

# Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 academic year) 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	Samworth Church Academy
Number of pupils in school	1011
Proportion (%) of pupil premium eligible pupils	329 (32.5%) Of which 30% have SEND (85% K, 15% E)
Academic year/years that our current pupil premium strategy plan covers <b>(3 year plans are recommended)</b>	2025/26 to 2028/29
Date this statement was published	November 2025
Date on which it will be reviewed	July 2028
Statement authorised by	Carl Bennett, Head of Academy
Pupil premium lead	Rebecca Jephson
Governor / Trustee lead	Martin O'Connell

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£319,475
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	
<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	

# Part A: Pupil premium strategy plan

## Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, make expected and ideally accelerated progress and achieve high attainment across the curriculum.

The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those across the whole ability spectrum. We will consider the challenges faced by vulnerable pupils, such as those who have dedicated professional support. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our approach will be responsive to common challenges and individual needs, rooted in robust and regular diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they're set
- act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve
- Have an approach that is rooted in representative, wide ranging and verified academic educational research

## Challenges

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

Challenge number	Detail of challenge
1	The English, Maths and Science KS4 attainment of disadvantaged pupils is generally lower than that of their peers. Teacher diagnostic assessments suggest that many disadvantaged pupils particularly struggle with subject specific terminology.
2	Assessments, observations and discussion with KS3 pupils indicate that disadvantaged pupils generally have lower levels of reading comprehension than peers. This impacts their progress in all subjects.
3	Our assessments (including CAT tests and initial baseline assessments), observations and discussions with pupils and families suggest that the education and wellbeing of many of our disadvantaged pupils have been impacted by partial school closures in 2020 and 2021 to a greater extent than for other pupils. These findings are backed up by several national studies. This remains relevant as students in years 7-11 will have experienced gaps in education in years 2 – 6. This has resulted in significant knowledge gaps resulting in pupils falling further behind age-related expectations, especially in core subjects.
4	Our observations suggest many lower attaining disadvantaged pupils lack metacognitive strategies and the ability to understand subject specific terminology. When faced with challenging tasks, notably in their monitoring and evaluation of their answers, our disadvantaged students do not show high levels of resilience. This is indicated across the curriculum, particularly in core subjects.
5	Our assessments (including student surveys), observations and discussions with pupils and families have identified social and emotional issues for many pupils, such as anxiety, depression (diagnosed by medical professionals) low self-esteem and general SEMH concerns. These challenges particularly affect disadvantaged pupils and their attainment.
6	Legacy attendance showed a gap in the attendance of Pupil Premium students compared to non-pupil premium students. Barriers around the attendance of disadvantaged students were varied and significant.
7	Legacy behaviour data highlighted a difference in the behaviour of Pupil Premium students versus Non-Pupil Premium students. This was the case in terms of both lesson removals and suspension data.
8	Our 2025 Ofsted report highlighted that teachers are not always checking for understanding or using adaptive teaching to support all students to access the curriculum. This impacts the progress of Pupil Premium students who need high quality teaching to close the attainment gap.

## 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 attainment among disadvantaged pupils across the curriculum at the end of KS4 (including in EBACC students).	By the end of our current plan in 2028/29, for Key Stage 4 Pupil Premium students group attainment data to be improved from 2025/26 academic year starting point.
Improved reading comprehension among disadvantaged pupils across KS3.	Reading comprehension tests in KS3 demonstrate improved comprehension skills among disadvantaged pupils and a smaller disparity between the scores of disadvantaged pupils and their non-disadvantaged peers. Teachers should also have recognised this improvement through engagement in lessons (seen in learning walks) and student voice.
Identify and address knowledge gaps to support Pupil Premium students to meet age-related expectations, especially in core subjects.	Assessment data in KS3 demonstrates an improvement in the percentage of Pupil Premium students working at Secure and above in EMS. KS4 assessment data demonstrates an improvement in the percentage of Pupil Premium students achieving grades on or above target.
Improved metacognitive skills and subject specific terminology understanding among disadvantaged pupils across all subjects.	Teacher reports and class observations suggest disadvantaged pupils are more able to monitor and regulate their own learning. This finding is supported by homework completion rates across all classes and subjects. It is also supported by decreased levels of disadvantaged students being in detention, in isolation and having been suspended.
To achieve and sustain improved wellbeing for all pupils, including those who are disadvantaged.	Sustained high levels of wellbeing from 2028/29 demonstrated by: <ul style="list-style-type: none"> <li>qualitative data from student voice, student and parent surveys and teacher observations.</li> <li>Safeguarding reports around SEMH, anxiety, depression and self harm</li> </ul> a significant increase in participation in enrichment activities, particularly among disadvantaged pupils.
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	Sustained high attendance from 2028/29 demonstrated by:

	<ul style="list-style-type: none"> <li>the overall absence rate for all pupils being no more than 8% (attendance of 92%), and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced by 8% (ppr attendance of 85%).</li> </ul> <p>the percentage of all pupils who are persistently absent being below 20% and the figure among disadvantaged pupils being of the same amount.</p>
<p>To achieve and sustain improved behaviour for all pupils, particularly our disadvantaged pupils.</p>	<p>Sustained decreased levels of pupil disruption from 2028/29 demonstrated by:</p> <ul style="list-style-type: none"> <li>the overall fixed term suspension rate for all pupils being no more than 1.5 suspensions per day, and the fixed term suspension gap between disadvantaged pupils and their non-disadvantaged peers significantly reducing from 77%</li> <li>A significant reduction in the percentage of lesson removals accounted for by Pupil Premium students from 50%</li> </ul>
<p>To use CPD to improve implementation of the curriculum to support Pupil Premium students in their attainment to narrow the attainment gap.</p>	<p>For the gap between Pupil Premium and non Pupil Premium students to narrow in GCSE attainment scores by 2028/29</p>

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

Budgeted cost: £60,195.78

Activity	Evidence that supports this approach	Challenge number(s) addressed
Improving literacy in all subject areas in line with recommendations in the EEF <a href="#"><u>Improving Literacy in Secondary Schools</u></a> guidance. We will fund intervention, professional development and instructional coaching.	<p>Acquiring disciplinary literacy is key for students as they learn new, more complex concepts in each subject: <a href="#"><u>Improving Literacy in Secondary Schools</u></a></p> <p>Reading comprehension, vocabulary and other literacy skills are heavily linked with attainment in maths and English: <a href="#"><u>word-gap.pdf (oup.com.cn)</u></a></p>	2,3

<p>g with a core group of staff. It has been rolled out with our literacy TA and English team, focusing on attainment of the bottom 25% reading scaled score student s, followed by subjects identified as priorities.</p>		
<p>Targeted teaching assistant support for the most vulnerable student s. Those 30% of Pupil Premium student</p>	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one:  <a href="https://educationendowmentfoundation.org.uk">One to one tuition   EEF (educationendowmentfoundation.org.uk)</a>  And in small groups:  <a href="https://educationendowmentfoundation.org.uk">Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	<p>1, 8</p>

s with SEND who need the most support.		
Retention of TLR for Year Leads for years 7 to 11. These members of staff are the coordinators of the analysis of year group assessment data and targeting intervention to tackle knowledge gaps and support those with low attainment or who are below their target levels	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one:</p> <p><a href="https://educationendowmentfoundation.org.uk/research/one-to-one-tuition">One to one tuition   EEF (educationendowmentfoundation.org.uk)</a></p> <p>And in small groups:</p> <p><a href="https://educationendowmentfoundation.org.uk/research/small-group-tuition">Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	1, 3,
Focused CPD	Research suggests that adaptive teaching can have a positive impact on both academic achievement and non-academic outcomes.	1, 3, 4, 8

<p>for all student facing staff to ensure high quality first teaching where individual student needs are met. This will include work on assessing prior knowledge, modelling, scaffolding and addressing gaps in knowledge.</p>	<p><a href="https://my.chartered.college/impact_article/the-shift-to-adaptive-teaching-a-research-informed-guide/#:~:text=Research%20evidence%20suggests%20that%20adaptive,mathematics%2C%20science%20and%20social%20studies">https://my.chartered.college/impact_article/the-shift-to-adaptive-teaching-a-research-informed-guide/#:~:text=Research%20evidence%20suggests%20that%20adaptive,mathematics%2C%20science%20and%20social%20studies</a>.</p> <p><a href="https://educationendowmentfoundation.org.uk/news/moving-from-differentiation-to-adaptive-teaching">https://educationendowmentfoundation.org.uk/news/moving-from-differentiation-to-adaptive-teaching</a></p> <p>Nationally, 62% of non-disadvantaged high attainers got five or more grade 7-9s at GCSE in 2021, compared to 40% of disadvantaged high attainers. Teachers should adapt the level of challenge and support given to pupils according to prior knowledge and need.</p> <p><a href="https://www.suttontrust.com/our-research/social-mobility-the-next-generation-lost-potential-at-age-16/">https://www.suttontrust.com/our-research/social-mobility-the-next-generation-lost-potential-at-age-16/</a></p>	
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## Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £ 17,951.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
Adopting a targeted reciprocal teaching program	Reading comprehension strategies can have a positive impact on pupils' ability to understand a text, and this is particularly the case when interventions are delivered over a shorter timespan. The average impact of reading comprehension strategies is an additional six months' progress over the course of a year.	2,4

<p>me as a reading intervention for disadvantaged pupils who need additional help to comprehend texts and address vocabulary gaps.</p>	<p><a href="https://www.evidenceforlearning.org.uk/resource/reading-comprehension-strategies">Reading comprehension strategies   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	
<p>Purchase of books to support tutor reading programme</p>	<p>'In listening to and following a text read aloud by a more capable reader, who provides scaffolding, a less fluent reader can experience autonomy and fluency and bypass frustrating 'sticking points' at phonemic, semantic, or word level to focus on comprehension.'</p> <p>'Reading a text aloud creates a community of readers who produce their own situated reading practices in the classroom over time.' - Brown et al, 1989, Sutherland 2015</p> <p><a href="https://english.hias.hants.gov.uk/pluginfile.php/10363/mod_resource/content/1/Just%20Reading.pdf">https://english.hias.hants.gov.uk/pluginfile.php/10363/mod_resource/content/1/Just%20Reading.pdf</a></p> <p>Participation in shared reading groups is linked to enhanced relaxation, calmness, concentration, quality of life, confidence and self-esteem, as well as feelings of shared community and common purpose. - Longden E, et al 2015</p> <p><a href="https://mh.bmjjournals.org/content/41/2/113">https://mh.bmjjournals.org/content/41/2/113</a></p>	<p>2, 5</p>

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

Budgeted cost: 106,549.83

Activity	Evidence that supports this approach	Challenge number(s)
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		addressee
Breakfast provision for all students.	<p>EEF evidence states that there are consistently small positive effects for attendance outcomes, behaviour and a smaller impact on attainment of providing free breakfast in schools.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/free-school-breakfast-provision">https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/free-school-breakfast-provision</a></p>	5, 7
Adoption of a cognitive behavioural therapy (CBT) intervention for specific pupils who require support with regulating their behaviour and emotions (done through our counselling service).	<p>There is evidence to suggest that CBT can have a high impact on risk behaviours and behavioural difficulties:</p> <p><a href="#">Cognitive Behavioural Therapy - Youth Endowment Fund</a></p> <p>EIF's report on adolescent mental health found good evidence that CBT interventions support young people's social and emotional skills and can reduce symptoms of anxiety and depression:</p> <p><a href="#">Adolescent mental health: A systematic review on the effectiveness of school-based interventions   Early Intervention Foundation (eif.org.uk)</a></p>	5, 6, 7
Embedding principles of good practice set out in DfE's advice. Specifically, to monitor and analyse attendance patterns for individual pupils, cohorts and year groups. Use this analysis to provide regular attendance reports to	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced persistent absence levels.</p> <p><a href="https://www.gov.uk/government/publications/working-together-to-improve-school-attendance">https://www.gov.uk/government/publications/working-together-to-improve-school-attendance</a></p>	6

<p>tutors to facilitate discussions with pupils and to Year Teams to facilitate contact with families.</p>		
<p>Learning managers for each year group have a great deal of focus on Pupil Premium students and their pastoral needs.</p>	<p>The DfE guidance on Keeping Children Safe in Education highlights the need for students to feel safe and have a sense of belonging with their educational setting. These staff are central to giving students and families a consistent central point of contact.</p>	<p>5, 7</p>
<p>Contingency fund for acute issues – this includes revision guides for year 11 Pupil Premium students, purchasing ingredients for Pupil Premium students who study Food, bursaries for Pupil Premium students for our year 11 motivation residential</p>	<p>Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.</p>	<p>All</p>

<p>and a Unifrog subscription to support the Career guidance process and enable the application process for year 10 and 12 work experience.</p>		
<p>Enrichment activities - Including period 6 provision, CCF, transport for team fixtures,</p>	<p>The average impact of the engaging in physical activity interventions and approaches is about an additional two month's progress over the course of a year.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/physical-activity">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/physical-activity</a></p> <p>There are wider benefits from regular physical activity in terms of physical development, health and wellbeing as well as other potential benefits have been reported such as improved attendance.</p> <p>Pupils from disadvantaged backgrounds may be less likely to be able to benefit from sport clubs and other physical activities outside of school due to the associated financial costs (e.g. equipment). By providing physical activities free of charge, schools give pupils access to benefits and opportunities that might not otherwise be available to them.</p>	<p>1, 4, 5, 6</p>

**Total budgeted cost: £184,696.61**

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

### Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2023 to 2024 academic year.

In response to challenge 1 (Maths, English and Science attainment of Pupil Premium students), challenge 3 (knowledge gaps of Pupil Premium students) and challenge 4 (metacognition of Pupil Premium students), we have seen positive impacts in Year 7 and Year 9 (2024) the gap in the mean standard age score from CATS tests for disadvantaged students has decreased from 2024 (8points) to 2025 (6.9points). Moreover, in Year 7, disadvantaged students Secure+ had increased from 32.2% in the Autumn term (2023) to 34.7% in the Summer term (2024). Furthermore, in year 9 there was a slight increase in Secure+ for disadvantaged from 32.1% in the Autumn to 39.8% in the Summer term of 2023-24.

	2022-23	2023-24	2024-25
Mean standard age score from CATS tests for disadvantaged students	91.4 (6.5 gap)	91.5 (8 gap)	91.4 (6.9 gap)
Mean standard age score from CATS tests for <b>non</b> disadvantaged students	97.9	98.5	97.3
Year 7 Secure+ Autumn term PP	40.4%	32.2%	31.5%
Year 7 Secure+ Autumn term Non PP	56.3%	51.9%	43.4%
Year 7 Secure+ Summer term PP	41.7%	34.7%	Sum2 data pending – (Sp2 35.0%)
Year 7 Secure+ Summer term non PP	64.1%	54.7%	Sum2 data pending – (Sp2 51.1%)
Year 8 Secure+ Autumn Term PP	36.7%	34.2%	28.0%
Year 8 Secure+ Autumn Term non PP	55.6%	53.4%	45.9%
Year 8 Secure+ Summer Term PP	43.4%	40.3%	Sum2 data pending – (Sp2 34.6%)

Year 8 Secure+ Summer Term non PP	61.5%	65.5%	Sum2 data pending – (Sp2 50.6%)
Year 9 Secure+ Autumn term PP	30.2%	32.1%	29.9%
Year 9 Secure+ Autumn term non PP	57.0%	49.0%	50.5%
Year 9 Secure+ Summer term PP	37.9%	39.8%	Sum2 data pending – (Sp2 33.0%)
Year 9 Secure+ Summer term non PP	69.1%	56.0%	Sum2 data pending – (Sp2 55.4%)

For challenge 2, on entry to year 7 in 2024, 16% of disadvantaged students have achieved age related targets on their reading age test compared to 37% of their peers – 21% gap. On entry to year 8, 38% of disadvantaged students have achieved age related targets on their reading age test compared to 37% of their peers – 1% gap. On entry to year 9, 23% of disadvantaged students have achieved age related targets on their reading age test compared to 27% of their peers – 4% gap. This is suggesting high engagement with the provisions that were available to them during year 7, and the significant impact of these interventions throughout the Key Stage, followed by a slight widening of the gap in year 9 which needs to be investigated further.

In terms of challenge 5, robust action is being taken to address these SEMH concerns. During the pandemic, teacher referrals for support markedly increased for all students. Referrals to the PLC and Reset Room saw an increase to those eligible for the pupil premium. However, direct action is taking place to combat these issues, specifically aimed at Pupil Premium students. During academic year 2023-24, the academy delivered 300 tailored interventions to support student SEMH, over 200 of these sessions directly targeted pupil premium students. So far, this academic year there have been 256 tailored interventions to support student SEMH, including counselling, wellbeing evenings and direct intervention from our SEMH TA. 121 of this have directly targeted pupil premium students.

Challenge 6, the attendance of Pupil Premium students is a current upward trend. In 22-23 pupil premium student attendance was 79% compared to 86.2% for non-disadvantaged students (7.2% gap). In 23-24 pupil premium student attendance was 78.8% compared to 87.1% for non-disadvantaged students (8.6% gap). So far, this academic year, pupil premium attendance is 79.3%. Non-pupil premium attendance is 87.5 (8.2% gap).

In 22-23, 41.6% of all students were ‘persistently absent’, with 58.3% of all disadvantaged students having attendance below 90%. In 23-24, 36.8% of all students were ‘persistently absent’, with 57.9% of all disadvantaged students having attendance

below 90%. Currently, 35.6% of students are classified as PA, with 55.2% of disadvantaged students meeting this threshold. Showing a 2.7% improvement in the proportion of Pupil Premium students who are persistently absent.

For challenge 7, the behaviour of Pupil Premium students In 2022-23, pupil premium students received 211 lesson removals and total removals were 329 (PPr = 64% of removals). In 2023-24, pupil premium students received 1928 lesson removals and total removals were 3704 (PPr = 52% of removals). In 2024-25, 2720 lesson removals have involved Pupil Premium students and 5607 in total (Ppr = 48.5% of removals). Thus showing an improvement in the involvement of Pupil Premium students in lesson removals.

In 2022-23, pupil premium students received 489 suspensions, compared to 134 for non Pupil Premium students (Ppr = 78.5% of suspensions). In 2023-24, pupil premium students received 568 suspensions, compared to 217 for non Pupil Premium students (Ppr = 72.3% of suspensions). This year so far, 330 suspensions have involved Pupil Premium students, 97 for non-pupil premium students (Ppr = 77.3% of suspensions). This highlights a 43.3% decrease in the involvement of Pupil Premium students in suspension data. The proportion of suspensions accounted for by Pupil Premium students has increased in the last year but has decreased since 2022-23.

The data produced from the 2023/2024 exams analysis highlighted that disadvantaged students were behind their peers in terms of attainment and progress. PP students have an attainment 8 score of 29.28 compared to non-pp students that had a score of 38.35. However, this gap has reduced vastly since 2022/23 (from 17.86 to 9.07).

Furthermore, attainment for current year 11 disadvantaged students is 0.62 is better than at this point in the last academic year. This is due to the rigorous intervention process that has been put in place for disadvantaged students. They are always given first priority in terms of; small intervention groups, afterschool interventions and the use of the English and Maths tutor. However, the progress of disadvantaged students is still not good enough.

This is why a rigorous and targeted intervention programme is required to ensure knowledge gaps are filled out of the lesson. Furthermore, attendance of pupil premium students has been tackled through tutors becoming more heavily involved in the attendance aspects of the school. This will continue throughout the current academic year.

# Further information

## Additional activity

Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium or recovery premium. That will include:

- offering a wide range of high-quality extracurricular activities to boost wellbeing, behaviour, attendance, and aspiration. Activities (e.g., The Duke of Edinburgh's Award), will focus on building life skills such as confidence, resilience, and socialising. Disadvantaged pupils will be encouraged and supported to participate by their year teams and the lead teachers.
- Providing careers guidance, work experience and next steps planning through the use of the Unifrog platform.

## Planning, implementation, and evaluation

In planning our new pupil premium strategy, we evaluated why activity undertaken in previous years had not had the degree of impact that we had expected.

We triangulated evidence from multiple sources of data including assessments, engagement in class book scrutiny, conversations with parents, students and teachers in order to identify the challenges faced by disadvantaged pupils.

We looked at a number of reports and studies about effective use of pupil premium, the impact of disadvantage on education outcomes and how to address challenges to learning presented by socio-economic disadvantage. We also looked at a number of studies about the impact of the pandemic on disadvantaged pupils.

We used the [EEF's implementation guidance](#) to help us develop our strategy and will continue to use it through the implementation of our activities.

We have put a robust evaluation framework in place for the duration of our three-year approach and will adjust our plan over time to secure better outcomes for pupils.