



## Student Premium Strategy 2025 - 2028

This statement details our school's use of student premium funding to help improve the attainment of our disadvantaged students.

It outlines our student premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of student premium had within our school.

### School overview

Detail	Data
School name	Sarum Academy
Number of students in school (KS3/KS4)	685 (and 46 Y13 last cohort)
Proportion (%) of student premium eligible students	258 (38%)
Date this statement was published	October 2025
Date on which it will be reviewed	October 2026
Statement authorised by	Mrs Toni Hayzen
Student premium lead	Mr. Harry Gale
Governor / Trustee lead	Kirstin Coughtrie

## Funding overview

Detail	Amount
Student premium funding allocation this academic year (@ £1,075)	£277,350
Student premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£277,350

## Part A: Student premium strategy plan

### Statement of Intent

At Sarum Academy, our vision is for all students to *pursue ambitious goals, lead purposeful lives and make a lasting impact on society*. We believe that education has the power to transform lives and open doors to future opportunities. Our Student Premium strategy is driven by a moral purpose to ensure every student—regardless of background or challenge—has the same access to high-quality learning and enrichment.

High Quality Teaching sits at the heart of our approach. We know that consistently excellent teaching has the greatest impact on improving outcomes for all students, particularly those who are disadvantaged or vulnerable. We are committed to ensuring that every member of staff takes collective responsibility for the progress and achievement of disadvantaged students and that high expectations and belief underpin everything we do.

Our strategy is rooted in robust assessment and diagnostic understanding of need, rather than assumptions. We seek to identify barriers early and intervene swiftly and effectively. We are relentless in our focus on removing barriers—academic, social or emotional—that prevent students from fulfilling their potential.

We aim for all students to make strong progress from their individual starting points and to develop the confidence, resilience and independence needed to thrive beyond school. We recognise that when we get it right for our most vulnerable students, we improve outcomes for everyone.

To ensure our approaches are effective, we will:

- Act early to provide timely intervention when need is identified
- Regularly review and evaluate the impact of our work, adapting our practice accordingly
- Maintain a whole-school approach where all staff share responsibility for disadvantaged students' progress, embodying our belief that every student can succeed

Through this commitment, we aim to ensure that all Sarum Academy students are empowered to achieve their ambitions and make a lasting impact on society.

# Challenges

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

Challenge number	Detail of challenge																		
1	<p>Our attendance data indicates that attendance amongst all is approximately 6% below national but that disadvantaged students are approximately 14% lower than non-disadvantaged students.</p> <p>Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged students' progress. Last academic year 2024-25:</p> <p><i>Non PPD 87.5% present 3.41% lateness</i>  <i>PPD 73.8% present 6.4% lateness</i></p> <table border="1"> <thead> <tr> <th>% attendance (number students)</th> <th>7</th> <th>8</th> <th>9</th> <th>10</th> <th>11</th> </tr> </thead> <tbody> <tr> <td>PPD</td> <td>81.9 (55)</td> <td>81.9 (55)</td> <td>67 (61)</td> <td>70.3 (45)</td> <td>66.3 (42)</td> </tr> <tr> <td>Non</td> <td>94.3</td> <td>91.8</td> <td>89.6</td> <td>83.4</td> <td>75.5</td> </tr> </tbody> </table>	% attendance (number students)	7	8	9	10	11	PPD	81.9 (55)	81.9 (55)	67 (61)	70.3 (45)	66.3 (42)	Non	94.3	91.8	89.6	83.4	75.5
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2	<p>Assessments, observations and discussions with students suggest disadvantaged students generally have greater difficulties with Maths than their peers.</p> <p>Average KS2 Pupil Premium Prior Attainment is below national at around 99 year-on-year compared to 101 for non PP peers.</p> <p>In 2025, only 33% off PP students achieved 9-4 in Maths. There is a 25% gap in Maths attainment between disadvantaged students and their peers in school.</p>																		
3	<p>Assessments, observations and discussions with students suggest disadvantaged students generally have greater difficulties with English than their peers.</p> <p>Average KS2 Pupil Premium Prior Attainment is below national at around 99 year-on-year compared to 101 for non PP peers.</p> <p>In 2025, only 41% off PP students achieved 9-4 in English. There is a 22% gap in English attainment between disadvantaged students and their peers in school. The school currently has no strategy or assessment for identifying reading age/Phonics needs.</p>																		
4	<p>Evaluation of trips and activities demonstrates that for external trips, 5 – 33% of Pupil Premium students in each Year Group attended residentials and activities requiring funding, opting to not attend or attend fee-free in-school activities instead.</p>																		

## 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. Attendance	Attendance of Pupil Premium students to be at the national average
2. Maths	Key stage 3 curriculum, including assessment, to be consistently ambitious and reliable with data used to inform teaching and learning and targeted interventions Maths to be taught by specialist teachers Key stage 4 tier-entry decisions to be robust and appropriately ambitious Key stage 4 targeted intervention to be timely and effective (SMART)
3. English	Strategy in place to improve reading fluency, comprehension and vocabulary developmeny An effective library and system to be in place increasing reading enjoyment and targeteing books appropriate to need Reading across the curriculum Is evident and effective English to be taught by specialist teachers Key stage 3 curriculum, including assessment, to be consistently ambitious and reliable with data used to inform teaching and learning and targeted interventions Key stage 4 tier-entry decisions to be robust and appropriately ambitious Key stage 4 targeted intervention to be timely and effective (SMART)
4. Cultural capital	All Pupil Premium students to attend curriculum enrichment activities/trips where appropriate Sarum Passport in place to ensure cultural capital offer provides equity

## Planned Expenditure for current Academic year (2025/26)

This details how we intend to spend our student premium of £277,350 **this academic year** to address the challenges listed above.

### Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £157,630

Action	Intended Outcome(s)	Evidence / rationale for this choice?	Staff Lead	Cost
New role created and appointed KS3 Assistant Head Data and Assessment	<p>New role of KS3 Assistant Head (Data &amp; Assessment) created and successfully appointed, providing clear leadership for curriculum, assessment and data analysis.</p> <p>KS3 curriculum plans are robust, coherent and ambitious, supporting effective teaching and learning across all subjects.</p> <p>KS3 curriculum demonstrates clear progression from KS2, ensuring continuity of learning and preparation for KS4.</p> <p>KS3 assessment framework is fit-for-purpose, includes mid-year assessments, and provides actionable data that informs high-quality teaching interventions and student support.</p>	<p>Research shows that the attainment gap between disadvantaged students and their peers is already evident and continues to widen through Key Stage 3 (DfE Research report, “How do pupils progress during Key Stages 2 and 3?”)</p> <p>Having a senior leader dedicated to KS3 assessment/curriculum means that the school is positioning itself to <i>identify early</i> where disadvantaged students are falling behind and to act before the gap widens - aligning with best practice.</p> <p>The EEF’s “Embedding Formative Assessment” programme (targeted at secondary schools) found that schools using strong assessment practices had on average +2 months additional progress for students.</p>	CLA	£95,675 with on costs

<p>Cover supervisor Release time provided to Middle Leaders to support workload and give additional capacity to drive improvements in Teaching and Learning in their departments</p>	<p>Cover supervisor in place to release teaching staff, enabling them to focus on planning, assessment and high-quality teaching.</p> <p>Release time provided to Middle Leaders to manage workload effectively, allowing them to focus on driving improvements in teaching and learning within their departments.</p> <p>Increased capacity for Middle Leaders leads to measurable improvements in teaching quality, curriculum delivery and student outcomes across all key stages.</p>	<p>A study “Developing middle leadership” by Estyn emphasises that middle leaders who can <i>evaluate teaching quality, diagnose weaknesses and plan targeted intervention</i> make a “significant impact on both provision and pupil outcomes”.</p> <p>A review from the Education Development Trust “Leading teaching and learning together: the role of the middle tier” highlights that when middle-tier (or middle leadership) staff are empowered and well supported, they act as “change agents” improving teaching and learning across departments.</p> <p>Providing release time is a concrete mechanism to reduce non-teaching workload or create protected time for leadership tasks. This supports middle leaders to focus on T&amp;L improvements rather than being overwhelmed by teaching + admin + other duties.</p>	<p>WAL</p>	<p>£41,955</p>
<p>Affordable schools curriculum</p> <p>By funding visits and trips so that there is <i>no cost barrier</i> for eligible students, Sarum Academy is actively addressing the unequal access to enrichment opportunities, helping to level the playing field, and thus supporting disadvantaged students to benefit from the broader outcomes that enrichment can provide.</p>	<p>All students can participate in educational visits and curriculum-linked trips regardless of financial background, removing cost barriers for eligible students.</p> <p>Students gain experiences that broaden their knowledge, cultural understanding and personal development, supporting the acquisition of cultural capital.</p>	<p>The report Department for Education “An Unequal Playing Field: Extra-curricular Activities, Soft Skills and Social Mobility” shows that participation in extra-curricular activities is strongly associated with non-academic benefits (for example social interaction, confidence, networks, aspirations) and that children from poorer households are much less likely to participate, as cost and access barriers dominate.</p> <p>The Education Policy Institute (EPI) report “Access to extra-curricular provision and the association with outcomes” highlights that vulnerable students (including those eligible for free school meals) are less likely to attend sports</p>	<p>GAL</p>	<p>£20,000</p>

		clubs, hobby/arts/music clubs etc., which limits their access to the associated benefits.  The Nuffield Foundation project “Out of School Activities and the Education Gap” found that organised out-of-school activities were associated with positive academic and social/behaviour outcomes for disadvantaged children in particular.		
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## Targeted academic support

Budgeted cost: £56,000

Action	Intended Outcome(s)	Evidence / rationale for this choice?	Staff Lead	Cost
Phonics Programme  Introduce Fresh start Phonics	Fresh Start Phonics introduced for Key Stage 3 students who are below expected reading levels to provide structured, evidence-based support.  Students demonstrate measurable improvement in reading fluency, decoding and comprehension skills within a set timeframe.  Improved literacy enables students to access the wider KS3 curriculum confidently, supporting progress across all subject areas.	In line with our commitment to ensuring that all students at Sarum Academy can access and engage with the full curriculum, we are introducing the Fresh Start phonics catch-up programme into Key Stage 3 for those students whose reading and decoding skills are below age-expected levels. The evidence base for phonics interventions is strong: systematic and explicit phonics teaching has been shown to accelerate progress in word reading by an average of +5 months and to be especially impactful for disadvantaged students. (EEF)	HAZ	£10,000
0.5 English Intervention Lead	A dedicated English TA to deliver the Phonics Programme with fidelity			£16,950
0.5 Maths Intervention Lead		The TA will focus on students (especially disadvantaged or students below age-expected maths	CLA	£16,950

<p>A dedicated Maths TA to deliver targeted small-group Maths support under direction from the Head of Maths so that Maths outcomes improve</p>	<p>Students receiving targeted support make measurable progress in Maths, closing gaps in knowledge and skills.</p>	<p>attainment) in small groups, enabling more intensive, focused support. This matches the “small-group tuition” evidence strand from EEF — which shows this approach can accelerate progress when well implemented.</p> <p>Because the TA is working under the Head of Maths, this ensures alignment with curriculum sequencing, diagnostic assessment of gaps, and feedback into class teaching. The evidence shows that TA-led support is more effective when tightly coordinated with the teacher and lesson plan, not working in isolation.</p>		
<p>Accelerated Reader and library books</p>	<p>All students engage with books and reading materials matched to their individual reading level and needs.</p> <p>Students read at age-appropriate levels or demonstrate measurable progress towards these levels, tracked through Accelerated Reader assessments and teacher monitoring.</p>	<p>In line with our commitment to ensuring that all students at Sarum Academy can fully access the curriculum, regardless of background, we are introducing the Accelerated Reader programme in Key Stage 3 for students whose reading ages fall below age-expected levels. Research by the Education Endowment Foundation indicates that, in a well-implemented context, Accelerated Reader can deliver an additional three months of reading progress on average, and up to five months for disadvantaged pupils.</p> <p>We acknowledge that results are mixed when implementation is weak; therefore we will ensure that the programme is delivered with strong fidelity: a well-resourced library of levelled texts, regular quizzes, monitoring of student engagement and progress, and additional support for students whose reading is at a low base.</p>	<p>HAZ</p>	<p>£12,000</p>

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

Budgeted cost: £65,000

Action	Intended Outcome	Evidence / rationale for this choice?	Staff Lead	Cost
Attendance Officer	<p>Attendance of Pupil Premium students increases, with a target of 90% or above by the end of the academic year.</p> <p>Regular monitoring and follow-up ensure that students at risk of persistent absence are identified early and supported promptly reducing the number of P/A students this year.</p>	<p>The Department for Education (DfE) statutory guidance “Working together to improve school attendance” confirms the importance of schools having clear processes and dedicated roles (such as attendance leads) to monitor attendance, intervene early and support families. A research report into “Improving attendance in schools” noted that schools which employed a dedicated Attendance Coordinator/Officer (or equivalent role) were better placed to record, monitor and follow-up attendance issues promptly.</p>	BRO	£30,000
Thrive training and 0.5 TA	<p>Targeted students demonstrate a measurable reduction in exclusions, incidents of truancy and improved attendance.</p>	<p>We recognise that many of our students face social, emotional or behavioural barriers which hinder their full engagement with learning, especially those who are disadvantaged. The research around the THRIVE Approach shows that when schools embed trauma-informed, SEMH support across their setting—using structured assessments, targeted small-group or 1:1 work, and a culture of wellbeing—there is a significant reduction in exclusions and persistent absence, along with improved readiness to learn.</p>	PRS	£18,360
0.5 LAC/Safeguarding support	<p>LAC students are identified.</p> <p>Targeted students demonstrate a measurable reduction in exclusions, incidents of truancy and improved attendance.</p>	<p>Appointing dedicated staff to monitor safeguarding and coordinate support for LAC ensures that vulnerable students receive timely interventions, are linked to appropriate external agencies, and have their welfare needs consistently reviewed.</p>	PRS	£15,400

		Evidence from Ofsted and research shows that schools with designated safeguarding leads and dedicated LAC coordinators improve outcomes for these students, including attendance, engagement, and progress. (Ofsted, 2022, Children in Need and Children Looked After: Support and Outcomes)		
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