

Pupil premium strategy statement – Sacriston Academy

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	190
Proportion (%) of pupil premium eligible pupils	42.11
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)	2025 – 2028
Date this statement was published	November 2025
Date on which it will be reviewed	September 2026
Statement authorised by	Louise Parks
Pupil premium lead	Jemma Smith
Governor / Trustee lead	Tracy Pizl

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£120, 315
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£120, 315

Part A: Pupil premium strategy plan

Statement of intent

As a school and a Trust, we are committed to ensuring that *every child experiences excellence every day*. This means providing consistently high-quality teaching, nurturing environments, and opportunities that enable all pupils—especially those from disadvantaged backgrounds—to thrive academically, socially, and emotionally.

We are working to support disadvantaged pupils in all areas of their education. This starts from the moment that they arrive in our school community. Our aim is that every disadvantaged pupil will achieve at least as well as their peers and have every opportunity to excel.

We have looked at our context carefully, for example, 67% of pupils fall within the top 3 deciles on the IDACI and almost all pupils are within the top 5 deciles. Some disadvantaged pupils face many and complex barriers in during their time with us which make effective learning very difficult. Other pupils have very specific needs and others, have few barriers at all. In order to overcome these barriers, we prioritise high-quality teaching, early identification and intervention, targeted SEMH support, and enrichment opportunities that build pupils' character development.

Our objectives are:

- to narrow the attainment gap between disadvantaged and non-disadvantaged pupils
- to improve attendance for disadvantaged pupils to enable them to access high quality teaching on a daily basis
- to support our children's health and wellbeing to enable them to access learning at an appropriate level
- to enable children to experience a wealth of enrichment experiences to widen their horizons and unlock future opportunities.

We aim to do this through:

- focusing on ensuring pupils access high quality teaching, alongside targeted intervention based on rigorous tracking and careful use of assessment, in order to close attainment gaps in reading, writing and mathematics
- investment in ensuring enrichment programmes are inclusive for all and allow for the development of character and high aspirations
- prioritising SEMH support, early identification of needs, and strong safeguarding and pastoral systems to promote wellbeing and readiness to learn.

Challenges

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

Challenge number	Detail of challenge
1	Some disadvantaged pupils currently lag behind their peers in reading, writing, and maths compared to their non-pupil premium peers, creating a gap in knowledge and skills.
2	Some children enter our Early Years provision with poor school readiness, including significant speech and language difficulties and social skills, creating early learning deficits. Despite interventions, this persists into KS1 for some children, and they need continued support to develop as confident speakers who are able to express themselves clearly and with an appropriate range of vocabulary for their age.
3	Some pupils struggle to attend regularly, and some are persistently absent which hinders the progress they can make.
4	Pupils face significant challenges in their lives and have social, emotional, and mental health which impacts on engagement, behaviour and progress. As a consequence, pupils have low expectations of themselves and low aspirations for their futures.
5	Some pupils have low participation in enrichment activities and wider school life, limiting their access to personal and social and well-being development opportunities. Some pupils do not have access to a healthy diet which impacts on their general well-being.
6	Sometimes parental engagement is too low, reducing the effectiveness of home learning and support for some school initiatives.

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
1	Disadvantaged pupils will make expected or better progress in reading, writing and mathematics to close gaps in knowledge and skills.	Consistent high-quality teaching and effective use of assessment for learning strategies will support pupils' knowing and remembering key knowledge and skills. Disadvantaged pupils will show sustained achievement improvements in all areas across school.

		<p>Gap will close between disadvantaged and non-disadvantaged in all areas. Closing gap will be shown in termly data.</p> <p><i>Evidence: termly assessment data, end of year/end of KS2 outcomes, MTC, Progress meetings</i></p> <p><i>Responsibility: PP Lead</i></p> <p><i>Challenge & Review: SLT to scrutinise termly reports</i></p>
2	Children will have stronger speech, language and communication skills enabling them to access the curriculum.	<p>Well planned and highly effective interactions between adults and children will support children's speech and language development. The EYFS environment will be language rich.</p> <p>EYFS profile data will indicate improved outcomes in Communication & Language and Personal, Social & Emotional Development compared to previous cohorts.</p> <p>Children participating in early intervention programmes demonstrate measurable improvement in language development and social interaction.</p>
3	Identified pupils' attendance will show improvement because of swift and targeted support, and, therefore, persistent absence will reduce.	<p>Actions will be appropriate and individualised and follow our embedded attendance routines and procedures.</p> <p>Overall attendance of disadvantaged cohort will show an upward trend over time overall and for individual pupils.</p> <p>Overall attendance of disadvantaged cohort will be line with the national average or above.</p> <p>Rates of persistent absence for disadvantaged pupils will decrease over time overall and individual pupils.</p> <p>Weekly and termly tracking will show the gap between disadvantaged and non-disadvantaged narrowing.</p>

4	<p>Pupils with social, emotional, and mental health needs receive effective support so they can engage positively with learning and make improved levels of progression throughout the curriculum.</p> <p>Pupils will have exposure to widened enrichment opportunities and aspirations will be raised.</p>	<p>Targeted SEMH interventions show positive impact on engagement and attainment.</p> <p>Multi-agency working will take place where appropriate.</p> <p>Increased social and cultural exposure through educational visits and visitors into school.</p> <p>Pupils will be exposed to different career possibilities.</p>
5	<p>The levels of participation for pupil premium pupils in enrichment activities and wider school life will increase and, therefore, broaden their experiences and develop their character.</p>	<p>A rejuvenated programme of enrichment will be implemented, building on the existing excellent, diverse, provision.</p> <p>Uptake of enrichment clubs and trips by pupil premium pupils increase.</p> <p>Pupil premium pupils are proportionately represented in leadership roles, performances, and wider school events.</p> <p>Pupil voice surveys show improved engagement and sense of belonging among pupil premium pupils.</p>
6	<p>Further strengthen parental engagement so families are actively involved in supporting home learning and school initiatives.</p>	<p>Further strategies will be trialled and implemented to provide engagement opportunities for pupils and their families.</p> <p>Parental participation in workshops and meetings improves and remains consistently positive.</p> <p>Improved completion rates for home learning tasks among pupil premium pupils.</p> <p>Positive feedback from parent surveys indicates greater confidence in supporting children's learning.</p>

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: £ 55,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
High quality professional development for all staff so that high-quality and consistent practice is maintained in all classrooms, including Early Years.	EEF guide to pupil premium – tiered approach – teaching is the top priority, including CPD Sutton Trust – quality first teaching has direct impact on student outcomes.	1, 2, 5, 6
Professional learning will deepen teachers' understanding of pedagogy across each curriculum by engagement with subject specialists in their field. This includes teachers' understanding and promoting the development of foundational skills and knowledge.	EEF: Effective Professional Development EEF: Teaching and Learning Toolkit Ofsted: Curriculum research reviews	1, 2, 5, 6
Termly diagnostic assessments to identify gaps and inform targeted teaching interventions.	EEF: recommends diagnostic assessment as a key principle for effective Pupil Premium strategies, ensuring teaching is responsive to need. EEF Guidance: Embedding Formative Assessment DfE Early Years SEND Diagnostic Toolkit (2024)	1, 2
Further strengthen the teaching of vocabulary and activities that promote high levels of oracy and reasoning in all lessons.	EEF: Oral language interventions (+6 months) significantly improve literacy and overall attainment. EEF: Vocabulary in Action (2023) EEF Talking the Talk (Apr 2025)	1, 2, 5, 6
Further complement the embedded curriculum by ensuring that some lessons include diverse texts, real-world contexts, and enrichment	EEF: stresses the importance of high-quality teaching and curriculum enrichment for disadvantaged pupils. DFE: Reading Framework	1, 2, 4. 5. 6

opportunities linked to curriculum themes.	National Literacy Trust – Promoting Diversity through Literacy	
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Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £ 35,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Provision and deployment of staff appropriately is essential to supporting learning 'in the moment' and being able to respond to pupils who need additional support to keep up and catch up. In Early Years this supports the development of foundational skills and knowledge.	EEF: Making Best Use of Teaching Assistants	1, 3, 5, 6
Where necessary, and through the use of assessment information, provide additional sessions for pupils at risk of falling behind, focusing on gaps identified through termly assessments. Gaps in mathematics and English identified by subject leads/teaching staff.	EEF : Teaching and Learning Toolkit - One to one tuition & Small Group Tuition EEF: Small group tuition (+4 months) and 1:1 tuition (+5 months) have strong evidence for accelerating progress.	1, 2, 5, 6
Continue to place referrals to speech and language therapist to support staff to plan and deliver speech interventions for individual children.	EEF – oral language interventions consistently show positive impact on learning Specialist therapists will train up staff they work with in school, therefore upskilling them and increasing their knowledge.	2
Provide structured interventions for pupils with high needs and absence has been unavoidable, to close gaps in reading, writing, and mathematics.	EEF: Small group tuition (+4 months) and 1:1 tuition (+5 months) accelerate progress.	1,2, 3

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

Budgeted cost: £30,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Provision of daily breakfast in classrooms for all.	National School Breakfast Programme (NSBP)	6
Planned opportunities for Character Education through the embedded behaviour curriculum, assemblies and PSHE and PD programmes.	DfE: Developing character skills in schools NFER: Leading Character Education in Schools	3, 4, 5, 6
Attendance team to work alongside identified families to offer appropriate support and increase school engagement and attendance.	DfE: Improving school attendance: support for schools and local authorities	3
Pupils with higher level SEMH difficulties to be supported by EWEL/resilience nurse, pastoral team support and PIPs.	EEF: Teaching and Learning Toolkit – Learning behaviours EEF :Improving Behaviour in Schools EEF: Improving Social and Emotional Learning in Primary Schools DFE: Promoting and supporting mental health and wellbeing in schools and colleges	4, 5
All staff actively promote enrichment activities to pupil premium pupils and provide inclusive support (e.g., buddy systems, pre-teaching for confidence).	EEF: Wider strategies that increase engagement and belonging improve attainment and wellbeing.	
Key leaders to deliver practical workshops for parents on supporting reading, writing, and maths at home, including modelling strategies used in class.	EEF: Parental engagement approaches can add +4 months progress when linked directly to learning. NGA & DfE Parental Engagement (2024)	1, 5, 6, 7

All staff actively foster strong relationships and a sense of belonging in the classroom to encourage regular attendance.	EEF: Social and emotional learning (+4 months) improves engagement and behaviour. DfE Guidance – Working Together to Improve School Attendance	1, 3
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Total budgeted cost: £ 123, 000

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

The impact of that expenditure on pupil premium children:

- All children received specific individual support with intervention sessions. Pupil premium pupils achieved very well at the end of KS2 in 2025 and in the Phonics Screening Check.
- Attendance for disadvantaged pupils improved and persistent absence reduced. Attendance for disadvantaged pupils remains a focus and systems are in place to support this.
- Enrichment activities have continued to support children in the wider curriculum and to support their interests and talents. More children have taken up enrichment opportunities and continue to do so.
- Investment in emotional well-being and mental health ensured children and families have been well supported. This has enabled pupils to utilise their self-regulation strategies and staff are knowledgeable in how best to support them.
- Termly tracking of progress continues to enable SLT to intervene at the earliest possible time ensuring specific support can be implemented. As a result, pupils are able to engage and focus within lessons and achieve well.
- Enhanced transitions for pupils moving key stages or to secondary school were effective. They ensured continuity for children and were an important foundation for future learning.
- Continuous and sustained professional development on evidence-based classroom approaches has built upon staff knowledge, developed teacher techniques, and embedded practice.
- Provision of a daily breakfast for all had a positive impact on pupil's educational attainment, concentration, energy levels and readiness to learn.