

# Pupil premium strategy statement – SAIL Academy 2024-27

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	82
Proportion (%) of pupil premium eligible pupils	48%
Academic year/years that our current pupil premium strategy plan covers	September 2024–August 2027
Date this statement was published	December 2024
Date on which it will be reviewed	December 2024
Statement authorised by	Matt Sambrook
Pupil premium lead	SENCo
Governor / Trustee lead	Penny Marland

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£30,570
Pupil premium funding carried forward from previous years	£0
<b>Total budget for this academic year</b>	<b>£30,570</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 and families affect the pupils' 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 new 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 embeds Read Write Inc. (a synthetic phonics programme) across the primary phase and the use of Fresh Start in secondary.</p> <p>All Staff receive RWI or reading specific training relative the age group taught and are all trained and confident in delivering this. All staff take part in on-going RWI and reading specific CPD through development days with the RWI, specialist consultant and school reading lead.</p>

	<p>Further reading sessions and phonics masterclasses are delivered by the reading lead, including providing families with reading workshops.</p>
<p>Improve enrichment and school opportunities to be available 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 extracurricular clubs / activities daily.</p> <p>Pupils take part in sports teams and inter-school competitions i.e. sports day.</p> <p>Learning outside the classroom is provided for all students as an integrated part of the curriculum to enhance opportunities and access and support on-going social skills and relational development.</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 pupils all receive termly updates on progress as well as the 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, which will be used to action further development and changes.</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>

	Implementation of pastoral leads within the staffing structure and specific staff training on specialist SEN behaviour.
To ensure the attendance of pupils is in line with those of peers, reducing the proportion classed a persistent absentee.	<p>New policies and processes are in place to ensure clarity of focus and rigorous response and intervention.</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, intervention and support from the safeguarding team will demonstrate a rapid improvement.</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: £0 (supported by Base Funding)

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Rigorous and systemised focus on 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</p>	1

	( <a href="https://educationendowmentfoundation.org.uk">educationendowmentfoundation.org.uk</a> )	
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.	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.  Feedback   EEF ( <a href="https://educationendowmentfoundation.org.uk">educationendowmentfoundation.org.uk</a> )	1
Effective assessment to support identification of gaps in learning.	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.  <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>	1
Effective implementation of a DfE validated Synthetic Phonics programme to secure stronger phonics teaching for all pupils.	Effective implementation of the 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.  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-l">https://educationendowmentfoundation.org.uk/education-evidence/teaching-l</a>	2

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

Budgeted cost: £0 (supported by Base Funding)

Activity	Evidence that supports this approach	Challenge number(s) addressed
Provide pupils with additional, targeted school support, intervention and recovery through 1-1, group and additional session input	Additional, small group tuition has an average impact of four months additional progress over the course of a year (EEF).  Small group tuition   EEF ( <a href="https://educationendowmentfoundation.org.uk">educationendowmentfoundation.org.uk</a> )	1

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

Budgeted cost: £30,570

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Improve attendance of pupils by monitoring attendance and working with pupils and their families to promote good attendance.</p>	<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 relationship.</p> <p>Working with Parents to Support Children's Learning   EEF (<a href="http://educationendowmentfoundation.org.uk">educationendowmentfoundation.org.uk</a>)</p>	<p>5</p>
<p>Provide additional pastoral support and therapy for identified pupils.</p>	<p>The inclusion team, comprising of the headteacher, the safeguarding officer, SENCo, pastoral managers and therapy team, to identify and support 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 (<a href="http://educationendowmentfoundation.org.uk">educationendowmentfoundation.org.uk</a>)</p>	<p>4</p>
<p>Curriculum focus on time allocated to, the social and emotional learning and wellbeing of pupils.</p>	<p>The Thrive approach, evidence and 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 at identified times</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>	<p>4</p>
<p>Enrichment / extra-curricular provision.</p>	<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>3</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>	
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**Total budgeted cost: £30,570**



## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

The pastoral team, supported by the attendance officer, has closely monitored attendance and collaborated with pupil premium families to address barriers to regular school attendance. Support was delivered through home visits and various communication channels. Additional interventions included hosting workshops, conducting parent meetings, and coordinating with external support agencies to ensure a holistic approach.

The Behaviour Support Practitioners have made a significant impact by working alongside class teachers to identify the underlying causes of behaviours that challenge us and environmental triggers. This collaborative approach led to the development and consistent implementation of tailored behaviour support plans. Targeted training was provided for teaching staff to ensure effective execution. For identified students, personalised learning pathways were established, including individualised timetables that incorporated external provisions, specialist resources, and one-to-one intervention programmes delivered by mentors, teaching assistants, and teaching staff.

In the summer term, a total of 28 examinations, ranging from Entry Level and Functional Skills to GCSEs, were completed. Of these, 23 qualifications were successfully achieved, representing an 82% pass rate. These qualifications will play a crucial role in supporting students as they progress to the next stages of their lives.

The school has demonstrated a strong commitment to improving literacy by appointing a dedicated reading lead and embedding the Read Write Inc. (RWI) synthetic phonics programme across the primary phase. All relevant staff have received comprehensive RWI training, equipping them to deliver the programme effectively. Ongoing professional development is ensured through regular development days with an RWI specialist consultant. To strengthen home-school collaboration, families were invited to participate in a reading workshop focused on supporting literacy development at home.

To enrich learners' experiences, identified students participated in a wide range of activities within and beyond the curriculum. Partnerships, such as those with the Wiltshire Outdoor Learning Trust (WOLT), provided regular opportunities for enrichment. These activities included school trips, visits from external speakers such as local police officers, and other engaging experiences.

Family engagement has been a central focus, with initiatives designed to strengthen the partnership between school and home. Key activities included:

- **Family consultation evenings** to discuss progress and provide support.
- **Curriculum workshops**, such as phonics sessions, to empower families to support learning at home.
- **Special events**, celebrating school achievements and themed days.
- **Regular communication** through newsletters, emails, texts, and updates on the school website.

Looking ahead, the Pupil Premium Strategy for 2024/2025 will continue to prioritise addressing key barriers to achievement for disadvantaged learners. The focus will remain on ensuring they receive the necessary support to thrive both academically and socially.

## 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