

# SAIL Academy - Pupil premium strategy statement – 2024-27

Before completing this template, read the Education Endowment Foundation's [guide to the pupil premium](#) and DfE's [pupil premium guidance for school leaders](#), which includes the 'menu of approaches'. It is for school leaders to decide what activity to spend their pupil premium on, within the framework set out by the menu.

All schools that receive pupil premium are required to use this template to complete and publish a pupil premium statement on their school website by 31 December every academic year.

If you are starting a new pupil premium strategy plan, use this blank template. If you are continuing a strategy plan from last academic year, you may prefer to edit your existing statement, if that version was published using the template.

Before publishing your completed statement, delete the instructions (text in italics) in this template, and this text box.

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	114
Proportion (%) of pupil premium eligible pupils	52.7
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> )	2024-2027
Date this statement was published	December 2025
Date on which it will be reviewed	December 2026
Statement authorised by	Matt Sambrook
Pupil premium lead	Dan Goldstraw
Governor / Trustee lead	Penny Marland

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£54,730
Pupil premium funding carried forward from previous years <i>(enter £0 if not applicable)</i>	£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>	£54,730

# 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 tackle 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 significant experience of school absence or non-attendance

### 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 due to often highly disrupted educational experiences prior to entering the school. Internal assessments indicate that attainment in the core subjects is low and mostly below or well 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 with a significant proportion of students coming onto the school role with a specific, emotionally based school attendance (EBSA) issue

## 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.	<ul style="list-style-type: none"> <li>All pupils' starting points at SAIL are accurately baselined and assessed with any specific barriers identified and planned for individually</li> <li>All pupils are making at least the expected progress measure the school sets, so that attainment improves and gaps narrow year on year.</li> </ul>
Phonics and early reading attainment improves rapidly. <ul style="list-style-type: none"> <li>All pupils leave the primary phase secure with letter sounds, segmenting, and oral blending.</li> <li>All pupils leave the secondary phase with the functional skills required (and recognised through qualification) to enable them to successfully access the next stage of their education.</li> </ul>	<ul style="list-style-type: none"> <li>The school is highly effective in its teaching of reading with fully trained, embedded Read Write Inc. provision (a synthetic phonics programme) across the primary phase, the use of Fresh Start in secondary and targeted for provision packages for students with bigger barriers as a result of specific learning difficulties.</li> <li>Reading sessions and phonics masterclasses are delivered by the reading lead, including providing families with reading workshops.</li> </ul>
Further develop enrichment and Personal development opportunities to be available for all pupils.	<ul style="list-style-type: none"> <li>All pupils take part in enrichment experiences within the curriculum and beyond on a regular basis.</li> <li>Pupils experience regular school trips and visitors visiting the school.</li> <li>Pupils take part in sports teams and inter-school competitions i.e. sports day.</li> <li>Learning outside the classroom is provided for all students as an integrated part of the curriculum to enhance opportunities and access and support on-</li> </ul>

	going social skills and relational development.
Families feel well supported and are able to regularly engage with their child's learning and discuss any concerns with staff if they arise.	<p>Family engagement and support will be provided 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>• Year 9 options events supporting choice making and understanding about qualifications</li> <li>• School events – termly celebration assemblies and annual events like the year 11 leavers' ceremony</li> <li>• Regular communication via the newsletters (weekly), the school newspaper (termly) and on-going communication through email, text and the school website.</li> </ul> <p>Families and pupils all receive termly updates on progress (through termly reports) as well as the annual review of their child's EHCP with the school's SENCo.</p> <p>Pupil and families questionnaires highlight the impact of support and areas of concerns and development, which will be used to action further development and changes.</p>
Pupils are increasingly effective at managing their emotions and behaviours and have the support to develop their skills and understanding and address issues and barriers	<ul style="list-style-type: none"> <li>• A highly effective relational behaviour policy is in place, for which all staff are trained to implement effectively</li> <li>• All staff are Thrive trained and use thrive as a tool for monitoring, tracking and supporting individual and group need</li> <li>• Pupils can manage their feelings with increasing effect, the longer they are in school.</li> <li>• Increased positive behaviour and resilience is evident for pupils which is underpinned by the school approach, process and practice</li> <li>• The whole school community have strong awareness of the school expectations and values and are highly supportive of the school</li> </ul>
To improve attendance of pupils so it is increasingly in line with those of peers, reducing the proportion classed as persistent absentee.	<ul style="list-style-type: none"> <li>• Policies and processes are in place to ensure clarity of focus and rigorous response to absence</li> <li>• Interventions are used in a targeted and individualised way as and when needed.</li> <li>• The gap between whole school and national attendance continues to be closed</li> </ul>

	<ul style="list-style-type: none"> <li>The proportion of pupils classed as persistent absentees or those who are classed as severely absent has decreased</li> </ul>
--	----------------------------------------------------------------------------------------------------------------------------------------------------------------------

## 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: £10,000

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 (<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</p>	1

	<p>feedback show slightly higher impacts overall.</p> <p>Feedback   EEF (educationendowmentfoundation.org.uk)</p>	
Effective assessment to support identification of gaps in learning.	<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> <p><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></p>	1
Effective implementation of a DfE validated Synthetic Phonics programme to secure stronger phonics teaching for all pupils (alongside additional targeted individual support and overlearning)	<p>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.</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: £15,000

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 (focused on reading, oracy and social and emotional aspects of learning)	<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>	2 and 4

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

Budgeted cost: £29,730

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Improve attendance of pupils by monitoring attendance and direct working with pupils and their families to promote good attendance.</p>	<ul style="list-style-type: none"> <li>• The persistent absence is above the national average. Attendance of identified pupils has improved previously through careful monitoring and intervention.</li> <li>• The pastoral deputy headteacher, SENCo and pastoral managers will work closely with families to develop strong relationships and address underlying issues and barriers.</li> </ul> <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 and targeted pastoral and therapy for pupils.</p>	<ul style="list-style-type: none"> <li>• The inclusion and pastoral team, led by Pastoral Deputy and SENCo alongside pastoral managers and therapy team, identify and support pupils who need extra help in overcoming barriers to learning.</li> <li>• The Pastoral managers are lead Thrive practitioners who run group and 1-1 Thrive sessions across the school to target social and emotional needs (this is tracked and responded to on and on-gong basis)</li> <li>• The new OT, SaLT and therapy assistant rigorously review and assess students to provide programmes and support to provide an enhanced, integrated therapy model to address EHCP needs and wider barriers to learning</li> <li>• Music therapist and counsellor work with individual pupils to target needs</li> <li>• Staff have enhanced training and learning support through the pastoral and therapeutic team to build their skills and understanding to enhance quality of day to day input.</li> <li>• All adults are proactive and work in collaboration to support pupils to enable them to reach their full potential.</li> </ul> <p>Improving Social and Emotional Learning in schools   EEF (<a href="http://educationendowmentfoundation.org.uk">educationendowmentfoundation.org.uk</a>)</p>	<p>4 and 5</p>

<p>There is a strong and enhanced curriculum focus and time allocated to, the social and emotional learning and wellbeing of pupils.</p>	<ul style="list-style-type: none"> <li>• The school has a rigorous and effective relational behaviour policy – where staff are provided with on-going training and coaching to apply this effectively</li> <li>• All students have an enhanced PSHE/ citizenship offer – mapped into their curriculum offer, led by PSHE specialists and a rigorously mapped curriculum</li> <li>• All staff are Thrive trained and emotion coaching trained – and their skills are utilised on a daily basis and given on-going support</li> <li>• The Pastoral managers are lead Thrive practitioners who run group and 1-1 Thrive sessions across the school to target social and emotional needs (this is tracked and responded to on and on-gong basis)</li> <li>• We have two emotion coaching trainers on staff</li> </ul> <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 opportunities and enhanced provision.</p>	<ul style="list-style-type: none"> <li>• All pupils have integrated outdoor learning within their curriculum – led by outdoors specialists who are able to provide broad and specific opportunities to address the needs of the diverse cohort intakes</li> <li>• A new Personal development framework enables integrated and enhanced opportunities for breadth and enrichment</li> <li>• A targeted focus on careers provides regular internal and external opportunities for students to experience possibilities for future employment and experienced which they would otherwise not have had</li> <li>• Regular sporting opportunities are both internally and externally are provided where students can be part of a team and represent the school in sporting tournaments</li> </ul>	<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>	
--	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--

**Total budgeted cost: £54,730**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

#### Year 1 strategy progress

##### Overview of disadvantaged pupil performance (improvements in reading, writing and maths)

Targeted support and personalised pathways ensured that all Year 11 pupils left with an accredited qualification in 2025. Across Functional Skills and Entry Level courses, every student achieved at least one recognised outcome, including passes in Entry Level 3 Science and Maths and successful completions in English and Maths Functional Skills.

End of Key Stage 2 outcomes show that the majority of pupils made at least expected progress, with strong performance in both Reading and Writing. The majority of pupils made at least expected progress, with 69% in Reading, 66% in Writing achieving benchmark or above-benchmark progress.

At Key Stage 3, outcomes indicate that clear groups of pupils achieved above-benchmark progress in Reading and Writing, with further learners meeting expected progress across all subjects. Maths has been identified as a focus area for this group in 2025-26.

In addition, end-of-year outcomes for pupils on the Inspire pathway show that a clear cohort of learners achieved above-benchmark progress in both Reading and Maths, with further groups meeting expected progress across all areas, demonstrating the positive impact of targeted intervention and pathway-specific support across the school.

##### Reading (phonics and early reading improvements)

Significant development took place in phonics and early reading with the implementation of a new reading strategy, significant additional training and targeted focused pupil work.

56% of our current disadvantaged pupils were on roll throughout 2025 to have their data benchmarked then tracked within the year.

Of which, 33% made accelerated progress within the year between 2y 6m and 7y 6m as a result of additional provision for reading decoding, fluency, comprehension or resilience to read.

The most impact on progress has resulted from consistent focussed interventions including Precision Teaching of sight reading; Regular Phonics teaching and tracking of small steps to inform next learning; the introduction of non-fiction Read Write Inc and Fresh Start programme resources with KS3 pupils. All of these reading programmes are in addition to normal English reading, writing and spoken language core learning lessons.

All pupils have made progress, however where this was reduced progress or where the pupils were still unable to read above the Year 2 Reading Age. As a result we introduced Nessy Dyslexia Screening. Of the 54 FSM pupils on roll 29 = 53% have been flagged for dyslexia screening. So far 15/29, 50% have been tested and shown to have moderate to high dyslexia traits (due to high correlation of ADHD/ASD and dyslexia). As such the school is using the evidence of the accelerated success with Precision Teaching of sight words to advance this programme across the school with all less able readers; specifically targeting our disadvantaged readers through the redeployment of 2 TAs to specific reading intervention sessions.

Further develop enrichment and Personal development opportunities to be available for all pupils.

- Significant development and progression in Gatsby Benchmarks (see Gatsby reports)
- Broad and enhanced careers offer (mapped into curriculum and PSHE offer) which also includes:
  - ✓ Investment in Unifrog, an online platform designed to help students explore career pathways, further education options, and apprenticeship opportunities.
  - ✓ Integration of this provide access to comprehensive tools and resources, including up-to-date local and national Labour Market Information, enabling pupils to understand employment trends, growth sectors, and future skills demands.
  - ✓ Enhanced PD offer to provide regular trips, enrichment and engagement beyond the school and within the immediate and wider community (mapped against the curriculum and historical opportunity gaps of students)

As a result:

- All pupils take part in enrichment experiences within the curriculum and beyond on a regular basis.
- Pupils experience regular school trips and visitors visiting the school (see PD framework)
- Pupils take part in sports teams and inter-school competitions. This has included sports day the development of two school football teams and attendance at a range of other external sporting tournaments such as dodge ball
- 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. This has also included children all secondary aged children achieving a number of certificates recognising their skill development e.g. canoeing, archery etc. All year 10s and 11s took part in the Duke of Edinburgh awards, with all year 11s having achieved both bronze and Silver when they left the school at the end of the year.

Families feel well supported and are able to regularly engage with their child's learning and discuss any concerns with staff if they arise.

- Level of satisfaction and positive feedback for the school has risen significantly in the last year as recognised in termly parental questionnaires)
- Regular families consultation evenings have taken place to provide further information or discuss aspects of the school
- Curriculum workshops to support children with their learning (e.g. phonics) and pastoral coffee mornings took place throughout the year
- The school held its first Year 9 options events supporting choice making and understanding about qualifications
- School events – termly celebration assemblies and annual events like the year 11 leavers' ceremony took place and were increasing well attended and positively received as the year progressed
- Regular communication via the newsletters went out (weekly), the school newspaper, the current went out termly (termly) alongside on-going communication through email, text and the school website.

To improve attendance of pupils so it is increasingly in line with those of peers, reducing the proportion classed a persistent absentee.

- Updated policies and processes are in place to ensure clarity of focus and rigorous response to absence
- Interventions were used in a targeted and individualised way as and when needed.
- The gap between whole school and national attendance has decreased
- The proportion of pupils classed as persistent absentees or those who are classed as severely absent has decreased
  - **6.17% increase** in overall attendance compared to the previous year
  - **3.64% decrease** in persistent absence compared to the previous year
  - **2.64% decrease** in unauthorised absence compared to the previous year

## 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
CPOMS Safeguarding and wellbeing solutions for schools	A Raptor Technologies Company
Arbor	Arbor Education
Mathletics	3P Learning
Literacy Shed	Shed Ed
Nessy	Nessy Learning
Key stage 4 examinations providers	Pearson Edexcel / AQA / NCFE

## 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***

We use SPP to fund:

- Counselling and therapeutic support for the social and emotional needs of our service children
- Targeted intervention which can include 1-1 support and enhanced reading provision
- Trips, activities and enhanced learning opportunities

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

Parents reported benefits in managing the emotional needs of their children and pupils

became more settled in class and more focused on learning.