

Pupil premium strategy statement – Sandhill View Academy

This statement details our school’s use of pupil premium (and recovery 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	743
Proportion (%) of pupil premium eligible pupils	53.87% (397)
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)	2025-2028
Date this statement was published	December 2025
Date on which it will be reviewed	November 2026
Statement authorised by	Mrs J. Dodd Headteacher
Pupil premium lead	Mrs S Barnes Deputy Head Teacher – Quality of Education
Governor / Trustee lead	Mrs Kate Walton Chair of Local Academy Council

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£422,765
Recovery premium funding allocation this academic year <i>Recovery premium received in academic year 2023/24 cannot be carried forward beyond August 31, 2024.</i>	£0
Pupil premium funding carried forward from previous years <i>(enter £0 if not applicable)</i>	£0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£422,765

Part A: Pupil premium strategy plan

Statement of intent

Our Trust is driven by a commitment to deliver an exceptional education for every young person in the communities we serve. We seek not only to transform individual life chances but to contribute meaningfully to the wider regeneration of our region. By nurturing ambition, securing strong academic outcomes, and fostering a genuine love of learning, we empower our students to thrive now and in the future.

We use Pupil Premium funding strategically to advance equity across our school. Our core purpose is to eliminate disparities in attainment experienced by under-resourced pupils and to remove the barriers that limit social mobility. To achieve this, we implement carefully designed strategies that improve attendance, deepen engagement, and cultivate a culture where learning is valued and pursued with enthusiasm. Raising aspirations—through deliberate development of cultural capital and meaningful wider-school experiences—remains central to realising our Trust’s vision.

Our ambition is for all pupils, regardless of background or circumstance, to make sustained progress and achieve highly across the curriculum, with particular emphasis on English and Maths. We also recognise and respond to the complex needs of vulnerable pupils, including those with a social worker or caring responsibilities. The actions outlined in this strategy aim to meet these needs holistically, whether or not pupils are classified as disadvantaged.

Persistent absence presents a significant challenge, and we have therefore developed a rigorous and targeted attendance strategy to ensure pupils at risk of disengagement are supported back into consistent learning with a key focus on

High-quality teaching remains the most powerful lever for raising attainment. Our approach prioritises excellence in classroom practice and targeted support where it is most needed. This benefits all pupils while having the greatest impact on those facing disadvantage. Our CPD model is bespoke, research-informed, and responsive to the needs of both staff and students.

Our curriculum is built around three core pillars—knowledge, skills and personal character, and careers and aspirations—all underpinned by strong, positive relationships. It provides carefully sequenced subject knowledge, develops both academic and personal skills through the Skills Builder framework, and ensures every pupil receives high-quality guidance and enrichment to support ambitious future pathways and careers guidance

Key Objectives

- Raise academic outcomes for all learners through high-quality teaching and precisely targeted academic support, with a specific focus on increasing the proportion of pupils achieving Grade 5+ in English and Maths.
- Strengthen attendance, behaviour, engagement, and wellbeing so that pupils are present, ready to learn, and able to participate fully in school life, particularly those with SEMH needs
- Close literacy gaps to ensure every pupil can access the full curriculum with confidence and independence but establishing targeted interventions at KS3.
- Broaden the curriculum and widen opportunities, enabling pupils to develop the knowledge, skills, and

cultural capital they need to succeed in life and progress seamlessly into further education, training, or employment.

Challenges

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

Challenge number	Detail of challenge
1.	The attainment of disadvantaged pupils in general is lower, with a similar pattern as has been recognised across Sunderland in the Shine scoping exercise – that often higher achieving PP students at KS2 make less progress by end of KS4.
2.	Attendance to school has not recovered to pre-covid levels. Nationally and locally, parental and pupil attitudes to attendance have changed. Pupil premium students have higher rates of absence and persistent absence compared to other pupils.
3.	Many families struggle to afford essentials such as uniform, equipment and technology, which limits pupils' ability to study independently and engage fully in school. Some students also arrive hungry, affecting their concentration, so it is vital that our school day is fully 'poverty-proofed'. Limited financial means can also restrict access to trips, extracurricular opportunities and wider cultural experiences, and widening gaps between pupils. Beyond school, many young people encounter fewer enriching experiences and must navigate an increasingly complex online and offline world. They therefore need strong guidance to stay safe, healthy and confident as they develop academically, personally and socially.
4.	<p>Many pupils arrive at SHV with a low level of literacy and numeracy which impedes their learning and their confidence across many subject areas. Pupils with reading ages two years or more below their chronological age is significant; 29% of year 7, 28% of year 8 and 34.5% of year 9.</p> <p>Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress</p>
5.	Our data suggests that disadvantaged students have more of a fixed mindset, with little resilience and aspirations. They are less likely to persevere with more challenging tasks and lack self-regulation strategies. This can limit progress and ultimately significantly impact social mobility.

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
<p>1.Improved outcomes for pupil premium pupils particularly in the core subject areas. Improved matching of pupils achieving Grade 4+ and Grade 5+ in Maths and English</p>	<p>Narrow the gap for PP, securing a P8 score greater than -0.2 Increase the % 4+EM to 50% and %5+ to 30+</p>
<p><u>2.Attendance</u> To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils</p>	<p>Sustained high attendance by 2026/27 demonstrated by:</p> <ul style="list-style-type: none"> • the overall unauthorised absence rate for all pupils being no more than 5% and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced by 50%. • the percentage of all pupils who are persistently absent being below 10% and the figure among disadvantaged pupils being no more than 50% lower than their peers.
<p>3.Widening Opportunities Pupil premium pupils receive opportunities to learn off site and develop cultural capital alongside their peers. All Pupils at KS3 develop their social skills during family breakfast Pupils engage with a wide range of opportunities to nurture, develop and stretch talents and interests. All pupils are exposed to multiple 16-19 educational providers as well as universities. Provide a RSE, Health and PSHCE curriculum that enables students to become healthier, more independent and responsible members of society.</p>	<p>Pupil premium pupils have at least one opportunity to learn off site during the current academic year. Uniform, stationary and hunger are not a limiting factor to learning. Proportion of PP student uptake for extra- curricular and is similar to non-PP students. Increase in % of pupils who attend L3 courses at college/6th form and go on to university including those who opt to study vocational pathways as part of the Apsire North East hub on the SHV site. Pupils have a greater sense of self- worth. Pupils understand how society is organised and governed. They know about their rights and responsibilities.</p>
<p>4.Literacy: Reading, Writing and Oracy For students to engage with and read a broad and enriching range of fiction and non-fiction texts both for knowledge and pleasure, which align with at least their chronological reading age via our Reading Intervention Programme (Lexonic and tutor reading), SPARKS (Year 8), Switch on (Year 7&8) and Reading leaders (Year 8) Pupils increase their academic vocabulary in order to write and talk with purpose using tier 2 and 3 vocabulary through WOW, PUSH, SMART Reader/Writer and Frayer models embedded within the curriculum along with the development of Oracy.</p>	<p>All pupils have a standard reading age score in- line with their chronological age. For there to be a visible, positive culture of reading within classrooms (supporting disciplinary reading) and for an increased number of book loans to be evident amongst our most disadvantaged students to support an increased number of students reading for pleasure. All subjects can demonstrate individual extended writing development that is discipline specific. Partnership with Voice 21 to support the development of Oracy across school and T&L strategies of think pair share.</p>

<p>5.Attitudes to Learning Staff develop deep, authentic relationships with pupils, adopt an equity mindset and recognise the talents in all forms, in all pupils Pupils' attitudes to their education are positive and they recognise and take pride in their achievements.</p>	<p>PP representation at awards is at least 50%. Including, Brilliant breakfast, Attendance awards, and Mary Poppins, 100/100 and Head Teacher award Behaviour ratios reflect at least a good statement for 90% of PP pupils BSU recidivism is reduced by 20% for PP pupils year on year</p>
<p>6. Deployment of SEMH practitioners Pupils can apply metacognition to their learning both in lessons and have the tools to deepen their learning independently Pupils become more resilient in lessons and are able to better self-regulate Pupils have a greater appreciation for their learning Teacher feedback is effective and pupils respond positively</p>	<p>Pupils' application of assessments and exams improves, pupils attempt all questions, in particular the longer answer questions. SHV fundamental principles (what we do in lessons) are embedded throughout the Academy. Pupils who require reasonable adjustments are able to use them effectively. Pupils can articulate their learning in all subject areas. 'green pen' improvements demonstrate that misconceptions are addressed.</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: £217,788

Activity	Evidence that supports this approach	Challenge number(s) addressed
Strategic Senior Leader expertise in leading and implementing high quality teaching and learning across all subjects. High quality investment in leaders and teachers in supporting their career stage development.	Recruitment of AAHT to support in implementing consistency in high quality teaching	1

<p>Purchase of standardised diagnostic assessments (SPARX) Training will be provided for staff to ensure assessments are interpreted correctly.</p>	<p>When used effectively, diagnostic assessments can indicate areas for development for individual pupils, or across classes and year groups to support in targeted interventions at KS3 and to appropriately set students</p>	
<p>Strategic Senior Leader expertise in leading and implementing high quality teaching and learning across all subjects. High quality investment in leaders and teachers in supporting their career stage development.</p>	<p>https://www.carousel-learning.com/resources/blog/cpd-that-works-introducing-carousel-teaching</p>	
<p>Students experience quality first teaching. Through Carousel – which focuses on all students participating in lessons via use of MWB, cold calling as we know PP students are more likely to disengage in learning.</p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/metacognition</p>	<p>5</p>
<p>Enhancement of our maths teaching and curriculum planning in line with DfE KS3 and EEF guidance through the employment of an HLTA for targeted interventions. We will fund teacher release time to embed key elements of the KS2 curriculum to support in the planning and transition from primary to secondary school</p>	<p>The DfE non-statutory KS3 guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches: https://www.gov.uk/government/publications/teaching-mathematics-at-key-stage-3</p> <p>To teach maths well, teachers need to assess pupils' prior knowledge and understanding effectively, employ manipulatives and representations, teach problem solving strategies, and help pupils to develop more complex mental models: https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/maths-ks-2-3</p>	<p>1,3</p>
<p>Develop a whole school approach to supporting literacy</p>	<p>Acquiring disciplinary literacy is key for students as they learn new, more complex concepts in each subject: https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/maths-ks-2-3</p>	<p>4</p>

	n-evidence/guidance-reports/literacy-ks3-ks4 Reading comprehension, vocabulary and other literacy skills are heavily linked with attainment in all subjects: https://global.oup.com/education/content/dictionaries/key-issues/word-gap/?region=uk	
Provide an appropriate curriculum for those disadvantaged students at risk of exclusion	https://educationendowmentfoundation.org.uk/projects-and-evaluation/research-agenda-themes-priority-areas/research-agenda-theme-attendance-and-exclusions	4,5,6
Improving literacy in all subject areas in line with recommendations in the EEF Improving Literacy in Secondary Schools guidance by funding whole staff CPD, as well as releasing teaching time so a specialist senior team can work with each department in turn	Acquiring disciplinary literacy is key for students as they learn new, more complex concepts in each subject: Reading comprehension, vocabulary and other literacy skills are heavily linked with attainment in all subjects https://global.oup.com/education/content/dictionaries/key-issues/word-gap/?region=uk	4

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

Budgeted cost: £128,165

Activity	Evidence that supports this approach	Challenge number(s) addressed
Delivering well-evidenced numeracy teaching assistant (HLTA) interventions for pupils that require additional support.	In England, positive effects have been found in studies where teaching assistants deliver high-quality structured interventions which deliver short sessions, over a finite period, and link learning to classroom teaching: Teaching Assistant Interventions Teaching and Learning Toolkit EEF	1,
Appoint additional LSA's to support within lessons and assign key pupils with mentors	https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants	1,4

Purchase additional licences for maths whizz and lexonic run a comprehensive programme of intervention	Proof pack https://www.whizz.com/wp-content/uploads/Proof-Pack-2020-Whizz-Education.pdf https://lexonic.org/	1,4
Extend the programme of Reading plus, lexia and reading mentors to encompass a wider audience at KS3	GL case study: Reading: Taking a rigorous approach to baselining and intervention	1,4

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

Budgeted cost: £76,812

Activity	Evidence that supports this approach	Challenge number(s) addressed
Developing metacognitive and self-regulation skills in all pupils through the use of SEMH practitioners This will involve ongoing teacher training and support and release time.	Teaching metacognitive strategies to pupils can be an inexpensive method to help pupils become more independent learners. There is particularly strong evidence that it can have a positive impact on maths attainment: Metacognition and self-regulation Teaching and Learning Toolkit EEF	2,3
Timetabled one to one and small group tuition in literacy and numeracy for students not at Floor Standard at KS3 as part of Achieve – built in not bolt on.	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition	4

Staff CPD and further development on Zones of Regulation and on well-being and mindfulness techniques specifically linked to improving the ability of students to self-regulate	<p>Approach has a strong basis in research https://zonesofregulation.com/wp-content/uploads/2024/10/Evidence-of-Effectiveness-Brief.pdf</p> <p>Recent research by the enquiry into White Working Class Educational Outcomes indicates negative emotional reactions to school are significant</p>	6
Enrichment programme allows all students to access cultural trips, and ensures disadvantage is no bar to access to the arts	<p>As well as being valuable in itself, culture and arts participation can have a positive impact on wellbeing and education outcomes, including English and maths, when intervention http://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation</p>	5
<i>Facilitate drama club at lunch times and after school</i>	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation</p>	5
<i>Provide counselling opportunities to negate the excessive waiting lists through CAHMS</i>	<p>https://www.gov.uk/government/publications/covid-19-mental-health-and-wellbeing-surveillance-report</p>	2,3,5,6

Total budgeted cost: £422,765

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Headline figures

Category	Measure	2019 Results	2023 Results	2023 National data	2024 Results	2024 National data	2025 Results	2025 National data
All	Average Attainment 8 Grade	3.82	3.87	4.62	4.09	4.63	3.82	4.61
	P8	-0.4	-0.71	-0.03	-0.05	0.01	0.26	0.01
	Students Achieving 9-5 in English and Maths	27.70 %	27%	45%	50%	45.7	48.6	44.5
	Students Achieving 9-4 in English and Maths	46.40 %	48%	64.8%	63.2%	65.7	59.7	65.2
PP	Average Attainment 8 Grade	3.51	3.31	3.49	3.69	3.75	2.99	3.76
	P8	-0.5	-1.14	-0.57	-0.18	-0.43	-0.06	-0.37
	Students Achieving 9-5 in English and Maths	20.70 %	17.10 %	25%	42.9%	29.2	27.3	28.5
	Students Achieving 9-4 in English and Maths	35.60 %	35.70 %	43.1%	52.9%	48%	43.9	48.0

Reading Age (years gained)

	Year 7		Year 8		Year 9	
	All	PP	All	PP	All	PP
Reading Plus (levels gained)	0.83	0.86	0.46	0.47	0.27	0.27
Lexia (units gained)	48.2	45.5	52.99	53.47	41.91	41.01
SWITCH ON	3.5	3.5	6	6	-	-

Attendance Headlines

Attendance Figures 24/25				
Group	SHV	National	North East	FSMQ5
All	89.1	91.3%	90.3%	89.6%
FSM6	84.9%	86.2%	84.8%	86.6%
Non-FSM	93.6%	93.3%	93.3%	92.8%

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year

Programme	Provider
KS3 & KS4 maths intervention	Maths-Watch
KS3 reading intervention	Lexia, Reading plus, Reading leaders, Switch-on, SPARX
Science intervention	Educake
MFL intervention	Duolingo

