

Pupil premium strategy statement – Sandhill View Academy

This statement details our school’s use of pupil premium (and recovery 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	752
Proportion (%) of pupil premium eligible pupils	51.44% (393)
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)	2023-2025
Date this statement was published	November 2024
Date on which it will be reviewed	October 2025
Statement authorised by	Mrs J. Dodd Headteacher
Pupil premium lead	Mrs S Barnes Assistant Head – KS4 Impact
Governor / Trustee lead	Mrs H. Akien Chair of Local Academy Council

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£397,000
Recovery premium funding allocation this academic year <i>Recovery premium received in academic year 2023/24 cannot be carried forward beyond August 31, 2024.</i>	£0
Pupil premium funding carried forward from previous years <i>(enter £0 if not applicable)</i>	£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>	£397,000

Part A: Pupil premium strategy plan

Statement of intent

Our Trust vision is to provide the highest quality education for young people in the community we serve. We want to contribute to the broader regeneration of our region by empowering our students to have high aspirations, achieve excellent outcomes and enjoy learning.

We utilise Pupil Premium funding to ensure equity in education, our aim is to eliminate imbalances in academic outcomes for under-resourced pupils and improve social mobility. Strategies to further improve attendance and develop a love and talent for learning are carefully implemented. Raising aspirations through conscious cultural capital building and exposure to wider school experiences are prioritised to ensure our trust vision is realised.

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, particularly in Maths and English.

We will consider the challenges and complex needs faced by vulnerable pupils such as those who have a social worker and young carers. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

We consider the challenges faced by pupils who are, or are at risk of being persistently absent and have developed a robust attendance plan to raise attendance within these groups.

High-quality teaching is integral to raising the achievement of all pupils, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Our CDP programme is bespoke and driven by student and staff need, whilst being firmly influenced by current research and best practice. We are a reflective Academy and refer to the Trust core question '*how will things improve for our young people as a result of this?*' in everything we implement.

Our curriculum intent covers knowledge and understanding; skills and characteristics; careers and aspirations. All three are only possible if centred on a culture of positive relationships, where students know that school works in their interests-even when holding them to account for their behaviour.

Knowledge and understanding covers the subject specific content across the curriculum and is defined and sequenced with the help of the national curriculum and exam syllabi. Skills and characteristics includes both subject specific skills, and also the wider personal characteristics referenced in Skills Builder that we have embedded throughout the curriculum. Careers and Aspirations reflects the thread of careers guidance, extra-curricular activities and academic enrichment that provides signposts towards what students might choose to do in the future.

Key Objectives

- Improve outcomes for all pupils through high-quality teaching and targeted academic support. Specifically, to increase the % 5+ basics (English and Maths).
- Improve attendance, behaviour, engagement, and well-being.
- Reduce the literacy deficit and ensure all pupils have full access to the curriculum.
- Broaden the curriculum to meet the needs of the pupils so they can acquire the knowledge and cultural capital they need to succeed in life and are successful in their next steps to education, employment or training.

Challenges

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

Challenge number	Detail of challenge
1.	Nationally the gap between disadvantaged and non-disadvantaged students has widened post-covid. Many pupils arrive significantly below national average and we have an increase in the proportion of low attainers and a decrease in the proportion of high attainers.
2.	Attendance to school has not recovered to pre-covid levels. Nationally and locally, parental and pupil attitudes to attendance have changed. Pupil premium students have higher rates of absence and persistent absence compared to other pupils.
3.	Families are less likely to be able to afford classroom resources including uniform. Under-resourced students are less likely to engage with independent study, and often have limited access to technology. Some pupils arrive to school hungry and this affects their ability to concentrate. We must ensure our day has been 'poverty proofed'. Families are less likely to be able to afford costs associated with extra-curricular / offsite activities limiting students' capability to engage effectively with day-to-day schooling and access to cultural capital. Outside of school, pupils are often exposed to less cultural experiences in comparison to middle class peers, we must serve as engines of equity to ensure no pupils are disadvantaged. Children and young people are growing up in an increasingly complex world and living their lives seamlessly on and offline. This presents many positive and exciting opportunities, but also challenges and risks. In this environment, children and young people need to know how to be safe and healthy, and how to manage their academic, personal and social lives in a positive way.
4.	Many pupils arrive to SHV with a low level of literacy and numeracy. which impedes their learning and their confidence across many subject areas. Pupils with reading ages two years or more below their chronological age is significant; 35.8% of year 7, 52.2% of year 8 and 42.9% of year 9.
5.	Our data suggests that disadvantaged students have more of a fixed mindset, with little resilience and aspirations. They are less likely to persevere with more challenging tasks and lack self-regulation strategies. This can limit progress and ultimately significantly impact social mobility.

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
<p>1.Improved outcomes for pupil premium pupils particularly in the core subject areas. Improved matching of pupils achieving Grade 4+ and Grade 5+ in Maths and English</p>	<p>Narrow the gap for PP, securing a P8 score greater than -0.4 Increase the % 4+EM to 20%</p>
<p>2.Attendance There is demonstrable improvement in the attendance of PP pupils. Pupils have good attendance. They come to school on time and are punctual to lessons.</p>	<p>Sustained improved attendance measured by Overall absence rate is in-line with national (+/- 1%) Persistent absence rate is in-line national (+/- 1%) Term on term reduction of recorded late to lesson</p>
<p>3.Widening Opportunities Pupil premium pupils receive opportunities to learn off site and develop cultural capital alongside their peers. All Pupils at KS3 develop their social skills during family breakfast Pupils engage with a wide range of opportunities to nurture, develop and stretch talents and interests. All pupils are exposed to multiple 16-19 educational providers as well as universities. Provide a RSE, Health and PSHCE curriculum that enables students to become healthier, more independent and responsible members of society.</p>	<p>Pupil premium pupils have at least one opportunity to learn off site during the current academic year. Uniform, stationary and hunger are not a limiting factor to learning. Proportion of PP student uptake for extra-curricular and is similar to non-PP students. Increase in % of pupils who attend L3 courses at college/6th form and go on to university. Pupils have a greater sense of self- worth. Pupils Understand how society is organised and governed. They know about their rights and responsibilities.</p>
<p>4.Literacy: Reading, Writing and Oracy Pupils read widely and often, with fluency and comprehension appropriate to their age. Pupils increase their academic vocabulary in order to write and talk with purpose using tier 2 and 3 vocabulary</p>	<p>All pupils have a standard reading age score in-line with their chronological age. All subjects can demonstrate individual extended writing development that is discipline specific.</p>
<p>5.Attitudes to Learning Staff develop deep, authentic relationships with pupils, adopt an equity mindset and recognise the talents in all forms, in all pupils Pupils' attitudes to their education are positive and they recognise and take pride in their achievements.</p>	<p>PP representation at awards is at least 50%. Including, Brilliant breakfast, Achievement All Stars and Head Teacher award Behaviour ratios reflect at least a good statement for 90% of PP pupils BSU recidivism is reduced by 20% for PP pupils year on year</p>

<p>Pupils can apply metacognition to their learning both in lessons and have the tools to deepen their learning independently</p> <p>Pupils become more resilient in lessons and are able to better self-regulate</p> <p>Pupils have a greater appreciation for their learning</p> <p>Teacher feedback is effective and pupils respond positively</p>	<p>Pupils' application of assessments and exams improves, pupils attempt all questions, in particular the longer answer questions.</p> <p>SHV fundamental principles (what we do in lessons) are embedded throughout the Academy.</p> <p>Pupils who require reasonable adjustments are able to use them effectively.</p> <p>Pupils can articulate their learning in all subject areas.</p> <p>'green pen' improvements demonstrate that misconceptions are addressed.</p>
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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: £ [204,515]

Activity	Evidence that supports this approach	Challenge number(s) addressed
Retain a team of Lead Practitioners (LP) in core subjects to consistently demonstrate outstanding T&L and coach other staff	https://www.google.co.uk/amp/s/teacherhead.com/2021/01/28/time-to-replace-formal-observation-systems-with-instructional-coaching-for-everyone-cpd/amp/ https://my.chartered.college/impact_article/implementing-instructional-coaching-a-guide-for-school-leaders/	1
Deliver a programme of high quality CPD to all staff, to ensure that disadvantaged	https://d2tic4wvo1iusb.cloudfront.net/documents/guidance/Quality_Assurance_of_Teachers_Continuing_Professional_Development.pdf?v=1629119317	1
students experience quality first teaching.		

Develop a whole school approach to supporting literacy development	EEF https://d2tic4wvo1iusb.cloudfront.net/documents/guidance/Literacy_Development_Evidence_Review.pdf	1,3
Provide an appropriate curriculum for those disadvantaged students at risk of exclusion	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit	1,2,3,4,5
Develop on line capabilities including lesson delivery and support through teams and the use of school cloud for online parents evenings	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit	2
Provide literacy intervention training for the English department and the LSAs	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit	1,3

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

Budgeted cost: £ [120,354]

Activity	Evidence that supports this approach	Challenge number(s) addressed
Staff to deliver tutor time, lunch time and after school intervention club	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit https://www.gov.uk/government/publications/national-tutoring-programme-ntp/national-tutoring-programme-ntp#impact-of-ntp-in-the-2020-to-2021-academic-year	1
Staff to deliver holiday master classes	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit https://www.gov.uk/government/publications/national-tutoring-programme-ntp/national-tutoring-programme-ntp#impact-of-ntp-in-the-2020-to-2021-academic-year	1

Appoint additional cover supervisors to allow key staff to deliver intervention with key pupils and assign key pupils with mentors	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit https://www.gov.uk/government/publications/national-tutoring-programme-ntp/national-tutoring-programme-ntp#impact-of-ntp-in-the-2020-to-2021-academic-year	1,4
Purchase additional licences for maths whiz and run a comprehensive programme of intervention	Proof pack https://www.whizz.com/wp-content/uploads/Proof-Pack-2020-Whizz-Education.pdf	1,4
Extend the programme of Reading plus, lexia and reading mentors to encompass a wider audience at KS3	GL case study: Reading: Taking a rigorous approach to baselining and intervention	1,4
Purchase CAT4 testing to assess all pupils without KS2 data	GL assessment case studies: Using GL Assessment data with educators and leaders to drive high achievement	1,4
Provide residential revision weekend opportunity	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit	1,2,3,4,5

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

Budgeted cost: £ [72,131]

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Assign additional pastoral member to increase</i>	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit https://www.gov.uk/government/publications/securing-good-attendance-and-tackling-persistent-	2,3

<i>capacity and allow home visits by HOY to PA pupils</i>	absence/securing-good-attendance-and-tackling-persistent-absence	
<i>Develop 3-year attendance strategy. Including the leasing of an attendance car</i>	https://www.gov.uk/government/publications/securing-good-attendance-and-tackling-persistent-absence/securing-good-attendance-and-tackling-persistent-absence	2
<i>Provide all PP pupils with the correct equipment and support in costs of uniform where appropriate</i>	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit	3,5
<i>Subsidise extra-curricular activities, including trips and music lessons</i>	https://researchschool.org.uk/norwich/news/socio-cultural-capital-what-is-it-and-why-should-we-think-about-it	5
<i>Facilitate drama club at lunch times and after school</i>	https://researchschool.org.uk/norwich/news/socio-cultural-capital-what-is-it-and-why-should-we-think-about-it	5
<i>Provide counselling opportunities to negate the excessive waiting lists through CAMS</i>	https://www.gov.uk/government/publications/covid-19-mental-health-and-wellbeing-surveillance-report	2,3,5

Total budgeted cost: £ 397,000

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Headline figures

Category	Measure	2019 Results	2023 Results	2023 National data	2024 Results	2024 National data
All	Average Attainment 8 Grade	3.82	3.87	4.62	4.09	4.63
	P8	-0.4	-0.71	-0.03	-0.05	0.01
	Students Achieving 9-5 in English and Maths	27.70%	27%	45%	50%	45.7
	Students Achieving 9-4 in English and Maths	46.40%	48%	64.8%	63.2%	65.7
PP	Average Attainment 8 Grade	3.51	3.31	3.49	3.69	3.75
	P8	-0.5	-1.14	-0.57	-0.18	-0.43
	Students Achieving 9-5 in English and Maths	20.70%	17.10%	25%	42.9%	29.2
	Students Achieving 9-4 in English and Maths	35.60%	35.70%	43.1%	52.9%	48%

Reading Age (years gained)

	Year 7		Year 8		Year 9	
	All	PP	All	PP	All	PP
Reading Plus (levels gained)	0.83	0.86	0.46	0.47	0.27	0.27
Lexia (units gained)	48.2	45.5	52.99	53.47	41.91	41.01
SWITCH ON			1.9	1.9		

Attendance Headlines

Attendance Figures 23/24				
Group	SHV	National	North East	FSMQ5
All	88.2%	90.8%	89.9%	84.6%
FSM6	84.4%	85.4%	84.2%	81.4%
Non-FSM	92.2%	92.8%	92.6%	88.9%

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year

Programme	Provider
KS3 & KS4 maths intervention	Maths-Watch
KS3 reading intervention	Lexia, Reading plus, Reading leaders, Switch-on
Science intervention	Educake
MFL intervention	Duolingo

