

Pupil premium strategy statement – Sybil Andrews 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	621
Proportion (%) of pupil premium eligible pupils	13.9%
Academic year/years that our current pupil premium strategy plan covers	2025-2026 (Year 2 of 3)
Date this statement was published	Autumn 2025
Date on which it will be reviewed	Autumn 2026
Statement authorised by	Henry Stevenson
Pupil premium lead	Harrison Ruffell
Governor	Ang Morrison

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£92,450
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£92,450

Part A: Pupil premium strategy plan

Statement of intent

Objectives

Sir Kevan Collins, former CEO of the EEF explains:

‘Literacy is fundamental for success in school and beyond. Young people who leave school without good literacy skills are held back at every stage of their lives’

Therefore, at Sybil Andrews Academy our key objectives are to raise the attainment for those in receipt of pupil premium funding and continue to diminish the difference between themselves and their peers, particularly around reading and literacy skills and knowledge.

We are committed to ensuring that children within all pupil groups achieve their full potential, regardless of their background or disadvantage.

Overarching strategy

As a school we continue to ensure that:

There is a clear focus on Quality First Teaching, through our approach to a consistent common pedagogy, embedded within our Sybil Andrews Lesson and Learning Routines.

Staff are aware of children and their needs, including wider contextual data such as reading ages linked to targeted CPD threads, which mirror the priorities of the academy.

Children in receipt of pupil premium are carefully tracked, with targeted intervention in place focused predominantly on reading and literacy, particularly through the tutor time reading programme, SEND support and targeted intervention such as additional English in the option block.

Employ an ethos where we recognise the ‘whole’ child and their lived experience, recognising the importance of social and emotional support. Developed through the warm-welcoming and friendly approach the school has adopted within its personal development/ pastoral curriculum.

Our intended outcomes feed into our school development plan and therefore remain at the heart of our improvement journey.

Challenges

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

Challenge number	Detail of challenge
1	<p>Attendance</p> <p>The attendance of our disadvantaged students is less than their non-disadvantaged peers. Despite a 2-year improvement for this cohort and continued in-depth analysis and tracking, persistent absenteeism is an area of focus. The school remains ahead of both national and similar school attendance measures.</p>
2	<p>Progress</p> <p>PP students achieved better than their non-PP peers both locally and nationally last year. Pupils eligible for Pupil Premium funding do not always make the same academic progress as their non-PP peers. This achievement must be maintained to continue the reduction of this disparity which often limits opportunities for these pupils to achieve their full potential.</p>
3	<p>Improve literacy.</p> <p>Some pupils demonstrate weaker foundational skills in reading and writing compared to National expectations. This impacts their ability to access the wider curriculum, engage confidently in lessons and perform well in assessments.</p>
4	<p>Limited Cultural Capital.</p> <p>A number of pupils have limited access to a breadth of enriching experiences, including cultural activities, extracurricular provision, and high-quality careers education. This reduced exposure can restrict the development of cultural capital, which in turn may affect pupils' confidence, ambition, and understanding of future educational and employment pathways. Consequently, aspirations for further study or skilled careers can be lower than expected, potentially narrowing future opportunities and reinforcing existing disadvantage.</p>
5	<p>SEND</p> <p>It is a priority for pupils with SEND who are also identified as being disadvantaged that the right level of support is in place. This is further emphasised if the pupil has an EHCP. Therefore, a wraparound support network is required to ensure this collaboration.</p>

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 will attend school regularly so that they fully access the curriculum provision on offer.	Overall attendance improves to meet or exceed national benchmarks. PA rates for PP pupils align with or fall below national average. Parental engagement increases, evidenced through consistent home communication logs. Attendance priorities tracked rigorously through Senior Lead, Year lead and attendance teams.
Quality first teaching for all	A reduction in internal variation between disadvantaged and non-disadvantaged pupils. Drop-ins demonstrate quality work completed by disadvantaged pupils. Particularly those identified as both SEND and disadvantaged.
Disadvantaged pupils are given a broad range of opportunities to develop a love of reading. In turn this should lead to a high level of reading competency, allowing them to access the curriculum successfully.	The proportion of disadvantaged pupils reading with six months of their chronological age improves. Standardised scores for disadvantaged pupils improve. The proportion of pupils reading independently increases.
Enhance Cultural Capital and raise aspirations.	Provide enrichment opportunities to broaden experiences and raise aspirations for post-16 destinations. All PP pupils meet with a careers officer at key transition points. Neet figures for PP pupils align or fall below National averages. All PP pupils participate in extra-curricular activities or house events.

Disadvantaged pupils who are also identified as SEND receive a challenging curriculum. In line with their peers. Adaptive teaching underpins this process.	Assessment data will demonstrate the gap between these pupils is closing, and in instances where it is not, there is a robust plan in place.
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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: £ 40.000

Activity	Evidence that supports this approach	Challenge number(s) addressed
CPD links to the SAA approach to learning routines and rubric, which in turn supports the learning of disadvantaged pupils.	EEF Literacy Guidance Report Rosenshine's Principles of Instruction Research consistently demonstrates that high-quality teaching is the most significant factor influencing the success of disadvantaged students. We prioritise investing time and resources in continuous professional development (CPD) for teachers to improve student outcomes. This is crucial for closing the attainment gap and ensuring all students have access to excellent instruction.	2 3 5
Invest in StepLab and training middle and senior leaders to use if effectively to provide forensic feedback to help teachers improve. Develop a 'drop in' culture to	1. High-quality teaching EEF	2 3 4 5

support development of teaching and learning		
Invest in technology resources to support teaching and learning	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/feedback https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/digital	2 3 5
Targeted and specific CPD on aspects of SEND to support lesson time	https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/send	2 3 5
Utilising new online platforms such as Showbie, to support disadvantaged pupils	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit	2 3 5

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

Budgeted cost: £ 25.000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Year 11 prom card	https://www.sec-ed.co.uk/content/best-practice/pupil-premium-general-and-targeted-interventions/practice/pupil-premium-general-and-targeted-interventions/	4 1
Tutor time reading programme	https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks3-ks4	4
iPad provision (Year 7/8)	https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/send https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/digital	2 3 5
Masterclasses (Year 11)	https://educationendowmentfoundation.org.uk/support-for-schools/school-planning-support/2-targeted-academic-support	2 3 5

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

Budgeted cost: £ 27.450

Activity	Evidence that supports this approach	Challenge number(s) addressed

<p>Ensure all identified PP pupils with poor attendance to school have access to key staff including the attendance and year teams.</p>	<p>https://www.gov.uk/government/publications/work-ing-together-to-improve-school-attendance</p>	<p>1</p>
<p>Address higher exclusion rates for pupil premium pupils/ SEND and pupil premium</p>	<p>https://explore-education-statistics.service.gov.uk/find-statistics/suspensions-and-permanent-exclusions-in-england https://explore-education-statistics.service.gov.uk/find-statistics/suspensions-and-permanent-exclusions https://explore-education-statistics.service.gov.uk/find-statistics/suspensions-and-permanent-exclusions-in-england https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/behaviour</p>	<p>1 2 3 4 5</p>
<p>Contribution towards the careers advisor to support pupil premium</p>	<p>EEF to investigate ways to improve careers education for... EEF</p>	<p>4</p>
<p>Extracurricular activities</p>	<p>https://www.goodschools.com.au/insights/student-experience/the-advantages-of-extracurricular https://www.goodschools.com.au/insights/student-experience/the-advantages-of-extracurricular-activities</p>	<p>1</p>

Total budgeted cost: £92,450

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

This details the impact that our pupil premium activity had on pupils in the 2024 to 2025 academic year.

The most recent Ofsted report for Sybil Andrews Academy (October 2023) states: *“Sybil Andrews knows the importance of all pupils being able to read well. There are specific lessons on reading and there is a focus on reading in all subjects. The school identifies pupils who need to improve their reading and helps them to become fluent, confident readers.”*

“Pupils enjoy studying a broad curriculum. They know it prepares them well for future study, training or work. Pupils learn well in carefully planned lessons taught by knowledgeable teachers.”

Reading is now a prominent part of the academy, including both the academic and pastoral curriculum.

The purpose of the Tutor Time Reading Programme (TTRP) is to ensure that every student receives high-quality reading instruction as a fundamental part of their tutor time offer. The rigour and structure of the programme also supports teachers in embedding the habits learnt from the Getting Every Student Reading CPD that underpins the pedagogical approaches in the TTRP.

In line with the Getting Every Student Reading CPD, explicit vocabulary instruction is a key place holder within the TTRP lessons. This includes explicit deep instruction of target vocabulary using the vocabulary scripts included in the planning.

Also, in line with the Getting Every Student Reading CPD, direct fluency instruction is a key place holder within the TTRP lessons. This is crucial for two main reasons:

1. It allows all learners to access the nourishing and ambitious texts within the programme, regardless of their decoding ability.
2. Improved fluency frees up cognitive capacity which students can direct towards thinking deeply about what they have read.

The Explicit Vocabulary instruction techniques from the programme are now embedded into main curriculum lessons - 100% of lessons nominated to be dropped into in December demonstrated EVI being used.

Each year group has a Pastoral Officer who support all pupils, including PP, with SEMH and mental health needs. For example, Pastoral Officers conduct check-ins in the morning for identified pupils, support in Class Removal and Internal Isolation, communicate with parents and carers, attend reintegration meetings and support attendance. Where appropriate, the Pastoral and Safeguarding teams have made referrals for PP pupils to the school nurse, school counsellor, the Suffolk Emotional Wellbeing Team and YMCA Mental Health Support. PP pupils received wellbeing and mental health support from the OM nurses as part of the PSHE curriculum.

The Attendance team support Pupil Premium pupils to attend school as regularly as possible by making home visits, calling home, arranging meetings, agreeing attendance contracts and organising Part Time Timetables where appropriate.

The whole school behaviour curriculum has been successfully introduced and is regularly refreshed with pupils. Our behaviour routines create a purposeful learning environment for all students, with clear expectations and boundaries. There is a focus on re-engagement and reintegration built around positive framing.

100% of the 2025 Year 11 cohort went on to appropriate training, education or employment after leaving Sybil Andrews, including Pupil Premium pupils. PP pupils took part in trips to colleges for post-16 options.

Pupil Premium pupils attended more trips than the previous academic year visits such as theatre trips (for example, Macbeth, Frankenstein, The Kite Runner and a pantomime), Geography fieldwork, a trip to Wembley and a residential trip to Dorset. The school covered a percentage of parental costs for PP pupils. The school also covered the cost of DT food ingredients for PP pupils and gave a 20% discount for uniform. Transport was subsidised for pupils – the percentage was variable dependent on location.

Improved outcomes for PP pupils.

Over time, attainment and progress of PP pupils has improved significantly.

2025 Exam results (English and Maths):

- PP pupils 31.3% at Grade 5+ (+21% vs 2024), 56.3% at Grade 4+ (+28% vs 2024)
- Non PP pupils 60.5% at Grade 5+ (+6% vs 2024), 82.6% at Grade 4+(+6% vs 2024)
- Attainment 8 for PP students increased by 8.48%

Further information (optional)

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:

- embedding more effective practice around high-quality teaching. The school's model for Instructional Coaching aims to up-skill staff so that all students are able to access all aspects of the curriculum.
- ensuring pupils understand our 'catch-up' plan by providing information about the support they will receive (including targeted interventions), how the curriculum will be delivered, and what is expected of them. This will help to address concerns around learning loss - one of the main drivers of pupil anxiety.
- utilising support from our local wellbeing hub to support pupils with mild to moderate mental health and wellbeing issues, many of whom are disadvantaged.

- reviewing the school's pastoral curriculum and Personal Development programme to ensure that all students, and especially our disadvantaged students who are less likely to have access or exposure to Personal Development opportunities outside of the school.