

Pupil premium strategy statement – Sandwell Academy

This document reflects Year 1 of a three-year strategy

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	1468 (Y7-13) 1007- (Y7-11)
Proportion (%) of pupil premium eligible pupils	34.4% - 346 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 Year 1
Date this statement was published	December 2025
Date on which it will be reviewed	November 2026
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, non-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
Use 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 through homework club/Session 3 intervention	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.	33.2%	27.2%	Above national gap
Average Attainment 8 gap between disadvantaged and non-disadvantaged.	12.09	15.4	Below national gap
EBacc APS gap between disadvantaged and non-disadvantaged.	1.14	1.47	Below national gap
Rate of entry to the full EBacc.	10.4%	16%	Below national gap
Progress 8 score of disadvantaged students.	N/A	N/A	
Progress 8 gap between disadvantaged and non-disadvantaged students.	N/A	N/A	

Intended outcome	Success criteria	Impact/Evaluation
Attendance	<ul style="list-style-type: none"> PA for disadvantaged students to reduce term on term. Attendance gap between disadvantaged pupils and non-disadvantaged reduced 	<p>2023-24: Pupil Premium- 88.5% Non-Pupil Premium- 93.8% Gap: 5.3%</p> <p>2024-25: Pupil Premium 90.3% Non-Pupil Premium- 93.2% Gap: 2.9%</p> <p>Pupil Premium National average= 88.2%</p> <p>Attendance data shows that the attendance gap has reduced significantly from 5.3% to 2.9%. This means that on average PP students are attending between 4-5 days more this year than they were in 23-24.</p> <p>The positive progress made in this area could be due to a number of factors, however the aim is to continue to close</p>

		the gap further with particular focus on tackling the missed learning gap.
Reduced Internal Exclusions and Fixed Term Suspensions	<ul style="list-style-type: none"> Data to show a reduction in levels of Internal Isolations for PP students. Data to show a reduction in levels of Fixed Term Suspensions for PP students' term on term. 	<p>Missed Learning: (2023-24)</p> <ul style="list-style-type: none"> Percentage exclusions by PP students 47% Percentage of exclusion by non-PP students 53% <p><i>Switch to Class Charts-data recorded differently from this point</i></p> <p>Missed learning: (Jan 25-July 25) <i>Whole School PP= 32.5%</i></p> <p>Internal Isolations- PP students: 41.6% Non-PP students: 23.3%</p> <p>Fixed Term Suspensions- PP students 16.3% Non-PP students: 8.1%</p> <p>Missed learning: (Sep 25-Dec 25) <i>Whole School PP= 34.4%</i></p> <p>Internal Isolations- PP students: 48.1% Non-PP students: 51.9% 13.3% of all PP students were internally isolated 8.2% of all non-PP students were internally isolated</p> <p>Fixed Term Suspensions- PP students 48.9% Non-PP students: 51.1% 5.5% of all PP students received a FTS 1.8% of all non-PP students received a FTS</p>
Improved engagement with Home Learning	<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 	<p>Homework: (Jan 25-July 25) <i>Whole School PP= 32.5%</i></p> <p>41.7% of all incomplete or non-completion of homework logs were PP students.</p> <p>Sparx data- indicates that PP students are over represented on average around 45% failing to complete homework.</p> <p>Homework: (Sep 25-Dec 25) <i>Whole School PP= 34.4%</i></p> <p>42.1% of all incomplete or non-completion of homework logs were PP students.</p> <p>51.4% of all PP students were logged for 5 or more incomplete or non-completion of homework. 23.9% of all non-PP students were logged for 5 or more incomplete or non-completion of homework.</p>

		Work is ongoing in this area with case studies and student voice to follow to get to the heart of why limited change has been seen. Strategies employed so far include moving to a paper based equivalent for all homework set online (Sparx) and homework clubs running after school 3 days per week.																																										
Improved access to extra-curricular activities	<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 	<p>To broaden enrichment opportunities for all students, the school has implemented a whole-school approach introducing three dedicated enrichment days per academic year. This equates to a minimum of 15 enrichment experiences for students across Years 7–11. These collapsed timetable days ensure full participation and include a diverse range of activities such as visits to outdoor adventure centres, countryside walks, museums, universities, and the National Space Centre. In addition, students benefit from in-school workshops, including a musical theatre challenge, team-building activities, and life skills revision sessions. These opportunities are scheduled during the school day and strategically placed throughout the year to minimise disruption to learning.</p> <p>Our extracurricular programme, Session 3, has adapted its sign-up process to include a paper-based option, removing barriers related to technology access. We are currently developing an improved system for tracking Session 3 attendance, which will enable more robust analysis and help identify gaps in participation.</p> <p>The school has also introduced the Global Bridge Enrichment Tracking System to monitor all enrichment activities across the school. While this system is in its early stages of implementation, logging is being closely monitored to ensure accuracy. This will allow for detailed analysis of participation, enabling comparisons between PP and non-PP students and identifying individuals who may not be accessing a broad range of opportunities. Targeted support will then be provided to address these gaps.</p>																																										
Improved outcomes and reduced disadvantage gap	<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 	<p>Strong pass data for Pupil Premium students only:</p> <table border="1"> <thead> <tr> <th></th> <th>2023 %</th> <th>2024 %</th> <th>2025 %</th> <th>2-yr Average 23/24 %</th> <th>2-yr Average 24/25 %</th> </tr> </thead> <tbody> <tr> <td>English + Maths</td> <td>26.5</td> <td>36.7</td> <td>28.3</td> <td>31.6</td> <td>32.5</td> </tr> <tr> <td>English Lang/Lit</td> <td>40.8</td> <td>44.9</td> <td>43.3</td> <td>42.85</td> <td>44.1</td> </tr> <tr> <td>Maths</td> <td>34.7</td> <td>44.9</td> <td>31.7</td> <td>39.8</td> <td>38.3</td> </tr> <tr> <td>Science x2</td> <td>27.1</td> <td>34.8</td> <td>33.9</td> <td>30.95</td> <td>34.35</td> </tr> <tr> <td>Humanities</td> <td>19.0</td> <td>26.2</td> <td>26.8</td> <td>22.6</td> <td>26.5</td> </tr> <tr> <td>Languages</td> <td>15.8</td> <td>50</td> <td>55.2</td> <td>32.9</td> <td>52.6</td> </tr> </tbody> </table> <p>Average Attainment 8 Grade 23/24: Pupil Premium- 38.27 Non-Pupil Premium- 48.76 Gap- 10.49</p>		2023 %	2024 %	2025 %	2-yr Average 23/24 %	2-yr Average 24/25 %	English + Maths	26.5	36.7	28.3	31.6	32.5	English Lang/Lit	40.8	44.9	43.3	42.85	44.1	Maths	34.7	44.9	31.7	39.8	38.3	Science x2	27.1	34.8	33.9	30.95	34.35	Humanities	19.0	26.2	26.8	22.6	26.5	Languages	15.8	50	55.2	32.9	52.6
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	<p>pupils to non-disadvantaged pupils.</p>	<p>Average Attainment 8 Grade 24/25: SA Pupil Premium- 40.44 SA Non-Pupil Premium- 52.53 SA Gap- 12.09</p> <p>National A8= 45.9 National PP A8= 34.6 Local PP A8= 34.71</p> <p>Recent data indicates a modest improvement in the Attainment 8 (A8) score for Pupil Premium (PP) students. While the attainment gap between PP and non-PP students has widened slightly, this is primarily due to a significant increase in performance among non-PP students compared to previous years. It is important to note that PP students continue to achieve above both national and local average A8 scores.</p> <p>Analysis of the two-year average data demonstrates stability or improvement in five out of six subject areas for grades 5+, with a marginal decline observed in Mathematics.</p> <p>Ongoing work is focused on enhancing the quality and accuracy of Key Stage 3 assessment data to identify and address gaps early in the secondary phase. The slight increase in A8 for PP students this year is an encouraging indicator of progress. We anticipate that the whole-school initiatives introduced as part of this three-year strategy will become increasingly evident in student outcomes as we move into years two and three.</p>
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Externally provided programmes

Programme	Provider
Sparx Reader, Maths, Science	Sparx Reader - Home Sparx Maths Sparx Science - Home
Axiom Programme	Axiom Maths — Helping children realise the potential of their power
Envision	Our programmes - Envision
Talk the Talk	Talk About Communication - Talk The Talk
The Brilliant Club- Scholars Programme	The Scholars Programme - The Brilliant Club