

# Pupil premium strategy statement – Sheffield Park Academy

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 outcomes for disadvantaged pupils last academic year.

## School overview

Detail	Data
Number of pupils in school	1209
Proportion (%) of pupil premium eligible pupils	50%
Academic year/years that our current pupil premium strategy plan covers ( <b>3-year plans are recommended – you must still publish an updated statement each academic year</b> )	2024-2027
Date this statement was published	3 <sup>rd</sup> November 2025
Date on which it will be reviewed	3 <sup>rd</sup> November 2026
Statement authorised by	Rob Watson
Pupil premium lead	David Fugill
Governor / Trustee lead	Kathryn Rangeley

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 618,450
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£ 0
<b>Total budget for this academic year</b> <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>	£ 618,450

# Part A: Pupil premium strategy plan

## Statement of intent

At Sheffield Park Academy, our ambition is that every pupil—regardless of background—achieves outcomes that open doors to their chosen future. With over half of our cohort eligible for the Pupil Premium, improving outcomes for disadvantaged pupils is inseparable from our mission to deliver an exceptional education for all.

Our Pupil Premium strategy focuses on removing barriers to learning through evidence-informed approaches that prioritise:

**High-quality teaching** – embedding the SPA Way, precise routines, and high expectations in every classroom to ensure consistently strong instruction.

**Targeted academic support** – using diagnostic assessment to identify and close specific gaps in reading, writing, and numeracy through structured interventions and tutoring.

**Wider strategies** – addressing attendance, wellbeing, and enrichment so that every pupil can attend, engage, and thrive.

We recognise that disadvantage can take many forms. Therefore, our approach is responsive to the needs of individuals, underpinned by high expectations, and driven by the belief that all pupils can succeed.

This strategy will evolve through rigorous monitoring, regular evaluation of impact, and alignment with the Education Endowment Foundation's tiered model to ensure that funding delivers measurable and sustained improvement.

## Challenges

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

Challenge number	Detail of challenge
1	<b>Attainment and progress gap in core subjects</b> Disadvantaged pupils achieve lower attainment and progress outcomes in English and maths compared to non-disadvantaged peers nationally and within school.
2	<b>Reading fluency and comprehension</b> Gaps in reading fluency and comprehension limit access to the curriculum, particularly at KS3.
3	<b>Attendance and persistent absence</b> Attendance for disadvantaged pupils remains below that of non-disadvantaged peers, with a higher proportion of PA pupils.

4	<b>Behaviour, engagement, and SEMH needs</b> A small but significant group of disadvantaged pupils exhibit lower engagement, higher exclusions, or social, emotional, and mental-health barriers that hinder learning.
5	<b>Curriculum access and cultural capital</b> Reduced participation in enrichment, trips, and wider opportunities limits personal development and ambition for some disadvantaged pupils.
6	<b>SEND and EAL overlap</b> A notable proportion of disadvantaged pupils also have SEND or EAL needs, compounding attainment and progress gaps.
7	<b>Home learning and parental engagement</b> Variable access to resources, routines, and home learning support impacts learning habits and homework completion.

## 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 and progress in English and maths	<p>The attainment gap between disadvantaged and non-disadvantaged pupils in English and maths is reduced at KS4.</p> <p>The proportion of disadvantaged pupils achieving Grade 4+, Grade 5+, and Grade 7+ in English and maths increases year-on-year.</p> <p>Disadvantaged pupils achieve progress outcomes (P8/A8) that move closer to, match, or exceed national averages.</p>
Improved reading fluency and comprehension across KS3	<p>Fewer disadvantaged pupils enter KS4 with reading ages significantly below chronological age.</p> <p>Year-on-year reduction in the proportion of pupils more than 12 months behind reading age.</p> <p>Diagnostic reading assessments (e.g., NGRT) show accelerated progress for disadvantaged pupils receiving targeted intervention.</p>
Improved attendance for disadvantaged pupils, with reduced persistent absence	<p>The attendance gap between disadvantaged and non-disadvantaged pupils narrows each year.</p> <p>Persistent absence for disadvantaged pupils reduces year-on-year.</p> <p>Disadvantaged pupils accessing wider attendance support show improved attendance patterns over sustained periods</p>
Improved engagement, behaviour, and SEMH outcomes	<p>Reduced suspensions and behaviour incidents for disadvantaged pupils over time.</p> <p>Fewer disadvantaged pupils require repeated pastoral or SEMH intervention.</p> <p>Pupil surveys, pastoral records, and wellbeing data show improved self-regulation, resilience, and school engagement.</p>

Increased access to enrichment, cultural capital, and wider curriculum opportunities	<p>Higher proportions of disadvantaged pupils attend trips, clubs, enrichment, and leadership opportunities.</p> <p>Participation in extracurricular and co-curricular activities increases year-on-year.</p> <p>Disadvantaged pupils report greater aspiration, confidence, and sense of belonging through surveys and pupil voice.</p>
Improved outcomes for disadvantaged pupils with SEND or EAL	<p>Disadvantaged pupils with SEND or EAL make strong progress from their starting points.</p> <p>Gaps between SEND/EAL disadvantaged pupils and their peers narrow in literacy, numeracy, and reading.</p> <p>Increased access to high-quality in-class support, adaptive teaching, and tailored interventions.</p>
Stronger home learning routines and improved parental engagement	<p>Increased homework completion rates for disadvantaged pupils.</p> <p>Greater parental engagement in academic and pastoral events, including progress evenings and support workshops.</p> <p>Families accessing early help interventions demonstrate improved attendance, behaviour, or academic outcomes.</p>

## Activity in this academic year

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

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

Budgeted cost: £ 310,661

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase additional resources that support reading including NGRT tests and LRC resources	Reading comprehension strategies can add an additional 6 months to student progress according to evidence from EEF. Comprehension, vocabulary and other literacy skills are all proven to be linked to student's attainment in English and maths. Students with lower reading ages are statistically more likely to be poor attenders and to suffer with low self-esteem. This suggests that improvement in students' literacy can go to improving school attendance and EWB, as well as overall attainment and progress.	1,3,6
Increased staffing to support the tracking and implementation of the school reading strategy – a TLR for Reading strategy, staffing of school LRC and a Lead Practitioner in charge of improving literacy of disadvantaged students.		1,2,3,4,6
Investment in online learning tools (Sparx, Seneca and Language Nut) that support teaching and learning and student retention of key information by giving them access to appropriate learning platforms outside of school.	Students who regularly complete home learning are proven to make more progress than those who do not. For example, studies show students using Sparx Maths made 83% more progress with just 15 minutes of practice (in comparison to those who did no homework). For each further 15 minutes of practice they made 67% more progress. The EEF Teaching & Learning Toolkit suggests that use of digital technology can add an average of 4 months additional progress and that completion of homework can add an additional 5 months.	1,4,6
Providing resources that reduce the barriers to disadvantaged students participating in Technology and Arts	The EEF Teaching & Learning Toolkit suggests that participation in Arts can add an average of 2 months additional progress.	1,5,6
Partial staffing of leadership positions such as Lead Practitioners, Assistant Principal T&L, Vice Principal T&L who have responsibility for	Senior Leaders with responsibility for the quality of education for disadvantaged students means that there is accountability present and that teaching	1,2,4,6

the quality of education for disadvantaged students and Assistant Principal and Vice Principal Raising Achievement who have responsibility for the outcomes of disadvantaged students.	and learning and achievement of these students is being made a priority	
CPD on quality first teaching across the whole school with a specific focus on disadvantaged students through The SPA Way, PSPs and The Blue Zone	The T&L strategies introduced are based on research into how best to teach disadvantaged students to ensure progress is made for that group of students. The DfE has made clear that professional development should be underpinned by evidence and expertise and should focus on improving student outcomes. It also stated that professional development must be a priority for school leaders to ensure students are supported through quality first teaching	1,3,6
Teaching & Learning budget		1,3,6
Continued subscriptions to data analysis software such as 4Matrix to enable careful analysis of data that underpins academic interventions.	John Dunford's research into disadvantaged students outlines that effective use of data is key to managing interventions and their impact.	1,6
Access to Alternative Provisions for students who struggle to access mainstream education to ensure these students can access teaching in an environment that enables them to succeed	Access to key social and emotional learning approaches at Alternative Provisions such as those targeted at students with specific emotional needs have a positive impact, on average, of 4 months' additional progress in academic outcomes over the course of an academic year according to the EEF.	1,2,4,6

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

Budgeted cost: £ 127,728

Activity	Evidence that supports this approach	Challenge number(s) addressed
Staffing and training of Reading Mentors to run reading interventions, such as LEAP and Lexonic, with disadvantaged students to improve their reading ages.	Reading comprehension strategies can add an additional 6 months to student progress according to evidence from EEF. Comprehension, vocabulary and other literacy skills are all proven to be linked to student's attainment in English and maths. Students with lower reading ages are statistically more likely to be poor attenders and to suffer with low self-esteem. This suggests that improvement in students' literacy can go to improving school attendance and EWB, as well as overall attainment and progress.	1,2,3,4,6
Partial funding of staffing for small group interventions in literacy and numeracy for disadvantaged SEND learners and in EAL for disadvantaged EAL students	Both one to one and small group tuition targeted at specific needs and gaps in understanding, has been proven, based on evidence from the EEF, to support student attainment.	1,3,6
School led tuition in a variety of subjects for disadvantaged students outside of the normal school day including during the school holidays and Saturday Schools		1,6
Additional tuition in Core subjects for disadvantaged students via external tuition agencies.		1,6
Achievement Rewards and Mentoring programme for Year 11 disadvantaged students to support with achievement, attendance and wellbeing.	Data from Sutton Trust indicates that students who have low confidence and low self-esteem can underachieve. Within our context, we know that feelings of low confidence are common in our disadvantaged students and that relationships with key adults in school can increase confidence and, in turn, raise attendance and thus achievement. Short, regular mentoring sessions of 30 mins per fortnight over a long period of time are shown to have impact on student achievement (EEF). An extensive rewards programme for students encourages aspirations that, we know in our context can be lacking.	1,2,4,6

Careers advice and support for underperforming disadvantaged students via our Careers Lead.	We know that there are high levels of unemployment amongst young people in this country and that, in our context, disadvantaged students can be in danger of becoming NEET after they leave Year 11. The EEF states that evidence indicates that the relationship between aspirations and attainment is complex but that some studies have shown that much underachievement results not from low aspiration but from a gap between aspirations and the knowledge, skills, and characteristics required to achieve them. This demonstrates the importance for clear careers support and guidance for all students.	1,6
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## Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 180,061

Activity	Evidence that supports this approach	Challenge number(s) addressed
Partial funding of staffing of additional attendance roles to drive disadvantaged attendance.	The DfE's advice to schools on improving attendance talks about the importance of early identification resulting in intervention. Additional staffing and support with implementing whole school attendance systems is proven to be effective against poor attendance.	2,4
Partial funding of additional staffing to support disadvantaged students pastorally such as Pastoral Heads of Year, Behaviour Managers, Safeguarding Leads and School Nurse.	Evidence suggests that behaviour interventions can produce moderate improvements in academic performance (EEF).	1,4,6
Partial funding of staffing of leadership positions such as Assistant Principal and Vice Principal Pastoral who have responsibility for the behaviour and pastoral support for disadvantaged students.	Senior Leaders with responsibility for pastorally supporting disadvantaged students means that there is accountability present and that the behaviour and barriers to learning of these students is being made a priority.	4,6
Transportation costs such as taxis, minibus running costs and coaches to enable students to access a	A study by The Education Policy Institute finds that vulnerable students were less likely to attend both sports clubs and clubs for hobbies, arts and music, when compared to their peers. We want to	4,5,6

range of activities outside of school.	remove the barriers to participation that our students face such as travel and equipment costs, to ensure all our extra-curricular activities have a proportion of disadvantaged pupils that is representative of our school community. It also states that students who attend clubs have a higher probability of progressing to higher education and being in employment.	
Funding to remove the barriers that disadvantaged students face in participating in trips and extra-curricular activities such as equipment and tickets to events.		4,5,6
Contribution to collaboration with The National Breakfast Programme charity that aims to provide disadvantaged students with a free breakfast every day.	Evidence shows that eating a full breakfast before learning or before an examination enables students to concentrate for longer and thus, perform better.	1,2,4,6
Providing a free breakfast for Year 11 disadvantaged students before every external examination		1,2,4,6
Additional Support (Hardship) Fund	We know that the community we serve is made up of families who can, at times, experience financial barriers to learning such as purchasing the correct uniform or equipment such as stationery. We aim to support families financially by providing items that will ensure students are ready for learning each day.	1,2,4,6
Uniform expenditure to allow disadvantaged students access to the correct uniform to reduce removals from lessons due to non-adherence to uniform policy		1,2,4,6
Access within school to counsellors and external agencies that support disadvantaged students with their emotion wellbeing and mental health such as Unravel, Healthy Minds, Adira, Think for the Future, amongst others.	Social and emotional learning approaches such as those targeted at students with specific emotional needs have a positive impact, on average, of 4 months' additional progress in academic outcomes over the course of an academic year according to the EEF	4,6

**Total budgeted cost: £ 618,450**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

#### Pupil Premium Outcomes 2024-2025

Although attainment scores have improved for pupil premium pupils in 2024/25 compared to 2023/24, the basic measures have decreased and there is still a significant gap between disadvantaged and non-disadvantaged pupils.

GCSE Outcomes	SPA PP 2024/25	SPA Non-PP 2024/25	SPA PP 2023/24
9-4 EM	35%	63%	37%
9-5 EM	15%	35%	22%
A8	29.67	43.51	29.08

Attendance	SPA PP 2024/25	SPA Non-PP 2024/25	SPA PP 2023/24
Attendance	83.2%	91%	83.8%
Persistent Absence	46.7%	22.4%	44.6%

Literacy	SPA PP 2024/25	SPA Non-PP 2024/25
Average SAS score	92.6	100.4

Behaviour	SPA PP 2024/25	SPA Non-PP 2024/25	SPA PP 2023/24
Number of suspensions (Total 1154)	878	276	880
Number of permanent exclusions (Total 12)	11	1	15

### Externally provided programmes

Programme	Provider
Clinical Psychologist 1 day per week	CAMHS
1 day per week Golddigger Mentor/s (2 Practitioners that deliver group work and provide 1:1 specialist mentoring)	Gold Digger Trust
1 day Education Mental Health Practitioner	MHST

2 days per week Emotional & Behavioural Psychologists	Unravel
Think for The Future Mentoring	Think for The Future