

# Pupil premium strategy statement 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	Sedgehill Academy
Number of pupils in school	907
Proportion (%) of pupil premium eligible pupils	47%
Academic year/years that our current pupil premium strategy plan covers	2024-2025 – 2026-2027
Date this statement was published	18 July 2024
Date on which it will be reviewed	July 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	£388,075
Recovery premium funding allocation this academic year	£0
Pupil 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	£388,075

# Part A: Pupil premium strategy plan

## Statement of intent

At Sedgehill Academy, our ethos is simple but powerful: to maximise every second we have with our students. We believe this mindset is essential to positively shaping their futures. This is especially important for our disadvantaged young people, for whom every opportunity must be embraced and maximised throughout their time at school.

Our Core Values—Excellence, Hard Work, Integrity, and Kindness—underpin everything we do. They are designed not only to ensure that all students, particularly those from disadvantaged backgrounds, reach their academic potential, but also to help them develop the life skills necessary for success beyond school. Ultimately, our aim is to equip every student with the knowledge, skills, and understanding to enjoy the gift of choice at each stage of young adulthood and beyond.

We recognise that every student, regardless of background, should have equal access to a curriculum that enables them to thrive. The Pupil Premium funding enables some of our most vulnerable students to receive additional, targeted support, helping to maximise their progress and close any gaps between them and their peers.

However, we also acknowledge a key challenge: not all vulnerable students meet the criteria for Pupil Premium funding. Despite this, we are committed to ensuring that disadvantaged students—whether eligible for funding or not—are both supported and challenged in equal measure. Importantly, we do not view the Pupil Premium as a “catch-up” initiative for underperforming students; rather, we adopt a personalised approach to ensure all disadvantaged students, including those already performing well, are able to reach and exceed their potential.

We believe in rigorous and regular tracking of how the funding is spent and its measurable impact. This allows us to adjust our strategies promptly and effectively where interventions are not achieving the desired outcomes.

Our strategy is firmly rooted in research, and we believe that the most powerful driver of success is high-quality teaching and learning, underpinned by a relentless focus on the progress of disadvantaged students. While additional interventions and targeted support play a vital role, it is the collective responsibility of all staff to prioritise and champion our disadvantaged cohort across all aspects of academy life.

The Key Elements of Our Strategy:

- Prioritisation of disadvantaged students in all areas of academy life.
- Additional support and challenge provided to every disadvantaged student.
- Consistently high expectations applied equally to all students, including those who are disadvantaged.

## Challenges

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

Challenge number	Detail of challenge
1	<b>Reading, Writing and Comprehension</b> 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.
2	<b>Behaviour and Conduct</b> 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.
3	<b>Low aspiration for progression to A Level study and subsequently University</b> 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.
4	<b>Attendance and Punctuality</b> Many of our most disadvantaged students have either lower levels of attendance or have been persistent absentees at primary school.
5	<b>Limited enriching experiences outside of the academic curriculum</b> 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.

## 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
Disadvantaged students make exceptional academic progress and above or well above national performance for nondisadvantaged students.	<ul style="list-style-type: none"> <li>- A significant proportion of disadvantaged students achieve significantly above their disadvantaged peers nationally in English and Mathematics.</li> <li>- A high proportion of disadvantaged students are entered for all components of the EBacc. - EBacc figures for disadvantaged students achieving grades 4+ and 5+ in all components of the EBacc is far higher than national averages and compare favourably to non-disadvantaged students nationally.</li> <li>- Disadvantaged students make clear and sustained progress over time gaining the knowledge and skill they need to succeed in their next stage of their education, employment or training and this can be seen through internal and external assessments each year.</li> </ul>

Improved behaviour data for disadvantaged students	<ul style="list-style-type: none"> <li>- Lesson observations show students who are engaged and actively learning.</li> <li>- Quality Assurance and student questionnaires show positive attitudes towards learning.</li> <li>- Reduced number of behaviour incidents.</li> <li>- PSHEE/RSHE lessons are taught to an excellent standard across all year groups.</li> <li>- SMSC/MBV delivered through Tutor Time, lessons and assemblies is delivered well and is impactful.</li> <li>- Appropriate referrals made to outside agencies where necessary and support from specialists is sought.</li> <li>- Percentage of disadvantaged students on the Tier 2-5 Behaviour scale decreases over time more rapidly than for non-disadvantaged peers.</li> </ul>
Improved rates of disadvantaged students being EET for two terms Post-16	<ul style="list-style-type: none"> <li>- Percentage of disadvantaged students accessing and sustaining Post-16 courses is in line with non-disadvantaged students.</li> <li>- Percentage of students suspended reduces over time.</li> <li>- Increased engagement with the Shine Programme to support aspirations with disadvantaged students.</li> </ul>
Knowledge gaps are effectively closed	<ul style="list-style-type: none"> <li>- Quality Assurance and seating plans demonstrates that disadvantaged students are relentlessly prioritised in lessons through questioning, planning and feedback.</li> <li>- Marking and feedback shows additional challenge for disadvantaged students to ensure that every opportunity is taken to support this key group in making additional progress.</li> <li>- Planning is robust and personalised and ensures that iterative content is planned in to work to support gap filling and iterative assessment.</li> </ul>
Improve attendance for disadvantaged students	<ul style="list-style-type: none"> <li>- Attendance meets or exceeds national expectations and is in line with the school's overall attendance figures.</li> <li>- The attendance and pastoral team support individual students with poor attendance and punctuality so that their attendance improves.</li> <li>- Attendance for specific groups is tracked centrally and appropriate actions are taken.</li> <li>- Increased parental engagement through attendance meetings.</li> </ul>

## 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: £248,075

Activity	Evidence that supports this approach	Challenge number(s) addressed
<b>Reading:</b> Development of reading and analysis skills across KS3 and KS4 through the continued implementation of the Forensic Reading programme, in addition to English lessons, and delivery of the weekly tutor time discussion activity. Our Reading and Oracy Strategy ensures all students are supported to make progress in reading across the curriculum.	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. <a href="https://educationendowmentfoundation.org.uk/education-evidence/teachinglearning-toolkit/reading-comprehensionstrategies">https://educationendowmentfoundation.org.uk/education-evidence/teachinglearning-toolkit/reading-comprehensionstrategies</a>	1, 4
<b>PSHEE and RSHE:</b> Further development of PSHEE/ RSHE curriculum	Children with higher levels of emotional wellbeing have higher levels of academic success in school. <a href="https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/219638/DFERR253.pdf">https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/219638/DFERR253.pdf</a>  Evidence suggests that children from disadvantaged backgrounds have, on average, weaker SEL skills at all ages than their more affluent peers. These skills are likely to influence a range of outcomes for pupils: lower SEL skills are linked with poorer mental health and lower academic attainment. <a href="https://educationendowmentfoundation.org.uk/education-evidence/teachinglearning-toolkit/social-and-emotionallearning?utm_source=/educationevidence/teaching-learningtoolkit/social-and-emotionallearning&amp;utm_medium=search&amp;utm_campaign=">https://educationendowmentfoundation.org.uk/education-evidence/teachinglearning-toolkit/social-and-emotionallearning?utm_source=/educationevidence/teaching-learningtoolkit/social-and-emotionallearning&amp;utm_medium=search&amp;utm_campaign=</a>	1, 2, 3, 5

	<a href="#">mpaign=site_search&amp;search_term=soci al</a>	
<b>Iterative Testing and Question Level Analysis:</b> Rigorous tracking using Strategic Seating and Interaction Plans ensure gaps in knowledge and skills are filled rapidly.	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. <a href="https://educationendowmentfoundation.org.uk/education-evidence/teachinglearning-toolkit/mastery-learning">https://educationendowmentfoundation.org.uk/education-evidence/teachinglearning-toolkit/mastery-learning</a>	1, 4
<b>Continuous Professional Development and training:</b> Regular Subject Meetings focus on the quality of teaching and learning within departments. Learning Walks and regular observations ensure that departmental areas for development are identified and addressed. Exam board training is completed in each department with online webinars or face to face CPD. Our appraisal structure holds staff to account on the quality of their teaching over time. ECTs meet 1:1 with a dedicated mentor every week to prioritise and quality assure all elements of teaching and marking. Staff who wish to develop further as a professional receive funding to access NPQs or UL leadership courses External online training is completed by all staff on key areas of safeguarding.	We invest in our staff and train them to become effective classroom practitioners. We use the latest evidence-based research to inform our methods of teaching to ensure learning is maximised. This academic year the focus of academy led CPD is Assessment for Learning, and in particular how this is used 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

## Targeted academic support

Budgeted cost: £100,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><b>Intervention:</b></p> <p>Small group intervention runs after school throughout the academic year for disadvantaged students, prioritising English and mathematics. Additional intervention and revision sessions are in place at weekends and during school holidays as appropriate; disadvantaged students are prioritised with invitations to these sessions. 1:1 tutoring in Maths is provided for targeted disadvantaged pupils.</p>	<p>Studies in England have shown that pupils eligible for free school meals typically receive additional benefits from small group tuition.</p> <p>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. <a href="https://educationendowmentfoundation.org.uk/small-group-tuition/">Small group tuition   EEF (educationendowmentfoundation.org.uk)</a></p> <p>There is some evidence to suggest that disadvantaged pupils might benefit more from additional school time.</p> <p>To increase the likelihood of additional school time benefitting disadvantaged pupils, school leaders should consider how to secure engagement and attendance among those from disadvantaged backgrounds. <a href="https://educationendowmentfoundation.org.uk/extending-school-time/">Extending school time   EEF (educationendowmentfoundation.org.uk)</a></p>	<p>1, 4</p>

<p><b>Reading support:</b></p> <p>Our Reading and Oracy strategy supports student progress within literacy across all areas of the curriculum. The National Group Reading Test (NGRT) is used to effectively assess students' in Year 7 and 8's reading ages and analyse their ability to decode and comprehend texts. Students in Year 7 and 8 who are identified as having highest level of support needed are allocated to regular intervention through the Fresh Start programme.</p>	<p>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.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</a><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies">learning-toolkit/reading-comprehension</a><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</a><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies">strategies</a></p>	<p>1</p>
<p><b>Additional maths and English support:</b></p> <p>Study+ classes are built into the timetable for English and mathematics at KS4 and numeracy and literacy catch up is sequenced for targeted students at KS3.</p> <p>Direct Instruction Maths and English disadvantaged are taught throughout the year and disadvantaged students prioritised for these classes as appropriate.</p>	<p>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 independently and habitually, enabling them to manage their own learning and overcome challenges themselves in the future.</p> <p><a href="https://educationendowmentfoundation.org.uk/feedback-eef/">Feedback   EEF (educationendowmentfoundation.org.uk)</a></p> <p><a href="https://educationendowmentfoundation.org.uk/metacognition-and-self-regulation-eef/">Metacognition and self-regulation   EEF (educationendowmentfoundation.org.uk)</a></p>	<p>1,</p>



<p><b>Additional resources:</b>  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 Sparx Maths, Sparx Reading, Sparx Science, LanguageNutz and Microsoft Teams ensure that students benefit from tailored and interactive resources which can be accessed from home.  A Chromebook given to all disadvantaged students.  Students have access to the Library and IT Rooms after school to ensure that they can complete homework and extend their learning.  Seneca and Pearson Revision are provided for disadvantaged pupils.</p>	<p>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.</p>	<p>1,2</p>
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## Wider strategies

Budgeted cost: £40,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<b>Attendance:</b> 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	3,4,5,6
<b>Careers and destinations:</b> CIEAG support developed across KS3 and KS4 through use of a careers advisor on site once a week to provide IAG interviews, university visits and careers fair.	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.  <a href="#">SYM873648 Careers-Education-Infographic (d2tic4wvo1iusb.cloudfront.net)</a>	3,5,6

**Total budgeted cost: £388,075**

## Part B: Review of outcomes in the previous academic year

### Pupil premium strategy outcomes

#### 2024-25

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

#### Year 11 results 2024-25:

##### Attainment 8

37% of the Academy Year 11 2025 cohort were in receipt of the Pupil Premium, in comparison to 26% nationally.

Initial data for the 2025 cohort indicates that disadvantaged students at Academy secured a Attainment 8 score of nearly +0.5; the national Attainment 8 figure for disadvantaged students was -0.55 in 2025, and for non-disadvantaged students was +0.15. This demonstrates that disadvantaged students at Sedgehill Academy make excellent rates of progress when compared to non-disadvantaged students nationally.

Cohort	No.	A8
Non	55	44.79
PP	45	42.73
All	100	43.85

##### English and mathematics

Cohort	No.	Eng 9-5 %	Eng 9-4 %	Mat 9-5 %	Mat 9-4 %	Basics 9-5	Basics 9-4
Non	55	63.6%	76.3%	52.7%	70.1%	47%	64%
PP	45	56.5%	73.9%	43.4%	33%	35%	65%
All	100	60.4%	76%	48.5%	71.2%	42%	64%

The percentage of disadvantaged students achieving a strong pass (grade 5 or better in both English and mathematics) was 52.5% at Academy; this is in comparison to 29.5% of

disadvantaged students achieving this measure nationally and 56.8% of nondisadvantaged students nationally. This demonstrates a strong performance for disadvantaged students at Academy in comparison with non-disadvantaged students nationally.

The gap between disadvantaged students and their peers achieving grade 5 and above in English and maths was 18 percentage points at Academy; this is in comparison to a gap of 27 percentage points nationally.

### **Destinations 2025**

All disadvantaged students in the Year 11 2025 cohort have secured a positive Post-16 destination for 2025-26; this includes 20% of the cohort going on to study at an A Level provider.

<b>Aim</b>	<b>Outcome</b>
High levels of progress in Reading, Writing and Mathematics for students in receipt of the Pupil Premium over the course of Year 7 and Year 8.	Forensic reading lessons have been used effectively to promote students' love of reading, whilst also developing their cultural capital. TLR holders within English and mathematics take responsibility for the tracking and monitoring of KS3 data against targets.
Outstanding teaching and learning raises aspirations and cultivates a love of learning.	Disadvantaged students are prioritised through lessons and marking and feedback to drive progress. Quality Assurance feedback demonstrates that the majority of teaching professionals are operating at a 'Good' standard or
	better, through Teaching and Learning and Marking and Feedback checks.
The behaviour of PP and Non-PP students is exceptional and shows that students can self-regulate their behaviour.	The behaviour 'tiered system' has been used effectively to target and track support for students. Regular 1-1 intervention was made possible by the enhanced staffing in the pastoral teams. Take up rates for free breakfast provided to all students is excellent and allows students to have the best start possible to their learning.
To raise the aspirations and educational ambitions of all students with a relentless focus on those students in receipt of pupil premium funding.	Disadvantaged students were prioritised for 1-1 support from the Careers Advisor (all students in Year 11 receive a 1-1 appointment, other year groups access this support as required).

PP students attend school daily and are not persistently absent.	Attendance rates for 2024-25 remained well above the national average. The Attendance Team and Inclusion Team work together to ensure support is in place for any vulnerable students so that barriers to attending school are removed.
PP students have the resources and support needed to work remotely and continue working at home.	Students were all provided with a Chromebook and supported to access the internet at home (where necessary) to enable them to access learning remotely.

## Further information

At Sedgehill, supporting disadvantaged young people is at the heart of everything we do. This unwavering commitment is reflected across all areas of academy life and is driven by strategic leadership and a clear focus on equity and excellence.

We have a dedicated Senior Leader with overall responsibility for the Pupil Premium strategy, ensuring that funding is used effectively to maximise the academic progress and wider development of disadvantaged students. This includes key areas such as attendance, behaviour, Careers Information, Education, Advice and Guidance (CIEAG), and Personal, Social, Health and Economic Education/Relationships and Sex Education (PSHEE/RSHE). Our comprehensive Pupil Premium Plan outlines the many ways in which we support disadvantaged students, including those eligible for the Pupil Premium and those with Special Educational Needs and/or Disabilities (SEND). This strategic focus runs through all strands of the Sedgehill Development Plan, ensuring consistency and coherence across the academy.

A key area of focus is our Year 11 Raising Attainment Plan, which details how we support disadvantaged students to achieve strong outcomes. These students are:

- Prioritised for revision support, including lunchtime and after-school sessions, 1:1 Maths, Saturday school, and holiday interventions.
- Allocated dedicated mentors where greater support is identified as necessary, providing additional academic and pastoral guidance.

The Pupil Premium is a standing item in Senior Leadership Team (SLT) meetings and is embedded at all levels of line management. Our Quality Assurance processes—led by both Senior and Middle Leaders—focus on evidencing how disadvantaged students are prioritised, supported, and challenged. This includes scrutiny of:

- Teaching and Learning
- Marking and Feedback in books
- Pastoral Support

At every stage, we ask: *What is the disadvantaged student's experience, and how is it different to ensure equity?*

To maintain this focus, we provide regular, high-quality CPD for all staff. This academic year, our CPD programme has centred on maximising learning time, with a strong emphasis on feedback, independent practice and written work to drive progress for disadvantaged students in every lesson.

Closing the gap is a continuous priority across the academy. It is a key area of focus for several strategic teams, including:

- The Raising Attainment Team, focusing on academic outcomes and progress
- The Inclusion Team, addressing behaviour, wellbeing, and pastoral care.