

Pupil Premium Strategy Statement

2026-2027

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	Sedgehill Academy
Number of pupils in school	989
Proportion (%) of pupil premium eligible pupils	45%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2024-2025 – 2026-2027 3 Year Plan
Date this statement was published	September 2026
Date on which it will be reviewed	September 2027
Statement authorised by	Clare Cassidy
Pupil premium lead	Aston Barrett
Governor / Trustee lead	Linda Austin

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£383,705
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	£ 383,705

Part A: Pupil premium strategy plan

Statement of intent

Our academy mission is to “commit to offering an outstanding education in a warm and supportive environment, uniting high academic achievement with strong development of character”; this has even more meaning when considering our disadvantaged young people, where it is vital that they make the most of every opportunity available to them whilst at school. Our Core Values of Hard Work, Integrity, Kindness and Excellence are designed to ensure our disadvantaged students achieve their potential academically, whilst also developing the life skills they need to be successful once they leave school. Ultimately, we want to provide all students with the knowledge, skills and understanding to enable them to have the gift of choice at each stage of young adulthood and beyond.

The Academy recognises that all students, regardless of their background, should have equal access to a curriculum that enables them to reach their potential. Pupil premium funding enables some of our most vulnerable students to receive additional support, thus ensuring that their progress is maximised and the gap between these students and their peers is closed.

A key challenge for the academy, like many others, is that we have vulnerable students in need of support who are not eligible for pupil premium funding. However, we acknowledge that the Pupil Premium funding should not be conceptualised as a ‘catch-up’ initiative for underperforming students. Our priority is to ensure that all disadvantaged students, including those who are performing well, are supported and challenged by adopting a personalised approach to maximise their progress and attainment.

We believe that regular tracking of where the money is spent, and its impact, is crucial to utilise the funding effectively. Furthermore, it enables teaching and learning initiatives and intervention strategies to be adapted if they are not having the intended impact following robust evaluation.

Our Pupil Premium strategy is rooted in research. We believe that high quality teaching and learning, with a relentless focus on the progress of disadvantaged students, is the key to success. Whilst additional interventions which support our most vulnerable young people are also welcomed and utilised effectively, the collective effort of all colleagues within the academy to prioritise the disadvantaged cohort is seen to be most effective in achieving our goals.

The key elements of our strategy are:

- That in all areas of academy life, disadvantaged students are prioritised.
- That additional support and challenge are given to all disadvantaged students.
- That disadvantaged students are subject to the same exceptionally high standards as those of the rest of the cohort.

Challenges

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

Challenge number	Detail of challenge
1	Attendance and Punctuality Many of our most disadvantaged students have either lower levels of attendance or have been persistent absentees at primary school. We want to close the in-school gap (currently xxx% as 24/25 IDSR) Lower attendance has a negative impact on students' attainment.
2	Academic achievement Two years ago our PP students perform worse overall at the 5+ level in Maths and English. In 2026 the gap was small. There was still a gap at 7+ achievement. The reasons for this underachievement are multiple and complex but lesson visits, book scrutiny, and student voice show some clear gaps. The PP strategy provides an opportunity to close this gap.
3	Reading, Writing and Comprehension Assessments of Key Stage 3 students indicate that disadvantaged students generally have lower levels of reading comprehension than peers. This impacts their progress in all subjects. Of our Year 7 intake in September 2025, PP students have an average reading age of years months whereas non-PP averaged years months. Our reading programme and literacy intervention programmes will reduce this gap and the number of students in stanines 1-3.
4	Limited enriching experiences outside of the academic curriculum Social assets such as education, intellect, style of speech and dress are enhanced through raising students' cultural capital. This is essential for students to flourish and it is a process that can span years.
5	Low aspiration for progression to A Level study and subsequently University Our most disadvantaged students often come from families with no history of university attendance or experience of high education. They often need tailored support through Key Stage 3 and 4 to ensure that they are confident to be successful in their next stage of education, employment or training.
6	Behaviour and Conduct A small proportion of disadvantaged Key Stage 3 students demonstrate that they are unable to self-regulate their behaviour and consequently could potentially have a detrimental effect on their academic progress.

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
Improve attendance for disadvantaged students and the gap closed 1	- Attendance meets or exceeds national expectations and is in line with the school's overall attendance figures.
Improved progress and attainment among disadvantaged pupils, and particularly boys in core subjects at the end of key stage 4. 2	- The gap between GCSE results in Maths and English is reduced further, particularly at Grade 7+. - A high proportion of disadvantaged students are entered for all components of the EBacc. -
Improved reading comprehension and NGRT stanine data among disadvantaged pupils across Key Stage 3 3	- Reading age tests demonstrate improved comprehension skills and vocabulary among disadvantaged pupils. - The disparity between the scores of DA and non-DA students is reduced.
All disadvantaged students are given multiple opportunities to gain cultural capital 4	- 95%+ of disadvantaged students in Key Stage 3 will participate in some form of regular enrichment inside the academy. There are 50 clubs to choose from including coaching by professional tennis, basketball and football coaches. They will have taken part in trips to museums, galleries, theatres and universities. They will have received strong career guidance and fulfilled all the pupil charter offer
Improved rates of disadvantaged students attending University or strong apprenticeship programmes 5	- Percentage of disadvantaged students accessing and sustaining Post-16 courses is in line with non-disadvantaged students. - Increased engagement with the Careers Advisor to support aspirations with disadvantaged students.
Improved behaviour data for disadvantaged students 6	- Lesson observations show students who are engaged and actively learning. - Quality Assurance and student questionnaires show positive attitudes towards learning. - Reduced number of behaviour incident. - Percentage of disadvantaged students suspended decreases.

Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium funding) **this academic year** to address the challenges listed above.

Teaching

Budgeted cost: £233,705

Activity	Evidence that supports this approach	Challenge number(s) addressed
Staffing of literacy intervention classes :	Reading comprehension strategies focus on the learners' understanding of written text. Pupils learn a range of techniques which enable them to comprehend the meaning of what they read. These can include: inferring meaning from context; summarising or identifying key points; using graphic or semantic organisers; developing questioning strategies; and monitoring their own comprehension and then identifying and resolving difficulties for themselves. https://educationendowmentfoundation.org.uk/education-evidence/teachinglearning-toolkit/reading-comprehensionstrategies	2, 3

Increase in staffing for English, Mathematics and Science subjects	Increased staffing in these areas allows for high quality teaching and increased attainment. It also allows more intervention, 1:1 support and guidance for disadvantaged students	2, 3, 5, 6
Iterative Testing and Question Level Analysis:	Mastery learning approaches aim to ensure that all pupils have mastered key concepts before moving on to the next topic – in contrast with traditional teaching methods in which pupils may be left behind, with gaps of misunderstanding widening. Mastery learning approaches could address these challenges by giving additional time and support to pupils who may have missed learning, or take longer to master new knowledge and skills. https://educationendowmentfoundation.org.uk/education-evidence/teachinglearning-toolkit/mastery-learning	2, 5
Continuous Professional Development and training:	High quality teaching improves students outcomes. High quality CPD is an important tool to develop teaching quality (EEF). Our weekly curriculum implementations sessions, monthly whole school deliberate practice sessions and bespoke training for individuals provides this. There is a focus on developing the use of TLACs and Rosenshine principles. We use the latest evidence-based research to inform our methods of teaching to ensure learning is maximised. This academic year the focus of training includes sessions on how to further the progress of disadvantaged and vulnerable young people. Our work and methodologies are supported by the EEF and the Sutton Trust.	1,2,3,6

Targeted academic support

Budgeted cost: £100,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Intervention Programmes:	Studies in England have shown that pupils eligible for free school meals typically receive additional benefits from small group tuition. Small group tuition approaches can support pupils to make effective progress by providing intensive, targeted academic support to those identified as at risk of falling behind. The approach allows the teacher to focus on the needs of a small number of learners and provide teaching that is closely matched to pupil understanding. Small group tuition offers an opportunity for greater levels of interaction and feedback compared to whole class teaching which can support pupils to overcome barriers to learning and increase their access to the curriculum. Small group tuition EEF (educationendowmentfoundation.org.uk) Year 11 students have morning and after-school masterclass sessions throughout the year. All subjects have a regular session with their class teacher to provide extra time and complete coursework in some subject to a high standard. Small group intervention runs after school throughout the academic year for disadvantaged students, prioritizing English and mathematics. Additional intervention and revision sessions are in place at weekends and during school holidays as appropriate; disadvantaged students are prioritized with invitations to these sessions.	2, 3, 5

Reading support:	Effective diagnosis of reading difficulties is important in identifying possible solutions. A wide range of strategies and approaches can be successful, but for many pupils they need to be taught explicitly and consistently. Supporting struggling readers is likely to require a coordinated effort across the curriculum. https://educationendowmentfoundation.org.uk/education-evidence/teachinglearning-toolkit/reading-comprehensionstrategies All Year 7 and 8 sit NGRT reading tests twice a year. Some older students continue to take the tests where necessary and students on interventions take the test three times a year. Interventions run for Ruth Miskin Fresh Start literacy and Direct Instruction English. These are provided by a dedicated learning coach. Shared reading takes place at key stage 3 during tutor time twice a week. Books are bought appropriate for the groups so that each students has their own copy. Peer reading mentors support younger students read following training.	2, 3
Additional maths and English support:	High ability Maths students are given extra tuition in Maths after school. Some students are given 1:1 tutoring for a fixed period. Some small group interventions sessions are provided by staff after school. Our internal analysis has shown that disadvantaged students have made increased progress following this additional tutoring. There is some evidence to suggest that disadvantaged pupils are less likely to use metacognitive and self-regulatory strategies without being explicitly taught these strategies. Explicit teaching of metacognitive and self-regulatory strategies could therefore encourage such pupils to practise and use these skills more frequently in the future. With explicit teaching and feedback, pupils are more likely to use these strategies	2, 3, 5

	independently and habitually, enabling them to manage their own learning and overcome challenges themselves in the future. Feedback EEF educationendowmentfoundation.org.uk) Metacognition and self-regulation EEF educationendowmentfoundation.org.uk -	
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Additional resources: Hard copies of key texts, textbooks and revision guides and workbooks are purchased for students at GCSE level. Digital licenses are also secured where possible. Online platforms such as Seneca, Sparx, Languagenut and Microsoft Teams ensure that students benefit from tailored and interactive resources which can be accessed from home. Chromebooks are given to all Pupil Premium students. Students have access to the Library and IT Rooms after school to ensure that they can complete homework and extend their learning.	We know from our experience that our most disadvantaged pupils are the least likely to have additional support or facilities at home. We provide our disadvantaged pupils with all the resources they need to succeed for free. This allows them to access all learning and make excellent progress.	1,2,3, 5
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Wider strategies

Budgeted cost: £50,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Attendance: Attendance team staffing is enhanced to allow for additional time and a greater focus on disadvantaged students.	Government research indicates that good attendance at school is not just beneficial, it's essential. Attending school is directly linked to improved exam performance which should in turn lead to further learning opportunities and better job prospects. As well as this, going to school helps to develop friendships, social skills, team values; life skills, cultural awareness, and career pathways	1

Careers and destinations: CIEAG support developed across KS3 and KS4 through employment of a careers officer 2 days a week.	Careers education can be crucial in developing the knowledge, confidence and skills young people need to make well-informed, relevant choices and plans for their future. This is especially true of students from poorer backgrounds, who are less likely to have family or friends with the insight and expertise to offer advice. High quality careers education can help them progress smoothly into further learning and work. SYM873648 Careers-Education-Infographic (d2tic4wvo1iusb.cloudfront.net)	1,4, 5
Enhanced Enrichment Continue to employ a basketball coach and work with Glasshouse and Crystal Palace to provide further high quality sports coaching	These programmes will provide opportunities which we know are not available to students outside in the community at a price that they can afford	1,4,5,6

Total budgeted cost: £383,705

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

2025-26

This details the impact that our Pupil Premium activity had on pupils in the 2025 to 2026 academic year.

Year 11 results 2025-26:

50% of the Academy Year 11 2026 cohort were in receipt of the Pupil Premium, in comparison to approximately 25% nationally.

Data for the 2026 cohort indicates that disadvantaged students at Sedgehill Academy secured an Attainment 8 score of nearly 51.6, the national Attainment 8 figure for disadvantaged students was 34.9% in 2024/25 and for non-disadvantaged students was 50.4%. This demonstrates disadvantaged students at Sedgehill Academy make excellent rates of progress when compared to non-disadvantaged students nationally.

		2022-23	2023-24	2024-25	2025-26
Cohort	All	111	104	100	129
	PP	41%	48	45	64
	NPP	70%	56	55	65
Basics 4+	All	70%	63	64	81
	PP	54	62	64	80
	NPP	79	64	64	81
	Gap	-25	-2	0	+1
Basics 5+	All	46	41	41	66
	PP	44	43	33	65
	NPP	48	40	47	67
	Gap	-4	+3	-14	-2
Basics 7+	All	10	9	8	16
	PP	8	4	7	13
	NPP	11	13	9	18
	Gap	-3	-9	-2	-5
A8	All	45.1	45.4	43.3	52.2
	PP	39.8	43.9	42.0	51.6
	NPP	48.3	46.7	44.4	52.8
	Gap	-8.5	-2.8	-2.4	-1.2

English and mathematics

Cohort	No.	Eng 9-5 %	Mat 9-5 %
Non	65	77	65
PP	64	78	68
All	129	78	67

Further information

Supporting disadvantaged young people is at the heart of everything we do at Sedgehill Academy. As such, we have a dedicated Senior Leader with responsibility for the Pupil Premium and how it is used to maximise the progress of these students, both academically, and in terms of other areas such as attendance, behaviour, CIEAG and PSHEE/RSHE. This is detailed in the academy Pupil Premium Plan, which includes all the ways the academy is working to support disadvantaged students, including those in receipt of the Pupil Premium and those with SEND.

Supporting disadvantaged students and closing the gap runs through all strands of the Academy Improvement Plan. In addition, our Year 11 Raising Attainment Plan details how Year 11 students in receipt of the Pupil Premium will be supported to achieve. Year 11 disadvantaged students are prioritised for revision sessions both during lunchtimes and after school, for Saturday sessions and those running in school holidays. Disadvantaged students identified as being most in need of support are allocated a mentor within school.

The Pupil Premium is a regular feature of Senior Leadership Team meetings and at all levels of Line Management. Quality Assurance from Senior Leadership and through Middle Leadership is driven by evidencing how these students are prioritised, supported and challenged to achieve. Quality assurance of Teaching and Learning, Marking and Feedback and Pastoral care all have a focus on demonstrating the deal they are getting that is different to their peers. Regular CPD is provided to all colleagues to ensure the emphasis on disadvantaged young people is not lost; this academic year this CPD is focused on ensuring lesson time is maximised, through the use of high-quality Assessment for Learning, to drive forward the progress of disadvantaged students.

Closing the gap remains a priority for focus groups within the academy; for example during Raising Attainment Team (attainment and progress) and Standards Planning Team (student behaviour and pastoral care) meetings.

