

# Pupil premium strategy statement – Sacriston 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	192
Proportion (%) of pupil premium eligible pupils	36.46
1	2024-25 2025-26 2026-27
Date this statement was published	December 2024
Date on which it will be reviewed	September 2025
Statement authorised by	Louise Parks, Headteacher
Pupil premium lead	Jemma Smith, Deputy Headteacher
Governor / Trustee lead	Tracy Pizl, Chair of Governors

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£123, 850
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> <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>	£123, 850

# Part A: Pupil premium strategy plan

## Statement of intent

Sacriston Academy has a Pupil Premium Grant of £123,850 for the academic year 2024-2025. This funding is given with a specific remit of diminishing any differences between disadvantaged pupils and those who are not disadvantaged. Sacriston Academy is working to support disadvantaged pupils in all areas of their education from the moment that they arrive in school. Our aim is that every disadvantaged pupil will achieve at least as well as their peers and have every opportunity to excel.

Some disadvantaged pupils face many and complex barriers in during their education which make effective learning very difficult. Other pupils have very specific needs and still others, have few barriers at all. Below are some of the main difficulties faced, although it must also be said that the difficulties encountered are not unique to those who are disadvantaged.

Common barriers to learning for disadvantaged pupils include less support at home, especially during the pandemic, weak language and communication skills, fewer opportunities to read books, fewer resources to help with learning (e.g. laptop / internet access), lack of confidence, more frequent behaviour difficulties and attendance and punctuality concerns. Some pupils have struggled with their physical and mental well-being and this has been exacerbated as a result of the pandemic. There may be complex family situations that prevent children from flourishing. Some pupils have limited opportunities to experience cultural trips and visits. Some have fewer opportunities to learn about the wide range of opportunities once they leave school for higher education and employment. The challenges are varied and there is no “one size fits all”.

### **Our ultimate objectives are:**

- To narrow the attainment gap between disadvantaged and non-disadvantaged pupils.
- To make or exceed nationally expected progress rates.
- To support our children’s health and wellbeing to enable them to access learning at an appropriate level.
- To experience a wealth of enrichment experiences to widen their horizons and unlock future opportunities.

### **We aim to do this through:**

- Ensuring that teaching and learning opportunities meet the needs of all the pupils.
- Ensuring that appropriate provision is made for pupils who belong to vulnerable groups, this includes ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed through additional targeted teaching and support.
- A clear focus on increasing the resilience of pupils, building their self-esteem and also enabling them to develop those skills that will enable them to learn effectively in the classroom environment.
- Instilling high aspirations for all pupils so that they are able to experience, first-hand, the wide range of opportunities available to them.

- Ensuring enrichment programmes are accessed by all, providing financial support to enable pupils to participate.

### **Achieving these objectives:**

Additional targeted teaching and support:

- Ensuring all teaching is good or better thus ensuring that the quality of teaching experienced by all children is improved.
- Targeted interventions for children identified following termly assessments.
- All teachers focus on language and literacy development. Vocabulary banks are commonly used, and new language carefully introduced. Enriching and extending the wealth of language used by pupils is a key focus for staff, understanding that this will provide a route to access learning and a wider range of future career options. Additional 1:1 support with early talk, phonics and early reading.

Pastoral Support:

- Pupils work individual or in small groups with external support agencies in order to support their needs and to build their self-respect and resilience.
- The Emotional Well Being Support Worker is on site for half a day per week to work with targeted children to improve outcomes which enable pupils to progress in all aspects of their development.
- Pastoral leads provide regular support to pupils, via check-ins, open door policy and targeted work (including proactive intervention programmes).
- Wider pastoral support to families.
- Personal Individual Plans targeting key areas and delivered by the pastoral team.

Behaviour Management:

- For a whole range of reasons some pupils struggle to accept boundaries and manage their own behaviour. Extensive support is provided by Senior Leadership Team and where appropriate external support agencies. This is in the form of behaviour plans, behaviour charts and risk assessments.

Curriculum Programmes:

- Identified children receive 1 to 1 support or intervention within smaller groups. For some pupils this is planned on a regular basis and for others, it is managed by each teacher in conjunction with the SENDCO / subject leaders/ SLT, according to needs as they arise during the year.
- Small group support to focus on addressing specific needs of pupils is planned as pupils' approach key assessment points.

High Aspirations:

- For some pupils, careers visits are planned into their learning programs so that they are able to experience, first-hand, the wide range of opportunities available to them.

Enrichment Programmes – beyond the curriculum:

- School Trips / Theatre Visits / Residential Visits/ Visitors to School – financial support is provided to enable pupils to participate. These will have a focus on raising aspirations and widening experience.
- Sports Coach - works with all pupils to provide coaching in a range of sports every lunchtime and after-school and ensure that pupils engage with sports (few facilities anywhere in local area).
- Sport: access to enrichment through sport with financial support to provide access and equipment.
- Music: provision of instrument-based tuition.

#### Family & Community Programmes

- Support for transport costs for disadvantaged pupils.
- Support provided to families for a wide range of reasons and purposes including access to residentials, clothing and food banks.

#### Attendance

- Close attendance monitoring, including attendance meetings and plans to support those persistently absent.
- Weekly tracking of PP data with swift intervention in place.

## Challenges

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

Challenge number	Detail of challenge
1	Narrowing the attainment gap across Reading, Writing, Maths and Science
2	Some children enter the Early Years provision knowing significantly fewer words than their peers and with significant speech and language difficulties. This persists into KS1 for some children, and they need significant support to develop as confident speakers who are able to express themselves clearly and with an appropriate range of vocabulary for their age.
3	Some pupils struggle to attend regularly, and some are persistently absent.
4	Some pupils need extensive pastoral support for a variety of reasons.
5	Some pupils face significant challenges in their lives and have social, emotional, and mental health needs that prevent them from learning.
6	Some pupils have very low expectations of themselves. In order to respond to the school's high expectations, this needs constant re-enforcement and encouragement. Some families need support so that they are able to raise their expectations for their children and this may require targeted intervention and support.

7	Some pupils need to experience a wealth of enrichment experiences and a wide, rich curriculum, in order to widen their horizons and unlock future opportunities.
8	Some pupils do not have access to a healthy diet which impacts on their general well-being. Some do not participate regularly in sports and need proactive, individual support in order to overcome barriers.

## 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
Pupils make at least expected progress in reading, writing and maths.	Gap will close in progress made between PP and non-PP.
Attendance to increase and persistent absence to reduce.	Average attendance of disadvantaged cohort is in line with the national average or above.
Health and Well-Being	Increased capacity on the pastoral team to support vulnerable families and children
Raising aspirations and broadening experiences	Increased social and cultural exposure through educational visits and visitors into school.

## 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: £ 60,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
High quality professional development for all staff so that outstanding practice is maintained in all classrooms.	EEF guide to pupil premium – tiered approach – teaching is the top priority, including CPD Sutton Trust – quality first teaching has direct impact on student outcomes.	1, 2, 6, 7

<p>Deepen teacher's understanding of pedagogy across each curriculum by engagement with subject specialists in their field.</p> <p>Visits to a main feeder secondary to observe Y7/8 pupils from Sacriston Academy, following transition, 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.</p>	<p>EEF: Effective Professional Development  EEF: Teaching and Learning Toolkit  Ofsted: Curriculum research reviews</p>	<p>1, 2, 6, 7</p>
<p>Training to improve vocabulary acquisition across the curriculum even further, so that pupils are able to access the full curriculum and articulate their understanding.</p> <p>Training to close the deficit in vocabulary on entry in the Early Years so that children's</p>	<p>EEF: Preparing for Literacy  EEF: Improving Literacy - Supporting oral language development KS1/KS2</p>	<p>1, 2, 6, 7</p>
<p>Embedding dialogic activities across the school curriculum. These can support pupils to articulate key ideas, consolidate understanding and extend vocabulary.</p> <p>We will purchase resources and fund ongoing teacher training and release time.</p>	<p>There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading:  EEF: <a href="#">Oral language interventions   Toolkit Strand</a></p>	<p>1, 2, 6, 7</p>

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

Budgeted cost: £ 33,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>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.</p>	<p>EEF: Making Best Use of Teaching Assistants</p>	<p>1, 3, 4, 5, 6</p>

Gaps in maths and English identified by subject leads/ teaching staff. Staff to plan for bespoke intervention to enable close gaps in learning, under guidance from subject leads. Deliver interventions (1-1 or small group) to enable pupils to address gaps and increase pupil progress	EEF : Teaching and Learning Toolkit - One to one tuition & Small Group Tuition	1, 2, 6
Referrals to speech and language therapist to support staff to plan and deliver speech interventions for individual children.	EEF – oral language interventions consistently show positive impact on learning Specialist therapists will train up staff they work with in school, therefore upskilling them and increasing their knowledge.	2

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

Budgeted cost: £30,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Provision of daily breakfast in classrooms for all.	National School Breakfast Programme (NSBP)	8
Planned opportunities for Character Education through Behaviour curriculum, assemblies and PSHE.	DfE: Developing character skills in schools NFER: Leading Character Education in Schools	5, 6, 7, 8
Attendance team to work alongside identified families to increase school attendance	DfE: Improving school attendance: support for schools and local authorities	3
Bespoke fitness activities for identified pupils to engage with sports	EEF: Parental Engagement	8
Pupils with higher level SEMH difficulties to be supported by EWEL/ resilience nurse	EEF: Teaching and Learning Toolkit – Learning behaviours EEF :Improving Behaviour in Schools	4, 5
Pupils struggling with SEMH to be supported via delivery of	EEF: Teaching and Learning Toolkit – Learning behaviours	4, 5

proactive intervention programmes (PIPs).	EEF :Improving Behaviour in Schools	
To provide the pastoral support to pupils who need additional help, including those who face significant challenges in their lives.	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	4, 5, 6
Planned opportunities for pupils from disadvantaged backgrounds to access a range of extra curricular activities	EEF: Improving Social and Emotional Learning in Primary	

**Total budgeted cost: £ 123, 000**



## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

The impact of that expenditure on pupil premium children:

- All children received specific individual support with core intervention sessions. At the end of KS2 disadvantaged pupils outperformed non-disadvantaged pupils in GPS and in writing the gap was closed. However, a gap remains in Maths and Reading so these areas need to be targeted further moving forwards.
- Attendance for disadvantaged pupils was 89.4% for the academic year compared to 92.6% for non-disadvantaged pupils. Attendance for disadvantaged pupils therefore remains a focus and systems are in place to support this.
- Enrichment activities have continued to support children in the wider curriculum and to support their talents. More children have taken up enrichment opportunities.
- Investment in emotional well-being and mental health ensured children and families have been well supported. This has enabled pupils to utilise their self-regulation strategies and staff are knowledgeable in how best to support them.
- Termly tracking of progress has enabled SLT to intervene at the earliest possible time ensuring specific support can be implemented. As a result, pupils are able to engage and focus within lessons and achieve well.
- Enhanced transitions for pupils moving key stages or to secondary school were effective. They ensured continuity for children and were an important foundation for future learning.
- Continuous and sustained professional development on evidence-based classroom approaches has built upon staff knowledge, developed teacher techniques, and embedded practice.
- Provision of a daily breakfast for all had a positive impact on pupil's educational attainment, concentration, energy levels and readiness to learn.

### Externally provided programmes

*Please include the names of any non-DfE programmes that you used your pupil premium to fund in the previous academic year.*

Programme	Provider

## Service pupil premium funding (optional)

*For schools that receive this funding, you may wish to provide the following information:* **How our service pupil premium allocation was spent last academic year**

**The impact of that spending on service pupil premium eligible pupils**