, including Hermitage Sixth Form.	<p>Increased PP uptake into Hermitage Sixth Form or other positive destinations.</p> <p>All PP students receive personalised careers guidance and attend enrichment activities.</p> <p>PP students are encouraged and enabled to contribute to leadership opportunities.</p> <p>Student surveys show improved confidence in future plans.</p>
PP students' physical health, wellbeing, and practical needs are supported to remove barriers to learning.	<p>All PP students have access to healthy meals and participate in physical activity programmes.</p> <p>Uniform and equipment issues are resolved promptly through school support.</p> <p>Wellbeing indicators (attendance, engagement, participation) show improvement.</p>

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 (for example, CPD, recruitment and retention)

Budgeted cost: £121,185

Activity	Evidence that supports this approach	Challenge number(s) addressed
High quality professional development for all staff to secure high quality teaching strategies underpinned by metacognitive strategies, planning for interleaving and retrieval practice and grounded through a rich knowledge-based curriculum	EEF guide to pupil premium – tiered approach – teaching is the top priority, including CPD EEF guide to improving working memory EEF : Metacognition and Self Regulated Learning	1, 3, 5, 6 and 7
Staffing costs to provide coaching support and lead professional development.	EEF : Effective Professional Development EEF: Teaching and Learning Toolkit Ofsted: Subject Curriculum research reviews	1, 3, 5, 6 and 7
Deepen teacher's understanding of pedagogy across each curriculum area by engagement with subject specialists in their field. Visits to a main feeder primary schools to observe Y5/6 pupils will be undertaken to enhance teacher's understanding of how knowledge builds in readiness for the next key stage and make amendments as needed to the curriculum. Staff to work with feeder primaries to support transition curriculum links	EEF : Effective Professional Development EEF: Teaching and Learning Toolkit Ofsted: Subject Curriculum research reviews	1, 2, 3, 4, 5, 6, 7 and 8.
Staff training to improve tier 2/3 vocabulary acquisition across the curriculum so that pupils are able to access the full curriculum and articulate their understanding. Training to close the deficit in vocabulary on entry so that all pupils can engage in high level classroom discussions and read/write at a	EEF: Preparing for Literacy EEF: Improving Literacy – Supporting oral language development KS1/KS2 EEF: Improving Literacy in Secondary Schools	1, 5 and 6.

suitable level to access the secondary curriculum		
Learning resources: Expenditure on textbooks and training to support bespoke subjects. Expenditure on development and Maintenance of online learning platforms for pupils to support learning (Student POD/Teams)	EEF: Teaching and Learning Toolkit The EEF guidance is based on a range of the best available evidence: Improving Mathematics in Key Stages 2 and 3	1, 3, 4, 5, 6, and 7.

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

Budgeted cost: £76,880

Activity	Evidence that supports this approach	Challenge number(s) addressed
Gaps in maths and English identified by teaching staff. Maths and English tuition leads plan for bespoke intervention to enable pupils to catch up on earlier work that is missed or poorly understood, due to the pandemic. Deliver series of lessons (1-1 or small group) to enable pupils to consolidate insecure learning and catch up with the schemes of learning. Where appropriate and possible, classes to be reduced in size to increase individual support and facilitate recovery of learning. (This is a whole school priority that encompasses all pupils)	EEF : Teaching and Learning Toolkit - One to one tuition & Small Group Tuition	1, 5, 6 and 7.
In all other subjects, Heads of Department to identify pupils who need bespoke curricular intervention Pupils should be taught in small groups where there are	EEF : Teaching and Learning Toolkit - One to one tuition & Small Group Tuition	1, 5, 6 and 7

common areas or individual 1-1 tuition arranged as appropriate.		
Professional development for all staff in developing a love of reading for pleasure and for learning within their specialist subject areas. Identified pupils - 1-1 regular reading intervention and mentor scheme.	EEF: Improving Literacy in Secondary Schools	1, 5, 6 and 7
To provide students with adult mentoring support, access to workspace and IT facilities to support their learning and support with the completion of homework.	EEF : Mentoring	1, 3, 4, 5, 6, and 7.
To identify students with low levels of literacy and numeracy which impedes their learning and their confidence and facilitate / enable bespoke provision to meet the identified needs.	EEF: Improving Literacy in Secondary Schools	1, 3, 4, 5, 6, and 7.
Provision and deployment of teaching assistants appropriately is essential to supporting learning 'in the moment' and being able to respond to pupils who need additional support to keep up and catch up.	EEF: Making Best Use of Teaching Assistants	1, 3, 4, 5, 6, and 7.
Provision and staffing of safe spaces available to targeted pupils throughout the day.	NFER: Recovery during a pandemic	1, 2, 3, 4, 5, 6, 7 and 8.
Social and Emotional Learning – interventions to support pupils with a range of skills including for example, emotional regulation, managing grief. Deployment of Senior Mental Health Lead.	NFER: Recovery during a pandemic	1, 2, 3, 4, 5, 6, 7 and 8.

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

Budgeted cost: £128,134

Activity	Evidence that supports this approach	Challenge number(s) addressed
Attendance team to work with families to reduce the absence of pupils who struggle to attend regularly.	EEF: Guide to the pupil premium DfE: Improving school attendance: support for schools and local authorities Sutton Trust: Learning in Lockdown	1, 2, 3, 4, 5, 6, 7 and 8.
Pastoral teams to support pupils who struggle to manage their behaviour including provision of personal intervention programmes.	EEF: Teaching and Learning Toolkit – Learning behaviours EEF :Improving Behaviour in Schools	1, 2, 3, 4, 5, 6, 7 and 8.
To provide the pastoral support to pupils who need additional help, including those who face significant challenges in their lives and have social, emotional and mental health needs that prevent them from learning well (this includes support for those who have experienced bereavement) Provision of bespoke fitness activities for identified pupils to engage with sports and improve their health and fitness.	EEF: Improving Social and Emotional Learning in Primary Schools EEF: Guide to the pupil premium EEF: Healthy Minds DFE: Promoting and supporting mental health and wellbeing in schools and colleges	1, 2, 3, 4, 5, 6, 7 and 8.
Encourage pupils to take part in extra-curricular activities (onsite) to widen their experiences and broaden their horizons. Facilitate pupils in taking part in range of enrichment experiences (off site) in-order to widen their horizons and unlock future opportunities.	EEF: Guide to the pupil premium	2, 4, 7 and 8.

Provision of breakfast club to support students before school.	National School Breakfast Programme (NSBP)	2, 4, 7 and 8.
Planned opportunities for Character Education	DfE: Developing character skills in schools NFER: Leading Character Education in School	2, 4, 7 and 8.

Total budgeted cost: £320,335

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

At Hermitage Academy, the vast majority of disadvantaged students engage positively with learning, enjoy their lessons, and work hard to achieve their best. Our classrooms are purposeful and inclusive, and students demonstrate resilience and commitment to their studies. Where individual challenges arise, we respond swiftly with targeted pastoral and academic support, ensuring that every student has the opportunity to succeed.

In the previous academic year, our Pupil Premium (PP) cohort achieved an Attainment 8 score of 42.37, which is significantly above the national average for disadvantaged students. This achievement reflects a strong and sustained trend of improvement in outcomes for our PP students over recent years. While an attainment gap remains between PP and non-PP students, the gap is narrowing year-on-year, and we are committed to closing it further. Our expectation is that this year will see even stronger results for the PP cohort, supported by high-quality teaching, targeted intervention, and a relentless focus on raising aspirations. These academic indicators are triangulated with attendance, engagement, and wellbeing data to provide a holistic picture of each student's progress. This evidence informs our Pupil Premium strategy and ensures resources are directed where they will have the greatest impact.

We are proud that 100% of our disadvantaged students successfully progressed to post-16 education, employment, or training, demonstrating strong outcomes and effective preparation for the next stage of their journey. This success highlights the impact of our careers guidance, enrichment opportunities, and personalised support in raising aspirations and ensuring positive destinations for all.

Further information

At Hermitage Academy, we employ highly skilled and dedicated Heads of Achievement who play a central role in driving the academic progress of every year group. These leaders work closely with students, teachers, and families to ensure that each young person receives the guidance and support they need to thrive.

A key aspect of their role is the targeted support of Pupil Premium students. By closely tracking progress, identifying individual needs, and implementing timely interventions, our Heads of Achievement ensure that these students are given every opportunity to succeed.

Through our innovative STAR approach, Pupil Premium students take part in structured mentoring designed to help them recognise and overcome barriers to their learning. This personalised support builds confidence, strengthens academic skills, and promotes sustained progress, enabling every student to reach their full potential.