



Pupil Premium Strategy

2024-2027

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 effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Sarum Academy
Number of pupils in school	786
Proportion (%) of pupil premium eligible pupils	37%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2024-2027
Date this statement was published	November 2024
Date on which it will be reviewed	Every June and October
Statement authorised by	Mr Richard Clarke
Pupil premium lead	Mr. Harry Gale
Governor / Trustee lead	Mr. James Garforth

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£274,851.50
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£274,851.50

Part A: Pupil premium strategy plan

Statement of Intent

The overall aim of our pupil premium strategy is to close the progress gap between disadvantaged students and their peers.

Our intent is to help students tackle potential barriers to progress, support their welfare and wellbeing, ensure they attend school fully, are able to access a broad curriculum, and have the skills and aspirations to flourish.

We use the pupil premium funding through three channels to ensure all of these barriers are removed on both a whole-school and individual basis. Our strategies will work on:

- Ensuring the highest quality teaching and learning experience across the academy.
- Targeted academic support for individuals or small groups.
- Wider strategies to support students.

Challenges

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

Challenge number	Detail of challenge
1	Average attendance of PP students is lower than whole school average. Persistent absentee levels are also higher. Correlation between low attendance and lower attainment at KS4 is clear.
2	Aspirations and motivation in some PP students may be low, leading to poor attendance and engagement.
3	Self-management and organisation skills around study and home-learning can be a barrier.
4	Barriers to accessing the curriculum . This includes uniform, equipment, supplies and revision resources.
5	Low entry level literacy and numeracy skills can produce longstanding barriers to learning across the curriculum.
6	Some students may not have access to cultural capital and horizon-broadening opportunities.

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
Progress: KS4 and KS5 outcomes: PP/Non-PP Gap narrow.	No gap between PP and non-PP progress.
Attendance: Attendance gap between PP / Non-PP students to narrow.	No gap between PP and non-PP attendance.
Aspirations: Ensure all PP students have the same awareness of opportunities and pathway as non PP students. PP and Non-PP destinations data to be equal in range and quantity.	A wider range of destinations post KS4 and KS5, to include equal numbers of PP/Non-PP heading to university. No NEET students. Increased number of careers guidance sessions for PP students. (Minimum 2 per academic year.)
Numeracy/Literacy: All PP students with previous weak literacy or numeracy levels to make faster than expected progress.	Increased average reading age for all students between Year 7-9 for PP students. Increased accumulation of maths skills / faster-than-peers increase in regular test scores. Narrow the reading age and numeracy score gaps between PP/Non-PP.
Cultural Capital: Widening opportunities to access cultural capital and helping students identify their place in society and how it links to the wider world.	Ensure every PP student has access to culturally significant co-curricular events. (e.g. 1 off site culturally significant trip a year.) All students to attend at least one club on a regular basis. Ensure participation in music tuition and DofE is at least 40% PP.
Access to curriculum: Guarantee community cohesion and values by making sure all students are equipped for the full curriculum and high school expectations.	All PP students come to school in full uniform and have the resources to access the full curriculum. (e.g. Ingredients, access to football boots, access to affordable instruments for lessons etc.)

Planned Expenditure for current Academic year (2024/25)

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: £137,425

Action	Intended Outcome(s)	Evidence / rationale for this choice?	Staff Lead	Cost
Reduce class sizes across the academy	Increased progress through higher rates of teacher assessment and feedback in lesson time. Students not making desired progress will be put into significantly smaller groups (where possible and appropriate). PP progress to match non-PP progress.	EEF Toolkit + 2 months progress	T+L Lead	£60,467
Higher ratio of Teaching Assistants	SEMH support – higher TA ratios to ensure greater availability of support for students struggling (both in class and via ELSA). TAs to help imbed bespoke strategies for these students. Progress – TAs to employ finely calibrated differentiation strategies (at the behest of teachers) to support most vulnerable learners.	EEF reports benefits around TAs running targeted interventions and supporting progress via bespoke in-class scaffolds	T+L Lead/MIN	£64,589.75
Whole School CPD	Progress – CPD focusing on strategies that tackle PP barriers. E.g Gaps in knowledge (i.e. attendance related issues), cognitive load (i.e. supporting SEMH), and numeracy/ literacy, etc.	EEF Toolkit +7 months progress	CPD Lead	£10,994
Whole School Literacy Strategy	Greater progress in reading age for PP / close the average reading age gap between PP and Non-PP by the end of Year 9 / Improved outcomes at GCSE.	EEF Toolkit (reading comprehension) +6 months	PRI	£1,374.25

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

Budgeted cost: £117,026.50

Action	Intended Outcome(s)	Evidence / rationale for this choice?	Staff Lead	Cost
Academic Mentor	Progress – GCSE and A-Level students to show marked improvement in relevant assessment grades throughout mentoring programme / Students to hit or exceed target grades in relevant subjects KS3 students to show increased progress in relevant assessments.	EEF Toolkit + 4 months progress for individualised instruction / small group	MRG/WAL	£17,553.98
Attendance interventions	Close the PP/Non-PP attendance gap by at least half, aiming for a gap of 0% over three years	Strong correlation between poor attendance and progress	BRO	£8,191.86
Safeguarding and welfare support (including staffing, resources, CPD, Wellbeing App)	Close the PP/Non-PP attendance gap by at least half, aiming for a gap of 0% over three years	Strong correlation between poor attendance and progress	PRS	£50,321.40
Counselling and SEMH interventions	Attendance - Close the PP/Non-PP attendance gap by at least half, aiming for a gap of 0% over three years SEMH – close the progress gap for students who receive SEMH support	Strong correlation between poor attendance and progress	PRS	£7,021.59
English / Maths Year 11 interventions during Tutor	Progress – GCSE and A-Level students to show marked improvement in relevant assessment grades throughout intervention programme / Students to hit or exceed target grades in relevant subject	EEF Toolkit + 4 months progress for individualised instruction / small group	MRG/WAL	£4,681.06

Bridge Support	<p>Close the PP/Non-PP attendance gap by at least half, aiming for a gap of 0% over three years.</p> <p>Attendance of Persistently Absent students to improve by at least 30% this year</p>	Strong correlation between poor attendance and progress	PRS	£9,362.12
Teaching Assistant led reading interventions (IDL etc.)	<p>Greater progress in reading age for PP / close the average reading age gap between PP and Non-PP by the end of Year 9 / Improved outcomes at GCSE</p> <p>Greater progress in literacy score on IDL Numeracy – students on intervention to make faster than national average progress</p>	EEF Toolkit shows reading interventions to have 4+ months progress. IDL report average of 11 months reading progress in 26 hours usage	MIN	£10,000 (accounted for in full TA costs in section A).
Targeted boosters across Year 11 subjects	Progress – GCSE and A-Level students to show marked improvement in relevant assessment grades throughout intervention programme / Students to hit or exceed target grades in relevant subject	EEF Toolkit + 4 months progress	CTLs	Inc in staffing budget
Educational Welfare Service	<p>Attendance of Persistently Absent students to improve by at least 30% this year</p> <p>Attendance - Close the PP/Non-PP attendance gap by at least half, aiming for a gap of 0% over three years</p>	Strong correlation between poor attendance and progress	BRO	£10,532.39
Targeted careers guidance	<p>A wider range of destinations post KS4 and KS5, to include equal numbers of PP/Non-PP heading to university.</p> <p>No NEET students</p> <p>PP – Non-PP attitudinal data to show no gaps at KS4 (especially amongst those on behavioural interventions)</p>	60% of research cited by EEF shows positive outcomes in attainment and social elements	JON	£4,681.06
Year 11 Mentoring Programme	<p>Self-Management - PP – Non-PP attitudinal data to show no gaps at KS4 (especially amongst those on behavioural interventions)</p> <p>Progress – PP/Non-PP P8 score to have a gap of 0.</p> <p>Attendance – PP/Non-PP attendance gap to close by at least 5% in Year 11 (with a goal of a 0% gap in 3 years).</p>	EEF toolkit mentoring is +2 months	MRG/WAL	£4,681.06

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

Budgeted cost: £20,400

Action	Intended Outcome	Evidence / rationale for this choice?	Staff Lead	Cost
Ensure all students are equipped to access the full curriculum (kit, ingredients etc)	Access to curriculum – all students to have access to the full breadth of the curriculum, especially those with additional costs to the household (cooking, PE, instrument lessons, DofE)	To support students with the costs of uniform, ingredients, studs, etc.)	GAL	£6,400
Targeted promotion of instrument lessons and DofE	Cultural Capital / Aspirations – DofE and Instrument lesson engagement to be at least 40% PP.	EEF research flags up benefits to confidence, communication and social skills	GAL COR	£4,000
Supporting students with costs of culturally significant trips	Cultural Capital - ensure all PP students go on at least one culturally significant off school visit every academic year.	DfE and OFSTED priority around cultural capital and broad curriculum	LAW	£2,000
Extended Learning Day provision e.g. study skills sessions, visiting speakers	Cultural Capital / Self Management - Non-PP attitudinal data to show no gaps at KS4 (especially amongst those on behavioural interventions) Progress – PP/Non-PP P8 score to have a gap of 0.	To allow for the broadest curriculum possible	CTL	£5,000
Attendance Interventions (rewards and incentives)	Close the PP/Non-PP attendance gap by at least half, aiming for a gap of 0% over three years	Number one priority of the Academy. Strong correlation between poor attendance and progress	GAL/BRO	£3,000

Total budgeted cost: £ 274,851.50

Part B: Review of outcomes in the previous academic year

This details the impact that our pupil premium activity had on pupils in the 2023 to 2024 academic year.

Action	Evidence of Impact	Source of evidence	Adaptation for 24/25
English Academic Mentor	<ul style="list-style-type: none"> The Academic Mentor saw 55% improvement in the English Language grade of the students who engaged consistently with the sessions. 45% of the students achieved a Level 4 or more. The Academic Mentor saw 25% improvement in the English Literature grade of the students who engaged consistently with the sessions. 20% of the students achieved a Level 4 or more. Introduction of Academic Champions. 4/7 students attended regularly. 28% improvement in P8 score from January data capture. 	GCSE results Reading Age Data Student Voice	<p>English Academic Mentor to focus on early reading interventions at KS3.</p> <p>English Academic Mentor to target PP students that are not working towards their target grade.</p>
Attendance interventions	<ul style="list-style-type: none"> Total Attendance: 88.60% Non PP Attendance: 92.10% PP Attendance: 83.70% The gap between PPD and Non-PPD attendance was 8.4%. Inclusion Hub – provided a more contained environment with bespoke support interventions – successfully saw numerous PA students return to school. Mentors for vulnerable students who were reintegrating after prolonged absence were highly impactful at improving attendance and avoiding regression. 	Attendance data	<p>Increase staffing in attendance team.</p> <p>Increase quantity of home visits and other contact.</p> <p>MAT to appoint Family Support Officer to offer proactive support and strategies to struggling families.</p> <p>Identify quality AP for long-standing PA students.</p>

	<ul style="list-style-type: none"> • Introduction of the PP Attendance Focus Groups. 90% of the PP intervention group improved their attendance. The cohorts overall attendance improved by 1.27% 		
Safeguarding and welfare support (including staffing, resources, CPD, Wellbeing App)	<ul style="list-style-type: none"> • Safeguarding policy is regularly checked and supported by Wiltshire Safeguarding. • Validation visits in 23/24 have ratified the safeguarding policy and safeguarding effectiveness. • A Mental Health and Wellbeing Lead Teacher has been appointed. • Additional Pastoral Assistants were appointed in 2023. • Appointment of a safeguarding lead in the Magna Learning Paternship. • Increase in number of DDSLs. • Change to CPOMs has made safeguarding more effective. 	Safeguarding reports / data	Increase number of DDSLs to increase capacity.
Counselling and SEMH interventions	<ul style="list-style-type: none"> • 90% of students accessing the School Counsellor were PP. • A Mental Health and Wellbeing Lead Teacher has been appointed. 	Intervention registers	Seek to fill counsellour vacancy.
English / Maths Year 11 interventions during Tutor	<ul style="list-style-type: none"> • Overall P8 gap at GCSE was -0.12 (National PP/Non PP gap in 2023 was -0.78) • Average grades for English Lit GCSE were 3C compared to Non-PP which was 3B. Progress 8 score of -1.10 compared to Non-PP which was -0.95. • Average grades for Maths GCSE were 3B for PP students and 3A for Non-PP students. Progress 8 score of -0.57 compared to -0.60 for Non-PP students. 	GCSE outcomes National Data	<ul style="list-style-type: none"> • PP students to be targeted for interventions. • Maths and English will be prioritised.

<p>Teaching Assistant led reading interventions (IDL etc.)</p>	<ul style="list-style-type: none"> • Years 7s were put through an IT based reading programme (IDL): 32 students accessed this. Over 7 months the average increase in reading age was 7 months. BUT 45% of those students made faster-than-chronological-progress in that window gaining between 8 and 48 months of reading age. • Years 8s (who the year before had not made great progress through our IDL programme) were moved on to 1-2-1 reading support. There were 14 of these guys. 57% of these have made faster than chronological progress in that window. Most of those 57% made (8 out of 9) had gains of over +6 months, which represents a huge gap close for them. • Issues for those not making progress included: <ul style="list-style-type: none"> • Not engaging with the online platform outside of school. • Low or patchy attendance • Low engagement, despite the personal approach of the TA team! 	<p>GCSE results Reading Age Data</p>	<p>1-2-1 interventions yielded the strongest improvements. All KS3 reading interventions to be 1-2-1.</p>
<p>EdClass – individual virtual classroom provision</p>	<ul style="list-style-type: none"> • 5 (6%) Year 11 students were able to continue accessing full time education via EdClass, with oversight of their curriculum and work led by Sarum staff. These students would have unlikely engaged with any work if it was not for this program. • 56 (7%) students regularly utilised EdClass. • Students who were struggling mentally or physically to attend school continued the education we provided while giving them the opportunity to attend school in a more stable and relaxed time frame. 	<p>EdClass data / attendance data</p>	<p>Look to find a different alternative. Support from Educational Welfare Service.</p> <p>Ensure that Year 10 and 11 students are prepared for their core GCSE subjects.</p>

Targeted careers guidance	<ul style="list-style-type: none"> • 60% of the PP students have gone on to University or Further Education. (Percentage of PP students going to university was higher than non-PP.) • No PP students were NEET • PP destinations at KS4 matched the variety of destinations for non-PP students across the board (e.g. 31% of students stayed on for Sarum 6th form in total. 29% of PP students stayed on. 43% went to Wiltshire College overall, including 44% of PP students went there.) • 3 PP students went on to study at a Grammar school. This is compared to 2 Non-PP students. • 1 PP students is NEET. 1 Non-PP students is NEET. 	Destinations Data	<p>Continue this model whilst also seeking further careers guidance opportunities.</p> <p>Ensure that all PP students have several careers guidance interviews.</p> <p>Aim for zero NEET students for PP and Non-PP.</p>
Year 11 Mentoring Programme	<ul style="list-style-type: none"> • Overall P8 gap at GCSE was -0.12 (National PP/Non PP gap in 2023 was -0.78) • Introduction of Academic Champions. 4/7 students attended regularly. • 28% improvement in P8 score from January data capture. 	GCSE Data National Data	Continue this model with additional support for new mentors on how to best approach supporting PP students. (i.e. Seek out the barriers to exam success!)
Ensure all students are equipped to access the full curriculum (kit, ingredients etc)	<ul style="list-style-type: none"> • All KS3 students completed their year's catering and Art programme with the necessary equipment. • More students had access to the 3G pitch thanks to a bank of moulded stud boots. • All students kept in high quality uniform. • New uniform was stocked in the 'Ready to Learn Room'. Priority was provided for PP students. 	KS3 Curriculum Head of Art/DT Pastoral Assistants	Continue this model with enhanced tracking of who is given which equipment / discounts to avoid replication.
Targeted promotion of instrument lessons and DofE	<ul style="list-style-type: none"> • 61.7% of all instrumental lessons conducted were with students with PP and the PP budget allowed this students to take part in lessons. (29 children in total) 	School attendance and performance data Music Tuition Data	Continue strong promotion of lessons (and available discounts) to PP students.

	<ul style="list-style-type: none"> Attendance with these students averaged at 93.02% with a total of pupil premium throughout school being 83.07%. (9.95% higher) Students with PP having instrumental lessons were 4.43% higher than the rest of the school. They also showed a stronger rise in attitudinal grades than PP students who were NOT in this programme. 50% of students completing DofE were PP. All equipment and resources were paid for through the PP budget. All students completed the Bronze Award. 		<p>Increase the number of PP students undertaking instrument lessons.</p> <p>Increase the number of students completing DofE.</p>
Supporting students with costs of culturally significant trips	<ul style="list-style-type: none"> Only 10 students did not attend or participate in paid activities (down to attendance)- 93% of PP students went on at least one trip during Activities Week. Each Year Group experienced Cultural Capital during ELDs. Each trip had a contribution from the PP budget. Enrichment Data: On average 40% of the students that regularly attend enrichment's were PP. Improvement in recording data. PP students have priority in signing up for Enrichment options 	Trips data recorded via Parent Pay and Evolve	Review Trip attendance in February to plan opportunities for those who have not yet been on a significant trip.
Extended Learning Day provision e.g. study skills sessions, visiting speakers	<ul style="list-style-type: none"> 4 Cultural Capital Trips were funded by the PP budget during ELD. Year 11 Christmas Carol Theatre trip was funded by the PP Budget. Only 10 students did not attend or participate in paid activities (down to attendance)- 93% of PP 	Destinations Data ELD curriculum.	Ensure that students are getting varied cultural capital and careers experiences.

	<p>students went on at least one trip during Activities Week.</p> <ul style="list-style-type: none">• Each Year Group experienced Cultural Capital during ELDs. Each trip had a contribution from the PP budget.• Enrichment Data: On average 40% of the students that regularly attend enrichment's were PP.• Improvement in recording data.• PP students have priority in signing up for Enrichment options		
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