

Pupil premium strategy statement

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	Hove Park School
Number of pupils in school	937 (Y7-11)
Proportion (%) of pupil premium eligible pupils	36.52%
Academic year/years that our current pupil premium strategy plan covers	2024-2027 Year 2: 2025-2026 3 year plan is recommended
Date this statement was published	December 2025
Date on which it will be reviewed	September 2026
Statement authorised by	Kevin Alexander (Deputy Head Teacher)
Pupil premium lead	Estelle Sorensen (Assistant Head Teacher)
Governor / Trustee lead	Paul Williams

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£347,225 £18,910 (PP+)
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	£366,135

Part A: Pupil premium strategy plan

Statement of intent

Our aim is to use the pupil premium funding to help us to continue to improve and sustain outcomes for disadvantaged students at our school, ensuring that the attainment and outcomes for disadvantaged students is comparable with that of non-disadvantaged students nationally especially in English and maths. The school is committed to ensuring they can access a high-quality academic curriculum alongside a range of enrichment and extra-curricular opportunities through our Every Child Should strategy.

Using the research of the [Educational Endowment Fund \(EEF\)](#) as a guide, our pupil premium strategy is based on a three-tiered model that focuses on:

- 1) high quality teaching and learning;
- 2) targeted academic support; and
- 3) wider strategies.

Our approach will focus on the key challenges that are preventing students from higher attainment. Our approach will be responsive to both common challenges and individual students' needs, rooted in robust analysis of a range of data and diagnostic assessment, rather than assumptions about the impact of disadvantage.

At Hove Park School, the heart of our pupil premium strategy and whole school approach is one in which all staff take responsibility for disadvantaged students' outcomes and have the highest expectations of what students can achieve. This will focus on ensuring all disadvantaged students receive high quality teaching and learning in the classroom; the Educational Endowment Fund (EEF) has shown that this has the greatest impact on closing the gap in outcomes between disadvantaged students and non-disadvantaged students.

All students will have access to a broad and balanced curriculum, providing a rich and academic knowledge base. No student's learning or progress will be hindered due to barriers or challenges they might have, such as reading levels, vocabulary deficits or other additional needs.

In addition, we also provide a range of targeted academic support, as research by the Educational Endowment Fund (EEF) has shown the positive impact that these interventions can have, including on those who are not making expected progress.

The approaches we will adopt complement each other to help all students excel and thrive. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they're set and develop a greater awareness of their own learning, being able to identify their personal strengths and areas for improvement;
- act early to intervene at the point specific need is identified;
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve.

Challenges

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

Challenge number	Detail of challenge
1	<u>Literacy and Numeracy: reading, oracy, vocabulary development and numerical fluency</u> KS2 data, Sparx Reader and Maths data, internal assessments and observations clearly show that our PP students are more likely to have below chronological reading ages, below age-related reading and writing attainment and have a deficit in tier 2 and 3 vocabulary. In Numeracy PP students are more likely to have not met KS2 attainment benchmarks, with lower than expected abilities in multiple step processes and problem solving. This will affect their ability to access certain parts of the curriculum. Internal observations and student voice identify that more opportunities need to be planned to support students spoken language, communication and numeracy.
2	<u>Attendance and Punctuality</u> Attendance and punctuality to both school and lessons highlights a concern regarding below average attendance and punctuality percentages. There are wider issues that must be considered including SEND/SEMH needs, IYA and students perceived value in the school.
3	<u>Sense of belonging to the school community</u> Student questionnaires and contextual data indicate that PP students have a lower sense of belonging in the HPS school community than non-PP students, this disproportionately affects their identification that ' <i>people from families like mine do well at school.</i> ' This is significantly impacted by the high number of IYA. The current contextual data, September 2024, indicates that 23.65% of the whole cohort are IYA: 3.4% in KS3 and 33.9% of KS4. The number of IYA significantly increases at KS4: 30.5% in Y9; 27.4% in Y10 and 46.5% in Y11.
4	<u>Lower cultural capital and broader opportunities</u> Student questionnaires and observations have identified that some PP students lack background knowledge of the world around them, as a result some students lack clarity and confidence about post 16 opportunities and how to achieve them. They are not less ambitious,

	but what they believe is possible is limited due to life experiences to date.
5	<p><u>Independent learning and self-regulation skills</u></p> <p>Observations and internal data collection have identified that a significant number of PP students lack skills to support their own learning and effectively study independently. This is a particular challenge in KS4 when it comes to preparing for mock and GCSE examinations.</p>

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
Improve reading ages, vocabulary deficit and spoken language communication skills	<ul style="list-style-type: none"> • All students will engage with Sparx Reader to improve reading comprehension and fluency. • All students will be explicitly taught vocabulary in lessons which will lead to students being able to use appropriate tier 2 and subject specific vocabulary in writing and discussions across all subject areas and phases. • All students will be provided with and engage in multiple opportunities to improve spoken language and communication skills in all subjects and across all phases. <p><i>Internal T and L QA process, CPD programme, student questionnaires, student attainment and Sparx data</i></p>
Improve overall attainment	<ul style="list-style-type: none"> • Achieve national average for attainment of all pupils , as well as having a positive P8 score. • Raise attainment of PP students to equal national PP A8 score (34.9 in 2025) <p><i>Internal tracking data, GCSE results</i></p>
Improve student sense of belonging and engagement with the school community.	<ul style="list-style-type: none"> • All students record an average score of 4.5 out of 5, currently 3.5 out of 5, by the end of the current strategy plan. Student's responses will be gathered at the end of every academic year. • Improve behaviour and engagement of PP students (narrow the gap of PP/non-PP students behaviour data including C2s/internal and fixed term exclusions) <p><i>University of Sussex Social Psychologies Project, University of Sussex Inspire 3 Programme and widening participation programmes. Internal behaviour data analysis.</i></p>
Improve student self-regulation and independent learning	<ul style="list-style-type: none"> • Students will be more aware through the tutor programme in Y9-11, MADE workshops and targeted Inspire-3 programmes of how to plan and evaluate their own learning,

	<p>to identify personal strengths and weakness and how to be more independent in their studies.</p> <p><i>Observations, student questionnaires, pre/post Inspire 3 surveys.</i></p>
Higher attendance for all our disadvantaged students.	<ul style="list-style-type: none"> 95+% attendance – currently 88.5% PP, which is higher than similar schools (87.4%). School Non-PP 94.5% (DfE October 2025) <p><i>DfE Attendance Reports and comparative data with similar schools, attendance mentoring data.</i></p>

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: £183,067 TBC

Activity	Evidence that supports this approach	Challenge number(s) addressed
Professional Development Teacher professional development and support staff training will focus on the following: <ul style="list-style-type: none">• Questioning• Active reading strategies• Improving spoken language and communication (active student participation)• Vocabulary instruction (implicit and explicit strategies) Particular focus will be on embedding successful strategies across all subject areas and use experts to provide coaching. <ul style="list-style-type: none">• Faculty/expert coaching.• Review of curriculum.	See EEF 'Effective Professional Development' poster: EEF-Effective-PD-Recommendations-Poster.pdf (d2tic4wvo1iusb.cloudfront.net) 'High quality teaching improves pupil outcomes, and effective professional development offers a crucial tool to develop teaching quality and enhance children's outcomes in the classroom' Internal data and teaching and learning QA will inform strategies and coaching. Focused PP work scrutiny (faculty and holistic student experience)	1, 3, 4
Literacy <ul style="list-style-type: none">• Ensure all staff are directly teaching tier 2 and tier 3 vocabulary in	Reading comprehension strategies EEF (educationendowmentfoundation.org.uk) Improving Literacy in Secondary Schools EEF	1,3

<ul style="list-style-type: none"> all lessons (using the Frayer model template) Ensure all staff are using a range of active reading strategies to support comprehension and inference. Ensure all teachers are using a range of oracy strategies to improve students' spoken language and active engagement in learning (e.g Think-Pair-Share, Pose/Pause/Pounce/Bounce) Ensure all students are actively engaged with Sparx Reader. Up-to-date reading ages shared with all staff via Class Charts. 	<p>Research reports National Literacy Trust</p> <p>Why Closing the Word Gap Matters – new research finds evidence of a significant word gap in UK schools Department of Education</p> <p>Oxford University Press - Word Gap - Oxford Language Report</p> <p>Voice 21</p> <p>Research and attendance at LA/Durrington Research School project – Literacy – The Key to Social Equity which includes triad school visits.</p> <p>KS2/3 Writing project to promote reading into writing and raise writing standards across the curriculum.</p> <p>Sussex Writes KS4 HPA/PP projects.</p> <p>Brighton and Hove Oracy Project – Y9 PP students.</p>	
<p>Numeracy</p> <ul style="list-style-type: none"> Ensure all students are engaged with Sparx Maths, across all year groups. KS3 Maths Scaled scores shared with all teachers via Sims marksheets. Maths faculty using explicit modelling using One Note to ensure understanding for all 	<p>Independent analysis of the relationship between Sparx Maths and progress of students.</p> <p>EEF-IMPROVING MATHEMATICS IN KEY STAGES 2 AND 3</p>	5
<p>Curriculum Provision</p> <ul style="list-style-type: none"> Nurture Groups in English Year 7 and 8 and Maths Year 7. Classes are following 	<p>Curriculum Review Working Party – internal using</p> <p>https://www.gov.uk/government/publications/curriculum-and-assessment-review-final-report</p>	1, 2

<p>an adapted curriculum to support students starting school below expected benchmarks at KS2.</p> <ul style="list-style-type: none"> • Review curriculum to adapt to changing needs to cohorts (especially current Y7-9) 		
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £ 91,533 TBC

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Intervention Programmes</p> <ul style="list-style-type: none"> • Small group Tutor time tutoring focusing on English and maths to improve 4/5 grades. • Y11 After school support in English and Maths. • Action Tutoring Y10 English and maths • Y7 and Y8 6 week tutor time reading programme. • Y9 tutor time reading intervention. • Y9-11 Inspire-3 programmes with University of Sussex 	<p>Small group tuition Toolkit Strand Education Endowment Foundation EEF</p> <p>One to one tuition EEF</p> <p>Metacognition and Self-regulated Learning EEF</p> <p>Supporting attendance EEF</p>	1, 2, 4,5

<p>Alternative provision programme</p> <ul style="list-style-type: none"> • The Hut provision for Y11 PA students • STEPs provision for those at risk of PE 	<p>Special Educational Needs in Mainstream Schools—Recommendations (d2tic4wvo1iusb.cloudfront.net)</p> <p>Improving Behaviour in Schools EEF (educationendowmentfoundation.org.uk)</p>	1, 2, 3, 4, 5
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 91,533 TBC

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>iPads-FSM pupils [Digital strategy]</p> <ul style="list-style-type: none"> • Disadvantaged students have their iPads subsidised by the school 	<p>Technology can supplement class teaching outside lesson time by enabling pupils to continue their learning at lunchtime, after school or at home. As well as being motivational, evidence suggests that using ipads to supplement standard teaching rather than replacing it with technology interventions can have the most positive impact.</p> <p>https://d2tic4wvo1iusb.cloudfront.net/documents/guidance/Using_Digital_Technology_to_Improve_learning_Evidence_Review.pdf</p>	1, 2, 3, 4
<p>Well being</p> <ul style="list-style-type: none"> • School counsellor • Year Teams – HoY and AHoY • SEND and SEMH Reams • Cullum Centre to support students with specific autism needs 	<p>EEF recognise the importance of supporting students' well-being in school and recommend a range of approaches. Employing a school counsellor is part of our wider well-being strategy: 'Social and emotional skills support effective learning and are linked to positive outcomes later in life. Schools may consider whole class approaches as well as targeted interventions. Links to further details can be found here: Improving Behaviour in Schools EEF (educationendowmentfoundation.org.uk)</p>	2, 4, 5

<ul style="list-style-type: none"> • Y11 MADE workshops to support exam preparation and managing stress • Y10 and Y11 tutor programme aimed at developing exam strategies and managing self • Careers programme • Pastoral triage to identify need for early intervention • Trips and visits subsidised (DoE and Big Camp etc) 	<p><u>Nurturing a sense of belonging at school: what helps pupils feel connected?</u></p> <p><u>The Knowledge. Why belonging matters and what it looks like</u></p> <p><u>Arts participation EEF (educationendowmentfoundation.org.uk)</u></p> <p><u>https://www.gov.uk/government/publications/supporting-the-attainment-of-disadvantaged-pupils</u></p>	
<p>Attendance</p> <ul style="list-style-type: none"> • EWO employed 3 days a week • Pastoral triage to identify need for early intervention • First hour attendance calls by AHoY • Attendance Focus Student groups: Tutor/HoY/AHoY/ SLT mentoring groups • PA attendance strategy • Alternative provision offer extended – internal and external providers 	<p><u>Supporting attendance EEF</u></p> <p><u>DFE Working Together to Improve Attendance</u></p> <p><u>The Key - Strategies to Improve Attendance</u></p>	2, 5
<p>Behaviour</p> <ul style="list-style-type: none"> • Review and update school's behaviour policy and procedures • Improve tracking of behaviour and attitude to learning 	<p><u>Improving Behaviour in Schools EEF</u></p> <p>Internal data and analysis from the University of Sussex Social Psychologies research.</p>	4, 5

<p>provide earlier targeted interventions.</p> <ul style="list-style-type: none"> • Monitor and review internal data. • Provide coaching for teachers and other adults in the school • Use SEND/SEMH and AHoY to understand specific contexts and behaviours 		
<p>University of Sussex – Social Psychologies Project</p> <ul style="list-style-type: none"> • Y8 to Y9 Transition • Induction of IYA and improving sense of belonging • Improve communication skills and confidence to express yourself appropriately 	<p>Student questionnaire and internal data – July 2024 report from University of Sussex.</p> <p><u>Nurturing a sense of belonging at school: what helps pupils feel connected?</u></p> <p><u>The Knowledge. Why belonging matters and what it looks like</u></p> <p><u>Voice 21</u></p>	<p>2, 4, 5</p>

Total budgeted cost: £366,135

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.

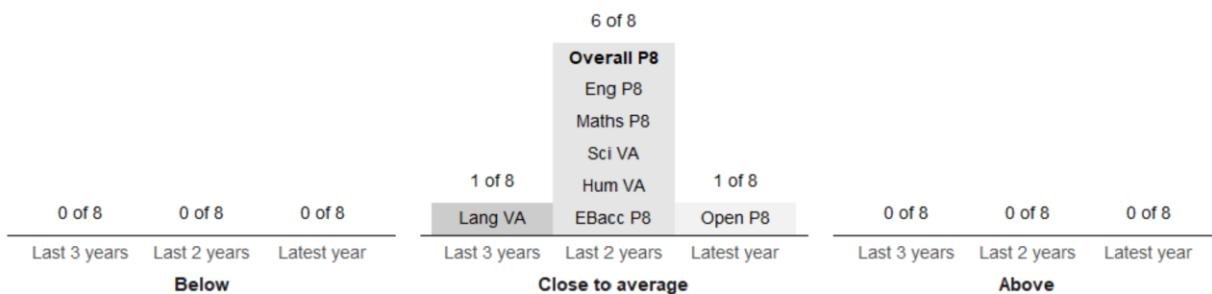
The school strategies were implemented across all the areas in both phases with varied success and effectiveness.

The teaching strategy was well implemented and class teachers were all aware of who the disadvantaged students are in their classes. The Faculty Champions group, using Rosenshine's Principles of Instruction and Lemov's Teach Like A Champion, created some PP pupil profiles in EduKey for staff to refer to specific pedagogical strategies that would increase active student participation and improve oracy. Whole staff CPD sessions complemented this work, focusing on questioning, direct teaching of tier 2 vocabulary and using Think-Pair-Share sheets to improve active student engagement. These sessions were supported by the school's involvement in the LA project Literacy: The Key to Social Equity. A specific PP book look in En/Ma/Sc and internal QA demonstrated that whilst these strategies are evident in all of the subjects, they are not embedded in all teachers' practise. These strategies will continue to be a whole school focus for internal QA, coaching and further CPD will be used to ensure all teachers are using the non-negotiable strategies.

There was an overall fall in attainment, including outcomes for PP students. Whilst the gap with non-PP students increased slightly for A8, the EM gap continued to narrow at 5+ and is broadly in line with national EM 5+. The EM 4+ gap remained the same. Despite the results being mixed for PP in school this year, over time they remain broadly in-line with national figures for PP students and national gaps with non-PP students. The school's EBAcc entry for PP students is significantly higher than nationally (48.4% / 29%), demonstrating that students had access to a broad and balanced curriculum until the end of Y11.

IDSR Data

Year	Key stage 4 (Year 11) cohorts				Year 11 context
	P8 measures	Science VA	Languages VA	Humanities VA	
2024	64	52	40	48	Low - Stability
2023	57	51	32	42	Low - Stability
2022	61	58	37	49	Low - Stability



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	62	32.4	34.9	Close to average (non-sig)	50.3	-17.9	Widening	Low - Stability
2024	72	34.5	34.6	Close to average (non-sig)	50.0	-15.6	Narrowing	Low - Stability
2023	64	32.9	35.0	Close to average (non-sig)	50.3	-17.4	Not available	Low - Stability

Disadvantaged pupils - Overall P8

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	
2024	64	-0.49	-0.57	Close to average (non-sig)	0.16	-0.66	Narrowing	Low - Stability
2023	57	-0.69	-0.57	Close to average (non-sig)	0.17	-0.85	Not applicable	Low - Stability
2022	61	-0.03	-0.55	Above (sig+)	0.15	-0.19	Not available	Low - Stability

Disadvantaged pupils - English and mathematics grade 4 plus

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	62	37.1%	43.5%	Close to average (non-sig)	72.7%	-35.6	Widening	Low - Stability
2024	72	44.4%	43.4%	Close to average (non-sig)	72.8%	-28.3	Widening	Low - Stability
2023	64	45.3%	43.4%	Close to average (non-sig)	72.8%	-27.5	Not available	Low - Stability

Disadvantaged pupils - English and mathematics grade 5 plus

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	62	25.8%	25.6%	Close to average (non-sig)	52.8%	-27.0	Widening	Low - Stability
2024	72	26.4%	25.8%	Close to average (non-sig)	53.1%	-26.7	Narrowing	Low - Stability
2023	64	21.9%	25.2%	Close to average (non-sig)	52.4%	-30.6	Not available	Low - Stability

Sparx Reader, maths and science are embedded across the school: in subject areas and tutor time. The rigorous monitoring of engagement and completion has ensured a significant increase in Sparx engagement, completion and progress. For example, particular success for PP students in Sparx Reader: 77% average completion (71% across the school) and an average of 28 minutes independent reading per week (36 minutes across the whole school), ranked 121/977 in Sparx Secondary Schools, 6179 books read and 15,401 hours of reading (June 2025).

Targeted academic support continued to be well attended, especially Y10 Action Tutoring. Two cohorts of Y10 Action Tutoring (English and maths) provided 36 PP students with 1:2 tutoring. The average progress made was extremely encouraging and significantly above the Action Tutoring national average: English progress +23% (nationally +10%) and maths progress +14% (nationally +5%). Attendance to after school Action Tutoring sessions remained constant – average attendance 70%. Targeted six-week tutor time intervention in core subjects were well-attended, but had little impact on overall results. Attendance to the broad range of after school revision was consistent throughout the year and generally targeted specific students. The independent study and revision workshops attended by 75% of Y10/11 PP students were well received by students, teachers and parents. The Y10 workshops were followed up by an early Y11 workshop on study skills in preparation for the December mock exams. Student voice indicated that students felt more prepared and confident, as well as less anxious about the exams.

The wider strategies for both well-being, attendance and accessing learning inside and outside the classroom have shown an improvement. Attendance to the AP provision improved. The number of places and curriculum offer was extended to include science. The revised policy to support trips and visits has ensured a greater equity in opportunities and attendance of PP students on trips; most eligible trips included at least 35% PP students. The Every Child Should initiative is free to all PP students, including Big Camp in Y7 and DoE in Y9. Attendance on trips and visits, as well as engagement in enrichment activities, is monitored and tracked to ensure all students access provision and benefit from the experiences. In addition to The Every Child Should initiative there were additional opportunities for PP students such as:

- Y9 Southern School's Book Awards
- Y9 Brighton and Hove Oracy project.
- 19 Y8-11 students accessed subsidised peripatetic music lessons via Create Music.
- Stargazing and Astrocamps with the Ogden Trust Partnership.
- 50 Y7-11 PP girls were part of a multi-school Girls in Stem as part of British Science week activities at the University of Sussex.
- 15 students in each year group (Y7-10) are on the Into University Partnership.
- 30 Y8 students attended team building workshops at University of Sussex.

The school continues to work closely with the University of Sussex's Widening Participation Team. The Inspire-3 Programme was launched in Year 9 and 10, allowing 15 selected PP students to participate in a range of activities including a session on Artificial Intelligence, English and maths study activities and revision/memory strategies.

PP students continue to benefit from subsidised iPads, which ensures all students can access the range of online learning platforms such as Sparx, which support and improve literacy and numeracy.

Attendance remains a challenge, although PP PA (below 90%) is significantly lower to date than 2024-2025 44.2% compared to 2025-2026 27.6%, there is still a significant gap between PP and Non-PP PA attendance (19%) and PP and Non-PP overall attendance (6.3%). The attendance strategy amendments and staff CPD reinforced attendance as a whole school focus, but attendance continued to be barrier to the academic progress of some students. Improving attendance and punctuality will continue to be priority in 2025-2026, with PP students at the centre of all initiatives.

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
Sparx Reader, Maths and Science platforms for all students	Sparx
Action Tutoring – Y10	Action Tutoring/University of Sussex
Mentoring and well-being support offsite	Nudge
Alternative Academic Provision	Russell Martin Foundation, ALPS, Brighton Met College for 14-16 courses, Aspire Farm, Lancing Equestrian, Luke Hewitt Boxing, PRU, Bright Teach
Get Career Confident	University of Sussex
Peripatetic music lessons (instrumental/singing) - subsidised	Create Music