

# Pupil premium strategy statement – SAIL 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	79
Proportion (%) of pupil premium eligible pupils	48%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended – you must still publish an updated statement each academic year</b> )	September 2023–August 2026
Date this statement was published	July 2024
Date on which it will be reviewed	July 2024
Statement authorised by	Elisa Entwistle
Pupil premium lead	SENCo
Governor / Trustee lead	Penny Marland

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£33,570
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>	£28,236
Pupil premium funding carried forward from previous years ( <i>enter £0 if not applicable</i> )	£0
<b>Total budget for this academic year</b>	<b>£61,806</b>

# Part A: Pupil premium strategy plan

## Statement of intent

At SAIL Academy, we aspire to build safe and independent lives for all pupils through support, understanding and enablement. Our intention and commitment is that all our pupils, irrespective of their background or the challenge they face, make good progress and achieve well.

As a school, we are able to determine how best to use the pupil premium grant to support pupils and raise education attainment; we create an overall package of support aimed to tack a range of barriers as specified within the plan. Quality first teaching is at the heart of our approach 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. Implicit in the intended outcomes detailed below, is the intention that disadvantaged pupils' attainment will be sustained and improved. This will include closing the gap caused by school closures for all pupils.

### **Principles:**

- We ensure that teaching and learning opportunities meet the needs of all pupils
- We ensure that appropriate provision is made for all our pupils
- Pupil Premium funding will be allocated following a needs analysis which will identify priority classes, groups or individuals.

### **Objectives:**

- To ensure pupils are challenged in the work that they're set
- To act early to intervene at the point need is identified
- To scaffold learning effectively to ensure all pupils achieve the same outcomes
- To improve pupils' confidence and self-esteem. Pupils will be able to self-regulate their emotions and build positive relationships
- Provide opportunities for all pupils to participate in enrichment activities including learning outside the classroom and in sport
- To support pupils with extended curriculum and recovery time during holiday periods.

## Challenges

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

Challenge number	Detail of challenge
1	Gaps in learning within the core curriculum internal assessments indicate that attainment in the core subjects is low and mostly below age related expectations.
2	Phonics and early reading. Pupils enter school significantly below the expected standard and insecure with segmenting and oral blending.
3	Learning beyond the classroom. Pupils join the school with limited experiences outside of school. This reflects in their understanding of the world, speech and language and vocabulary used in writing.
4	Emotional, social and behavioural issues. Significant emotional, social and environmental needs of pupils affect their ability to regulate their emotions and be successful in and outside of school.
5	Attendance data demonstrates that attendance among pupils is lower than national averages.

## 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 reading, writing and mathematics attainment.	<p>Ensure that all pupils' starting points at SAIL are accurately baselined and assessed on the assessment milestones.</p> <p>All pupils progress towards making at least the expected progress measure the school sets, so that attainment improves and gaps narrow year on year.</p>
Phonics and early reading attainment improves and that all pupils leave the primary phase secure with letter sounds, segmenting, and oral blending.	<p>The school appoints a reading lead.</p> <p>The school embeds Read Write Inc. (a synthetic phonics programme) across the primary phase.</p> <p>Staff receive RWI. training and are trained and confident in delivering RWI. All staff take part in further RWI. CPD through development days with the RWI. specialist consultant.</p> <p>Further reading sessions and phonics masterclasses are delivered by the reading</p>

	<p>lead, including providing families with a reading workshop annually.</p>
<p>Improve enrichment and school opportunities for all pupils.</p>	<p>All pupils take part in enrichment experiences within the curriculum and beyond on a regular basis.</p> <p>Pupils experience school trips and visitors visiting the school.</p> <p>Pupils have access to daily extracurricular clubs / activities.</p> <p>Pupils take part in sports teams and inter-school competitions i.e. sports day.</p>
<p>Families feel supported to engage with their child's learning and discuss concerns with staff.</p>	<p>Families engagement and support will be improved through:</p> <ul style="list-style-type: none"> <li>• Families consultation evenings</li> <li>• Curriculum workshops to support their child with their learning (e.g. phonics)</li> <li>• School events – year 11 leavers' ceremony</li> <li>• Receiving regular communication via the newsletters, email, text and the school website.</li> </ul> <p>Families and all pupils receive an annual review of their child's EHCP with the school's SENCo.</p> <p>Pupil and families questionnaires will highlight the impact of support and areas of concerns and development.</p>
<p>Pupil aspirations increase and there is a developed awareness of how to create an appropriate safe environment where emotions are dealt with and managed appropriately through an effective behaviour management policy.</p>	<p>Pupils can manage their feelings more appropriately.</p> <p>Behaviour and resilience for learning is evident for pupils which is underpinned by the zones of regulation.</p> <p>Pupils are able to manage their feelings more appropriately using the zones of regulation.</p> <p>The whole school community will have a greater awareness of the school expectations and values.</p> <p>Implementation of pastoral managers within the staffing structure and specific staff training on specialist SEN behaviour.</p>
<p>To ensure the attendance of pupils is in line with those of peers, reducing the proportion classed a persistent absentee.</p>	<p>Close the gap between whole school and national attendance.</p> <p>Reduce the proportion of pupils classed as persistent absentees or those who are classed as severe absence.</p> <p>Where attendance becomes a concern,</p>

	intervention and support from the safeguarding team and pastoral managers will demonstrate a rapid improvement.
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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: £15,311

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Quality first teaching to accelerate progress in order to support recovery.</p> <p>Strategically planned CPD programme linked to priorities on the school development plan.</p> <p>Experienced senior leaders to provide additional support / teaching, coaching, and mentoring in targeted year groups.</p>	<p>Evidence suggests that teacher quality is among the most important determinants of educational achievement (Coe et al., 2020; Hattie, 2009; Burgess, 2016; Allen et al. 2016), second only to pupil background (OECD, 2015).</p> <p>Ensuring every teacher is supported in delivering high-quality teaching is essential to achieving the best outcomes for all pupils.</p>	1
<p>Strengthening teachers' practice by drawing on the science of learning and cognitive theory.</p>	<p>The average impact of metacognition and self-regulation strategies is an additional seven months' progress over the course of a year (EEF).</p> <p>Metacognition and self-regulation   EEF (<a href="http://educationendowmentfoundation.org.uk">educationendowmentfoundation.org.uk</a>)</p>	1
<p>Staff will spend time within the lesson to prioritise feedback to pupils through the use of verbal and live marking to celebrate success and respond to misconceptions.</p>	<p>Providing feedback is well-evidenced and has a high impact on learning outcomes. It tends to focus on the task, subject and self-regulation strategies: it provides specific information on how to improve. Greater impact is seen when feedback is delivered by teachers – studies of verbal feedback show slightly higher impacts overall.</p> <p>Feedback   EEF (<a href="http://educationendowmentfoundation.org.uk">educationendowmentfoundation.org.uk</a>)</p>	1
<p>Effective assessment to support identification of gaps in learning.</p>	<p>Effective and reliable on-going formative assessment will 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.</p>	1

	<a href="https://educationendowmentfoundation.org.uk/public/files/Publications/Covid-19_Resources/Covid-19_support_guide_for_schools.pdf">https://educationendowmentfoundation.org.uk/public/files/Publications/Covid-19_Resources/Covid-19_support_guide_for_schools.pdf</a>	
Effective implementation of a DfE validated Synthetic Phonics programme to secure stronger phonics teaching for all pupils.	<p>Effective implementation of a phonics programme at primary will enable all pupils to make progress towards being secure with phonics. Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-l">https://educationendowmentfoundation.org.uk/education-evidence/teaching-l</a></p>	2

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

Budgeted cost: £12,925

Activity	Evidence that supports this approach	Challenge number(s) addressed
Provide pupils with additional, targeted school support and recovery during school holidays.	<p>Additional, small group tuition has an average impact of four months additional progress over the course of a year (EEF).</p> <p>Small group tuition   EEF (educationendowmentfoundation.org.uk)</p>	1

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

Budgeted cost: £33,570

Activity	Evidence that supports this approach	Challenge number(s) addressed
Improve attendance of pupils by monitoring attendance and working with pupils and their families to promote good attendance.	<p>The persistent absence is above the national average. Attendance of identified pupils has improved previously through careful monitoring and intervention. The safeguarding officer, SENCo and pastoral managers will work closely with families and develop strong relationships.</p> <p>Working with Parents to Support Children's Learning   EEF (educationendowmentfoundation.org.uk)</p>	5
Provide additional pastoral support and	The inclusion team, comprising of the headteacher, the safeguarding officer, SENCo, pastoral managers and therapy team, identify and support	4

therapy for identified pupils.	<p>pupils who need extra help in overcoming barriers to learning. The self-esteem and motivation of targeted pupils in learning situations will be improved. All adults are proactive in supporting pupils to enable them to reach their full potential.</p> <p>Increased communication between school support systems results in a consistent approach.</p> <p>Improving Social and Emotional Learning in schools   EEF (educationendowmentfoundation.org.uk)</p>	
Curriculum focus on time allocated to, the social and emotional learning and wellbeing of pupils.	<p>To implement Thrive and ELSA approaches, by training the pastoral managers and additional staff members, will evidence impact throughout the school.</p> <p>A named staff member and pastoral managers to provide targeted support for pupils during unstructured time to reduce the number of behaviour incidents during breaks and lunchtime and suspensions.</p> <p>Evidence from the EEF's Teaching and Learning Toolkit suggests that effective social and emotional learning can lead to learning gains of +4 months over the course of a year.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</a></p>	4
Enrichment / extra-curricular provision.	<p>Further promote enrichment opportunities across the curriculum for pupils to ensure they can access cultural opportunities. Physical activity has important benefits in terms of health, wellbeing and physical development. There is some evidence that involvement in extra-curricular sporting activities may increase pupil attendance and retention.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/physical-activity">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/physical-activity</a></p>	3

**Total budgeted cost: £61,806**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

This is not applicable as the school is a new school.

### 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.*

<b>Programme</b>	<b>Provider</b>
CPOMS Safeguarding and wellbeing solutions for schools	A Raptor Technologies Company
Arbor	Arbor Education
Mathletics	3P Learning
Literacy Shed	Shed Ed
Key stage 4 examinations providers	Pearson Edexcel / AQA