

Pupil premium strategy statement – Sandwell 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	1483
Proportion (%) of pupil premium eligible pupils	32.5% - 330 students
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)	2024/25 - 2026/27
Date this statement was published	December 2024
Date on which it will be reviewed	November 2025
Statement authorised by	James Saunders
Pupil premium lead	Robert smith
Governor / Trustee lead	Rob Lake

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£312,000
Pupil premium funding carried forward from previous years	£0
Total budget for this academic year	£312,000

Part A: Pupil premium strategy plan

Statement of intent

At Sandwell Academy, our mission is to maximise student performance in all its forms, enabling every student to realise their full potential by fostering academic excellence, personal growth, and holistic development. This commitment extends beyond academic achievement to include success in extracurricular pursuits and personal ambition. This mission is particularly central to our approach for students from disadvantaged backgrounds, as we strive to eliminate barriers to learning and ensure equity of opportunity for all.

We are steadfast in our determination that every student, irrespective of their socioeconomic circumstances, is equipped to succeed and transition confidently to their next stage of education, training, or employment. Our ambition is for all students to aspire to fulfilling futures, including access to Higher Education. We recognise that securing strong academic outcomes is essential to providing students with a broad range of opportunities beyond Key Stage 4. To this end, our students benefit from comprehensive, high-quality careers advice and guidance delivered by a dedicated team, ensuring they leave the Academy with clear and purposeful destinations in sight.

We firmly believe that the foundation of raising standards for all students, including those eligible for the Pupil Premium grant, lies in delivering exceptional teaching and learning experiences. Our Pupil Premium Strategy is therefore rooted in approaches that prioritise high-quality education as the cornerstone of the student experience.

Beyond the classroom, we provide an extended school day, incorporating targeted interventions and enrichment activities during our dedicated Session 3 program. These sessions offer additional academic support and opportunities to participate in diverse extracurricular activities, enhancing students' holistic development. Furthermore, we invest in a comprehensive network of support staff and information gathering to identify and address students' wider needs, partnering with external organisations where necessary to overcome barriers and expand the opportunities available to our students.

By removing barriers to learning, nurturing aspirations, and fostering resilience, Sandwell Academy ensures that every student is empowered to thrive and achieve their fullest potential.

Challenges

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

Challenge number	Detail of challenge
1	<p>Attendance</p> <p>Our Attendance data for 2023/24 indicates that the average attendance of PP students is 88.5% compared to 93.8% for Non-PP. this equates to a 5.3% gap the equivalent to 10 additional school days missed on average. This lost learning time is significantly impacting the academic, social and emotional development of students.</p>
2	<p>Missed learning</p> <p>Internal Isolations- 125/320 PP students received Internal Isolations in 2023/24 this equates to 41.6%. 145 Non-PP students received an Internal Isolation which equates to 23.3% of students. This means a PP student is almost twice as likely to have an Internal Isolation than a Non-PP student.</p> <p>Fixed Term Suspensions- 52/320 PP students received an FTS in 2023/24 this equates to 16.3%. 58 Non-PP students received an Internal Isolation which equates to 8.1% of students. This means a PP student is twice as likely to have an FTS than a Non-PP student. 100% of Permanent Exclusions were PP students (3 students)</p> <p>The amount of lost learning time is having a large impact on the progress, academic attainment, aspirations of PP students. This can also lead to social exclusion and a lack of engagement towards learning.</p>
3	<p>Home learning</p> <p>Our Behaviour Record data for the first half term of 2024/25 shows that 41% of logs for non-completion of homework or incompleteness of homework are from PP students. PP students only equate to 32.1% which means homework isn't fully completed by a disproportionate amount of PP students. Data from the 2023/24 academic year shows that the average PP student received 3.5 logs for non-completion of homework compared to an average of 3 logs for Non-PP students.</p> <p>Data from Sparx also indicates that PP students are over represented when looking at students failing to complete or access homework at average around 45%.</p>
4	<p>Access to extracurricular opportunities including trips and visits</p> <p>Financial difficulties and lack of engagement of families with school systems can mean that disadvantaged students miss out on opportunities that could enhance their educational experiences, increase aspirations, improve cultural capital and enhance social and emotional development.</p>
5	<p>Outcomes</p> <p>Overall attainment is lower for pupil premium students when compared to Non-PP students in all subjects. The average points score gap for GCSE results in 2023/24 when comparing PP students with Non-PP students in English is -0.83, Maths - 0.61, EBacc subjects -0.79 and Open subjects -0.83.</p> <p>There is a disadvantage gap of 24.7% of PP students achieving Basics measures at 4+ and 12.6% at 5+. This reduces to 10.3% at Basics measure 7+.</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
Improved attendance for PP, maximising the opportunities to engage in learning, make progress and improve outcomes.	<ul style="list-style-type: none"> • PA for disadvantaged students to reduce term on term. • Attendance gap between disadvantaged pupils and non-disadvantaged reduced
Reduced levels of Internal Isolations and Fixed Term Suspensions for PP students	<ul style="list-style-type: none"> • Data to show a reduction in levels of Internal Isolations for PP students' term on term. • Data to show a reduction in levels of Fixed Term Suspensions for PP students' term on term. • PP attendance to be in line or above national average
Levels of Home Learning completed and engagement with Home Learning to increase for PP students	<ul style="list-style-type: none"> • A decrease in number of negative logs for non-completion of homework • Reduction in the gap between disadvantaged pupils and non-disadvantaged completing homework • Qualitative data around attitudes towards Home Learning to improve
Improved access to trips, visits, external speakers and extracurricular activities to enhance cultural capital, raise aspirations and provide experiences that develop interests, character and promotes a sense of belonging.	<ul style="list-style-type: none"> • A significant increase in participation rates at extra-curricular activities, particularly among pupils from a disadvantaged background. • Enrichment tracking system to indicate students access a wide range of extra-curricular experiences
Reduce the gaps in attainment for disadvantaged students across all Key Stages and across all measures.	<ul style="list-style-type: none"> • An upwards trend in attainment for disadvantaged students year on year. • Increase in the percentage of students securing grades 4+, 5+ and 7+ year on year across all subjects • Attainment gap for Basics Measures to reduce year on year when comparing disadvantaged pupils to non-disadvantaged pupils.

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: £200,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>All teaching and pastoral staff CPD-Individualised instruction, based on the idea that all learners have different needs- particularly in terms of the activities that pupils undertake, needs they have and the pace at which they progress through the curriculum.</p>	<p>On average, individualised instruction approaches have an impact of 4 months' additional progress.</p> <p>Individualised instruction EEF</p> <p>Evidence from the EEF Implementation Guidance Report and behavioural science suggests underlying values and beliefs need changing to make sustained changes to human behaviour, in this case to teachers' practice in the classroom.</p>	<p>1,2,3,4,5</p>
<p>Embedding formative Assessment CPD</p>	<p>Students in the Embedding Formative Assessment schools made the equivalent of two additional months' progress in their Attainment 8 GCSE score, using the standard EEF conversion from pupil scores to months progress. This result has a very high security rating.</p> <p>Embedding Formative Assessment EEF</p> <p>Providing feedback is a well-evidenced and has a high impact on learning outcomes. Effective feedback tends to focus on the task, subject and self-regulation strategies: it provides specific information on how to improve.</p>	<p>1,2,3,5</p>

	<p>On average effective use of feedback can have an impact of 6 months' additional progress.</p> <p>Feedback EEF</p>	
Ongoing development of whole school Oracy Strategy including whole school CPD	<p>On average, oral language approaches have a high impact on pupil outcomes of 6 months' additional progress.</p> <p>Oral language interventions EEF</p>	1,2,3,4,5
Ongoing development of whole school Reading Strategy including whole school CPD	<p>Reading comprehension strategies are high impact on average (+6 months). Alongside phonics it is a crucial component of early reading instruction.</p> <p>Reading comprehension strategies EEF</p> <p>'Literacy is key to learning across all subjects in secondary school and a strong predictor of outcome in later life.' EEF</p> <p>Attendance and reading key barriers to disadvantaged pupils'... EEF</p>	1,2,3,5
All new teaching staff to participate in effective CPD for teachers new to the profession via the ECF Framework.	<p>John Hattie, Visible Learning, Comprehensive instructional programs for teachers reports an effect size of 0.72. Average effect size 0.40.</p>	1,2,3,4,5
Introduction of Technology to support high-quality teaching	<p>Studies that use digital technology, for example, intelligent tutoring systems that scaffold learning show particularly high impacts on pupil outcomes.</p> <p>Metacognition and self-regulation EEF</p> <p>A range of research evidence suggests that digital technology can be used effectively to provide individualised instruction. Many of these studies use digital technology</p>	1,2,3,5

	Individualised instruction EEF	
Improving overall quality of Teaching and Learning through thorough development of quality improvement processes and coaching programme, where needed.	<p><i>“Coaching can provide a means by which... teacher learning can be enhanced. Coaching is a form of collaborative CPD and can thus be a strong dimension of teachers’ professional learning in school.”</i></p> <p>Coaching for teaching and learning: practical guide for schools</p>	1,2,3,5
Revision sessions including during Session 3 and Saturday provision.	<p>The average impact of approaches involving extending school time is about an additional three months’ progress over the course of a year.</p> <p>Extending school time EEF</p>	1,2,3,4,5

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

Budgeted cost: £50,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
PP Mentor Programme	<p>Studies have found positive impacts for pupils from disadvantaged backgrounds, and for non-academic outcomes such as attitudes to school, attendance and behaviour.</p> <p>Mentoring EEF</p>	1,2,3,5
Brilliant Club- university linked tutor programme	<p>On average, one to one tuition is very effective at improving pupil outcomes. One to one tuition might be an effective strategy for providing targeted support for pupils that are identified as having low prior attainment. Evidence indicates that one to one tuition can be effective, providing approximately five additional months’ progress on average.</p> <p>One to one tuition EEF</p>	1,2,3,5

Sixth Form Peer Mentor Programme	Peer tutoring, on average, has a positive impact on both tutors and tutees and may be a cost-effective approach to delivering one to one or small group tuition in a school. Peer tutoring approaches have been shown to have a positive impact on learning, with an average positive effect equivalent to approximately five additional months' progress within one academic year. Peer tutoring EEF	1,2,3,5
Careers Intervention	John Hattie, Visible Learning, Career interventions reports an effect size of 0.38. Average effect size 0.40.	1,2,3,4,5

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

Budgeted cost: £75,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Extending school/learning Time	Homework has a positive impact on average (+ 5 months), particularly with pupils in secondary schools. Homework EEF	2,3,5
Simplified sign-up systems, invitation-based trips and visits, priority access to trips and visits via direct parent contact	Well-designed school communications can be effective for improving attainment and a range of other outcomes, such as attendance EEF Parental Engagement Guidance Report	1,2,3,4,5
Implementation of PASS survey- Understand how pupils feels about themselves, their engagement with the curriculum, and their feelings about school.	Social and emotional learning approaches have a positive impact, on average, of 4 months' additional progress in academic outcomes over the course of an academic year. Social and emotional learning EEF	1,2,3,4,5
Breakfast/Lunchtime clubs	Evidence indicates that there is particular promise for approaches that focus on improving social interaction between pupils. Social and emotional learning EEF	1,3,4,5

Broadening enrichment opportunities, review financial support and develop enrichment tracking systems to ensure access for all PP students	The best cultural education can change a young person's sense of the wider world around them, opening up possibilities for their future that may have previously seemed outside of their grasp. Cultural Education Final 20130805 Choristers Added	1,3,4,5
Develop parental engagement processes and strengthen relationships with families	Parental engagement has a positive impact on average of 4 months' additional progress. It is crucial to consider how to engage with all parents to avoid widening attainment gaps. Parental engagement EEF	1,2,3,4,5
Identify and address barriers to attendance more effectively	Attendance and reading key barriers to disadvantaged pupils'... EEF	1,2,3,5
Implement Early Intervention Programs to reduce suspension rates in students	Both targeted interventions and universal approaches have positive overall effects (+ 4 months). Behaviour interventions EEF	1,2,5

Total budgeted cost: £325,000

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Source of national figures: <https://explore-education-statistics.service.gov.uk/find-statistics/key-stage-4-performance-revised>

Measure	Sandwell Academy	National	Notes
Percentage of pupils achieving grades 5 and above in English and Maths – gap between disadvantaged and non-disadvantaged.	12.6%	27.3%	Below national performance
Average Attainment 8 gap between disadvantaged and non-disadvantaged.	10.49	15.3	Below national performance
EBacc APS gap between disadvantaged and non-disadvantaged.	1.04	1.47	Below national performance
Rate of entry to the full EBacc.	18.75%	16.1%	Above national performance
Progress 8 score of disadvantaged students.	-0.68	-0.57	Below national performance
Progress 8 gap between disadvantaged and non-disadvantaged students.	-0.70	-0.73	Above national performance

1. Desired outcomes		Success criteria	Impact/Evaluation																																	
A.	Improve progress made by disadvantaged students achieving Grade 5+ in EBacc subjects	<ul style="list-style-type: none"> The percentage of disadvantaged students securing Grade 5+ increases in the following subjects: <ul style="list-style-type: none"> English Language/Literature Maths Science History Geography Spanish An upward trend can be seen over the three year period covered by this statement. 	Basics at Grade 5+ (GCSE English and Maths): 2019 – 22% 2022 – 43% 2023 - 26.5% (Return to normal grading) 2024 – 36.7% Two-year average (2023 + 2024) = 31.6% (decrease of 3.15%, first two-year trend of normal grading post Covid 19.																																	
			<table border="1"> <thead> <tr> <th>PP ONLY</th> <th>2019</th> <th>2023</th> <th>2024</th> <th>2-yr Average 22/23</th> <th>2-yr Average 23/24</th> </tr> </thead> <tbody> <tr> <td>English Lang/Lit</td> <td>40.0%</td> <td>40.8%</td> <td>44.9%</td> <td>44.3%</td> <td>42.85%</td> </tr> <tr> <td>Maths</td> <td>22.2%</td> <td>34.7%</td> <td>44.9%</td> <td>42.4%</td> <td>39.8%</td> </tr> <tr> <td>Science</td> <td>22.2%</td> <td>27.1%</td> <td>34.8%</td> <td>30.2%</td> <td>30.95%</td> </tr> <tr> <td>Humanities</td> <td>23.7%</td> <td>19.0%</td> <td>26.2%</td> <td>28.3%</td> <td>22.6%</td> </tr> <tr> <td>Languages</td> <td>20.8%</td> <td>15.8%</td> <td>50%</td> <td>46.8%</td> <td>32.9%</td> </tr> </tbody> </table>	PP ONLY	2019	2023	2024	2-yr Average 22/23	2-yr Average 23/24	English Lang/Lit	40.0%	40.8%	44.9%	44.3%	42.85%	Maths	22.2%	34.7%	44.9%	42.4%	39.8%	Science	22.2%	27.1%	34.8%	30.2%	30.95%	Humanities	23.7%	19.0%	26.2%	28.3%	22.6%	Languages	20.8%	15.8%
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B.	Reduce the attainment gap for more able students from disadvantaged backgrounds so that they perform broadly in line with their peers.	The gap in Average A8 Scores between more able non-disadvantaged students and more able disadvantaged students reduces. This can be seen in a three year upward trend.	<ul style="list-style-type: none"> • Average A8 for most able PP students (2024) = 6.1 GAP= 0.37 • Average A8 for most able PP students (2023) = 5.14 GAP= 1.31 • Average A8 for most able PP students (2022) = 6.63 GAP=0.12 • Average A8 for most able PP students (2019) = 5.59 GAP=0.05 <p>Improvement made on 2023 results but not as close as pre Covid results in 2019. Small numbers of high ability disadvantaged students in this data set (12 students).</p>												
C.	Improve attendance of disadvantaged students, post Covid school closures, to levels at/above the National Average.	Overall absence of Pupil Premium students will remain above the National Average, as will persistent absence of PP students.	<p>2021-22:</p> <table border="1" data-bbox="847 591 1197 710"> <tr> <td>Pupil Premium</td> <td>87.4%</td> </tr> <tr> <td>Non Pupil Premium</td> <td>94.0%</td> </tr> </table> <p>Gap: 6.6% Overall national FSM eligible absence rate for Autumn/Spring Terms = 10.4%</p> <p>2022-23:</p> <table border="1" data-bbox="847 857 1192 983"> <tr> <td>Pupil Premium</td> <td>86.5%</td> </tr> <tr> <td>Non Pupil Premium</td> <td>91.6%</td> </tr> </table> <p>Gap: 5.1% Overall national FSM eligible absence rate for Autumn/Spring Terms = 10.9%</p> <p>2023-24:</p> <table border="1" data-bbox="847 1162 1197 1281"> <tr> <td>Pupil Premium</td> <td>88.5%</td> </tr> <tr> <td>Non Pupil Premium</td> <td>93.8%</td> </tr> </table> <p>Gap: 5.3% This is a marginal increase on 22-23. Attendance remains a concern and will continue to feature in the new 3 year Pupil Premium Strategy.</p>	Pupil Premium	87.4%	Non Pupil Premium	94.0%	Pupil Premium	86.5%	Non Pupil Premium	91.6%	Pupil Premium	88.5%	Non Pupil Premium	93.8%
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D.	Reduce exclusion rates for disadvantaged students.	<p>Exclusion rates for disadvantaged students reduce from year to year, over a three year period.</p> <p>The gap in exclusion rates between disadvantaged students and all students reduces, over a three year period.</p>	<p>2021-22:</p> <ul style="list-style-type: none"> Total number of exclusions = 75 (100%) Percentage of all exclusions by disadvantaged students 48% Percentage of all exclusions by non-disadvantaged students 52% <p>A small gap of 4% was present between disadvantaged and non-disadvantaged groups.</p> <p>2022-23:</p> <ul style="list-style-type: none"> Total number of exclusions = 66 (100%) Percentage of all exclusions by disadvantaged students 68% Percentage of all exclusions by non-disadvantaged students 32% <p>Gap of 36% developed between disadvantaged and non-disadvantaged groups.</p> <p>2023-24:</p> <ul style="list-style-type: none"> Total number of exclusions = 110 (100%) Percentage of all exclusions by disadvantaged students 47% (16.3% of disadvantaged students excluded) Percentage of all exclusions by non-disadvantaged students 53% (8.1% of non-disadvantaged students excluded) <p>Disadvantaged students are twice as likely to be excluded when compared to non-disadvantaged students. This remains a priority.</p>
E.	Providing for those students in need of catch-up, through delivery of an effective curriculum recovery plan.	<p>Success will be shown in the examination results of students at the end of Key Stage 4. Results achieved at the Academy, should be <u>at least</u> equal to 2019 (pre-Covid) externally validated outcomes. Notably:</p> <ul style="list-style-type: none"> The percentage of students achieving Grade 4 and Grade 5 in GCSE English and Maths The Average A8 Score The Progress 8 Score 	<p>2022-23:</p> <ul style="list-style-type: none"> Progress 8 score 0.01 47% achieved Maths and English at Grade 5+ 69.4% achieved Maths and English at Grade 4+ Attainment 8 score 47.8 <p>2023-24:</p> <ul style="list-style-type: none"> Progress 8 score -0.14 46.3% achieved Maths and English at Grade 5+ 67.7% achieved Maths and English at Grade 4+ Attainment 8 score 46.21 <p>All measures sustained above 2019 figures which is evidence of success, apart of Attainment 8 Measure which is slightly below 2019 performance.</p>

Externally provided programmes

Programme	Provider
Maximising Success	The Life Skills Company
PiXL Membership	PiXL
Performance Learning	My Performance Learning

Further information (optional)

Uniform support is provided to qualifying families of Year 7 students on an annual basis. This included students on Free School Meals and families on Welfare Support/Low Incomes. Value £9517.50

Transport Subsidy for free school meals students

Transport Subsidy Welfare Supported due to low income

Extra-curricular visits are subsidised

Funding is spent in accordance with Personal Education Plan (PEP) targets for Looked After Children