

SUA Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2023 to 2024 academic year) funding to help improve the attainment of our disadvantaged students.

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	Staffordshire University Academy
Number of students in school	680
Proportion (%) of pupil premium eligible students	46%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022 – 2023 / 2023 – 2024 / 2024-2025
Date this statement was published	19/11/2024
Date on which it will be reviewed	October 2025
Statement authorised by	Rowena Hillier, Principal
Pupil premium lead	Lucy Hastings
Governor / Trustee lead	C Jobling/E Jinks

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£288 915
Recovery premium funding allocation this academic year	£0
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	£288 915

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all students, irrespective of their background or the challenges they face, make good progress and achieve high attainment across the curriculum to enable them to have the best life chances.

The focus of our pupil premium strategy is to support disadvantaged students to achieve that goal, including progress for those who are already high attainers. We will consider the challenges faced by vulnerable students, such as those who have support from external agencies. 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 students 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 students in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged students' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our strategy is also integral to promoting academic excellence and for our disadvantaged students to enhance understanding of study skills that will best support their academic outcomes and increase life chances.

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

- ensure disadvantaged students 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 students' outcomes and raise expectations of what they can achieve

Challenges

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

Challenge number	Detail of challenge
1	In Years 7, 8 & 9 disadvantaged students completed GL Assessments, on average, with lower basic skills (literacy, reading and spelling), which does not improve rapidly enough. This therefore can have a detriment on widening the attainment gap between PP & non PP if not addressed. <i>(2024 GL assessments show that nearly half of the current Year 7 PP cohort are below the national average with regards to written communication and reading comprehension)</i>
2	High attaining students who are eligible for PP do not make enough progress and outcomes fall behind their peers. <i>(2024: 0% of PP students achieved 7+ basics, compared to 2% non-disadvantaged)</i>
3	Low aspirations and lack of exposure to culturally rich experiences.
4	Attendance rates for disadvantaged students are lower compared to other students, particularly when persistently absent. These students have, as a result, missed opportunities to build schema from each subject area to thrive within their curriculum. <i>2023/2024 PP attendance figures year to date (Non-PP): Year 7 = 91% (95%) Year 8 = 85% (94%) Year 9 = 88% (90%) Year 10 = 87% (94%) Year 11 = 82% (86%)</i>
5	The need for wellbeing and mental health support has increased among disadvantaged students

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
Improving Literacy skills in KS3	By the end of the strategy (2025), all PP students will have reading ages in line with their chronological age by the end of the specific academic year. Students to enter KS4 with reading age in line with chronological age to best prepare

	<p>students to comprehend command words in exams</p> <p>This will be evidenced by GL assessments.</p>
Improved outcomes of disadvantaged students. Across all academic subjects	Disadvantaged students' outcomes are within 5% of non- disadvantaged students across each subject & Narrow attainment gap between PP & Non PP
Improved outcomes and of higher prior attaining disadvantaged students	Higher ability disadvantaged students achieve in line with ability and 'other' students
Offer a breadth of culturally rich, experientially led, activities for students to engage with.	Disadvantaged students are exposed to a minimum of 2 culturally rich experiences per term throughout the curriculum
Increased attendance rates for students eligible for FSM.	Attendance of all students will have improved, & reducing the gap overall of attendance between PP and non PP students. Persistent absences will be reduced.
To continue to improve the provision for the wellbeing and mental health of all students	Safeguarding referrals regarding students' mental health and wellbeing has significantly increased. Over the next 3 years, there will be a reduction of these referrals due to the care and support that is in place throughout the academy. Our form tutor first approach, as well as pastoral support, along with engagement with parents/carers will provide a safe environment for our students, focusing on their learning whilst developing them both socially and emotionally.

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: £167,803

Activity	Evidence that supports this approach	Challenge number(s) addressed
To continue to embed reading strategies, including the use of Lexonik Advance Training system and incorporate the use of Lexonik Leap.	<ul style="list-style-type: none"> Lexonik Advance training was introduced in 2017 and has been hugely successful with our students. We continue to identify in our summer exam analysis, including question level analysis (QLA), disadvantaged students struggled to access certain elements of exam due to low-literacy. At KS4 we find our disadvantaged students struggle in comprehending the command words in questions. (+6 Month increase EEF (Reading comprehension)) 	1
To continue to offer provision to ensure students attend and then exceed at school.	<ul style="list-style-type: none"> Some of our disadvantaged students have extended and sophisticated needs that can act as barriers to their education. 	4
To improve the quality of first wave teaching of all lessons to help disadvantaged students succeed.	<ul style="list-style-type: none"> To ensure that the quality of teaching is typically in-line with expectations at SUA. Staff strive to be great practitioners, implementing pillars of mastery. All staff to implement evidence informed teaching strategies such as TLAC, Metacognition, and Retrieval practice (+7 Month increase EEF (Metacognition)) All classes are mixed ability (0 month increase EEF) 	1,2
To enrich the life chances of disadvantaged students, by offering opportunities to enhance their education.	<ul style="list-style-type: none"> To introduce a series of cultural experiences that will enhance exposure to cultural capital. Encouragement and financial support for participation in extra-curricular activities, residential and trips. Parental voice suggests that costs are a barrier (+3 month increase EEF (Arts Participation)) 	3

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

Budgeted cost: £49,754

Activity	Evidence that supports this approach	Challenge number(s) addressed
To create an urgency and ethos based on high profile intervention to narrow the gaps for disadvantaged students.	The legacy of underperformance for disadvantaged students, though improving in some areas, is not a positive one when considering the 2024 GCSE results.	1,2,5
Academic Mentors	Additional in class and out of class intervention support can improve outcomes of students (+2 Month increase EEF (Mentoring))	5
Students receive an intervention program focussed on learning techniques and exam support	Students receive an intervention programme focussed on learning techniques and exam support	1,2,5

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

Budgeted cost: £71,358

Activity	Evidence that supports this approach	Challenge number(s) addressed
To ensure that the correct levels of Social, Emotional and Mental Health support is offered to students	<ul style="list-style-type: none"> Contribution to support work experience Social, emotional and mental health support; provision of counselling and contribution to inclusion staffing. CHARACTER programme adapted (+5 Month increase EEF (Social/Emotional Learning))	4
To improve the support offered to help disadvantaged students succeed.	<ul style="list-style-type: none"> Many students struggle to have the right start to the day The inclusion team, form tutor and pastoral team are crucial in bridging communication between home and school, they are all trained in offering the very 	4,5

	best support to the wider school community.	
Increased mental health and wellbeing support	<ul style="list-style-type: none"> Large number of students require further mental health support from external providers. (+2 month increase EEF (Mentoring)) 	4,5
Response to financial hardship	<ul style="list-style-type: none"> Following the financial barriers that have been presented following COVID we continue to fully fund uniform for all Year 7 students, and offer free replacement (tie, blazer etc). 	4

Total budgeted cost: £288,915

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 students in the 2023 to 2024 academic year.

Current Attainment	Students eligible for PP		Students not eligible for PP		Gap	
	2022/2023	2023/2024	2022/2023	2023/2024	2022/2023	2023/2024
Achieving Basics (English & Maths 4+)	29%	19%	51%	57%	-22%	-38%
Achieving Basics (English & Maths 5+)	11%	12%	30%	25%	-19%	-13%
Progress 8 (Provisional)	-1.42	-1.01	-0.57	-0.54	-0.72	-0.47
Attainment 8	26.81	29.24	38.86	40.19	-12.05	-10.95

- The PP students achieving a 4+ in both English & Maths has decreased which has unfortunately increased the gap by 16%.
- The percentage of PP students achieving a grade 5+ in English & Maths has slightly increased since last year whilst the percentage of non-PP has decreased creating a 6% decrease in the gap.
- Attainment 8 and Progress 8 scores have both improved overall, with the gap decreasing for both

2023/2024 PP attendance figures year to date (Non-PP):

Year 7 = 91% (95%)

Year 8 = 85% (94%)

Year 9 = 88% (90%)

Year 10 = 87% (94%)

Year 11 = 82% (86%)

Attendance figures show that PP attendance is lower than non-PP students through each Year group. This, therefore, remains an integral part in our strategy to raise

attendance across the whole academy, and to minimise the gap of attendance between PP & non-PP students.

Our assessments demonstrated that pupil behaviour, wellbeing and mental health are significant barriers for our PP students. Measures will be put in place to support PP students with this including counselling and the provision of inclusion officers.

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
Lexonik /Advance	Lexonik
Maths Whizz	Whizz Education