Pupil premium strategy statement

This statement details our school's use of pupil 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	SAA
Number of pupils in school	367/808
Proportion (%) of pupil premium eligible pupils	45.4%
Academic year/years that our current pupil premium strategy plan covers	2023-2026
Date this statement was originally published	10/12/23
Date on which it was last reviewed	15/12/2025
Statement authorised by	NLS
Pupil premium lead	TJR
Governor / Trustee lead	

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£398,446.66
Recovery premium funding allocation this academic year	£0
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	£398,446.66

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across the curriculum.

The focus of our pupil premium strategy is to support disadvantaged pupils to achieve this goal, including those who are already high attainers. Following research, St Aldhelm's Academy has opted to employ the Education Endowment Foundation's "Pupil Premium Guide" (June 2019) and its three-tier approach:

- Focusing most of the grant on developing high quality teaching
- Dividing the rest between targeted academic programmes and
- Wider "readiness to learn" initiatives.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This has the greatest impact on closing the disadvantage attainment gap and will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our strategy is also integral to wider school plans for education recovery, notably in its targeted support for pupils whose education has been worst affected, including non-disadvantaged pupils.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they are set
- act early to intervene at the point 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	Low levels of literacy in catchment area especially reading Assessments, observations and discussion with KS3 pupils indicate that disadvantaged pupils generally have lower levels of reading comprehension than peers. This impacts their progress in all subjects. On entry to year 7 in the last 3 years, between 18 - 20% of our disadvantaged pupils arrive below age-related expectations compared to similar numbers of their peers.
2	High proportion of SEND especially SEMH and deprivation in local area Our assessments (including wellbeing survey), observations and discussions with pupils and families have identified social and emotional issues for many pupils, such as anxiety, depression (diagnosed by medical professionals) and low self-esteem.These challenges particularly affect disadvantaged pupils, including their attainment. Percentage of SEND which are also PP 63%
3	Low priority placed on attendance by parents Our attendance data over the last 3 years indicates that attendance among disadvantaged pupils has been between 3 – 10% lower than for non-disadvantaged pupils. Currently, Non PP 93%, PP 86%
4	Some weaker feeder schools Assessments, observations and discussion with KS3 pupils indicate that disadvantaged pupils generally have lower levels of prior attainment. This impacts their progress in all subjects. 60% of pupils arrive below mean KS2 data SS104
5	Recruitment and Retention of high performing staff due to changes in leadership and challenges within school

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 attainment among disadvantaged pupils across the curriculum at the end of KS4, with a focus on EBacc subjects.	By the end of our current plan in 2025/26, 12-18% of disadvantaged pupils enter the English Baccalaureate (EBacc). In the last 3 years this figure was 3 - 7%.
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	Sustained high attendance from 2025/26 demonstrated by: • the overall absence rate for all pupils being no more than 95%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced. • the percentage of all pupils who are persistently absent being below 5% and the figure among disadvantaged pupils being no more than 3% lower than their peers. Boys impact hub initiative launched.
Improved behaviour of all PP students	Reduction in amount of behaviour incidents for PP students and reduction in suspensions
To achieve and sustain improved wellbeing for all pupils, including those who are disadvantaged.	Sustained high levels of wellbeing from 2024/25 demonstrated by: Parent students surveys, pupil panels, book scrutinies and an improved pastoral programme
Improved reading comprehension/ages among disadvantaged pupils across KS3.	Introduction of the literacy action plan. Sparx reading comprehension tests demonstrate improved comprehension skills among disadvantaged pupils and a smaller disparity between the scores of disadvantaged pupils and their non-disadvantaged peers. Supported by additional reading within the tutor times as groups and as individuals

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: £286,636.66

Activity	Evidence that supports this approach	Challenge number(s) addressed
Recruitment of new Inclusion Assistants, non-teaching pastoral staff x2,	*EEF study* - Evidence suggests that TAs can have a positive impact on academic achievement	1,2,3,4,5
Purchase of standardised diagnostic assessments and support packages. Training will be provided for staff to ensure assessments are interpreted correctly.	Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction: Sparx, Lexoniks and NGRT Standardised tests | Assessing and Monitoring Pupil Progress | Education Endowment Foundation | EEF	1,2,4,
Proportion of pastoral staffing time for PP, Pastoral leaders for each year and 2 FLOs	*DFE Improving school attendance report* – use skilled pastoral staff to support with attendance	2,3,5
Improving literacy in all subject areas in line with recommendations in the EEF Improving Literacy in Secondary Schools guidance. We will fund professional development and instructional coaching focussed on reading programs	Acquiring disciplinary literacy is key for students as they learn new, more com-plex concepts in each subject: Improving Literacy in Secondary Schools Reading comprehension, vocabulary and other literacy skills are heavily linked with attainment in maths and English: word-gap.pdf (oup.com.cn) There are now 4 layers of support from the very weak to the strong readers to improve reading ages across the spectrum of abilities within the academy led by our recently appointed Literacy	1,3,4,5

Lexoniks, Reading plus and tutor reading	Lead	
Reduced class sizes for lower sets	*EEF study* – smaller class sizes have larger effects for lower achievers and disadvantaged children *C band classes*	1,4,5

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

Budgeted cost: £ *52,660.00*

Activity	Evidence that supports this approach	Challenge number(s) addressed
E,M,S tutor time sessions Yr11 target groups	*EEF study* - Overall, evidence shows that small group intervention is effective and, as a rule of thumb, the smaller the group the better	1,2,3,4,5
Engaging with My Tutor to provide tuition, for pupils. A significant proportion of the pupils who receive tutoring will be disadvantaged, including those who are high attainers.	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one: One to one tuition | EEF (educationen-dowmentfoundation.org.uk) And in small groups: Small group tuition | Toolkit Strand | Education Endowment Foundation | EEF	1,2,3,4,5
Revision guides	EEF study - The evidence shows that the impact of homework, on average, is five months' additional progress	1,3,4,5
Period 0 and 6	*EEF study* - Evidence shows that small group intervention is effective and, as a rule of thumb, the smaller the group the better	1,2,3,4

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

Budgeted cost: £ *59,150*

Activity	Evidence that supports this	Challenge

	approach	number(s) addressed
Subsidised trips and events, University trip Yr 11	EEF research into benefits of OAA on positive impacts on other outcomes such as self-efficacy, motivation and teamwork. Outdoor adventure learning may play an important part of the wider school experience, regardless of any impact on academic outcomes	1,2,3,4,5
Boys impact hub intervention group trial in conjunction with YST NEET strategy. Implementation phase	Targeted cohort of PP boys who will build self esteem and their voice by delivering a community project supported by a member of staff and GB athlete mentor to boost engagement, belonging and self esteem.	1,2,3,4,5
ELSA support	*EEF report* – metacognition and self-regulation (learning to learn) should be taught explicitly	2,3
Rewards and attendance incentives Implementation of new policy	*DE Improving school attendance report* – attendance amongst disadvantaged students is lower than their peers *EEF study* – improves outcomes by reducing challenging behaviour and increasing engagement	1,2,3,4,5
Embedding principles of good practice set out in DfE's Improving School Attendance advice. Staff will get training and release time to develop and implement new procedures. Attendance/support officers will be appointed to improve attendance.	The DfE guidance has been informed by engagement with schools that have significantly reduced persistent absence levels.	1,2,3,4,5

Total budgeted cost: £398,446.66

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.

Intended outcome	Success criteria	Impact 2024-25
Improved attainment among disadvantaged pupils across the curriculum at the end of KS4, with a focus on EBacc subjects.	By the end of our current plan in 2025/26, 12-18% of disadvantaged pupils enter the English Baccalaureate (EBacc). In the last 3 years this figure was 3 - 7%.	Progress unable to be compared. A8 declined from 29.00 to 23.86
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	Sustained high attendance from 2025/26 demonstrated by: • school attendance target of 90.5% and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced. • the percentage of all pupils who are persistently absent to be within 5% of Nat Average and the figure among disadvantaged pupils being no more than 3% lower than their peers. • Boys impact hub initiative launched.	Attendance of PP pupils is rising as new attendance strategy takes hold but not as fast a non PP pupils. 2024-25 Non PP 89.1% PP 84.9% This year 25-26 Non PP 92.7% PP 85.6%
Improved behaviour of all PP students	Reduction in amount of behaviour incidents for PP students and reduction in suspensions	Behaviour incidents and suspensions for PP pupils have shown an increase due to new behaviour systems introduced.
To achieve and sustain improved wellbeing for all pupils, including those who are disadvantaged.	Sustained high levels of wellbeing from 2024/25 demonstrated by: Parent students surveys, pupil panels, book scrutinies and an improved pastoral programme	85/447 enjoy school all or most of the time. 112/447 enjoy learning at the school. 232 pupils say there is an adult at the school who they can talk to if something is worrying them.
Improved reading comprehension/ages among disadvantaged pupils across KS3.	Introduction of the literacy action plan. Sparx reading comprehension tests demonstrate improved comprehension skills among disadvantaged pupils and a smaller disparity between the scores of disadvantaged pupils and their non-disadvantaged peers. Supported by additional reading within the tutor times as groups and as individuals	Improvements of seven months of progress have been made in PP pupils reading ages above chronological since introduction of new reading program.

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
Reading Plus	Dreambox Learning inc
Lexoniks	Lexoniks