Pupil premium strategy statement

This statement details Sawtry Village Academy use of pupil premium (and recovery premium for the 2024 to 2027 academic years, 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.

The information in blue shows the impact of spending in 2024-2025

The information in red shows the impact of spending in 2025-26

The proposed spending for 2026-27

School overview -Sept 2026+

Detail	Data
School name	Sawtry Village Academy
Number of pupils in school (year 7 – 11)	974 pupils
Proportion (%) of pupil premium eligible pupils (Yr 7-11)	PP Targeted: 101 (10.4%) PP Expanded: 128 (13.1%) FSM ever 6: 228 (23.4%)
Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)**	2024/25 & 2025/26 & 2026/27
Date this statement was published	29/09/2026
Date on which it will be reviewed	June 2027
Statement authorised by	Simon Parsons Principal
Pupil premium lead	Cora Davies Pupil Premium Champion
Governor / Trustee lead	Alison Tanton-Smith Academy Councillor

Funding overview

Detail	Amount
Pupil premium funding allocation for academic year 24/25 (actual) Pupil premium funding allocation for academic year 25/26 (actual) Pupil premium funding allocation for academic year 26/27 (projected)	£166,750.00 £194,820.83 £205,700.00
Recovery premium funding allocation this academic year 24/25 (Actual) Recovery premium funding allocation this academic year 25/26 (actual) Recovery premium funding allocation this academic year 26/27 (projected)	£38,640 £0 £0
Pupil premium funding carried forward from previous years (enter £0 if not applicable) Pupil premium funding carried forward from previous years (enter £0 if not applicable) 2023/2024 Pupil premium funding carried forward from previous years (enter £0 if not applicable) 2024/25 Pupil premium funding carried forward from previous years (enter £0 if not applicable) 2025/26 into 26/27	£9978.59 £9114.00 £20,943.52
Total budget for this academic year 24/25 **Total budget for this academic year 25/26** **Total budget for this academic year 26/27**	£176,728.59 £203,964.83 £226,643.52

Part A: Pupil premium strategy plan

Statement of intent

Our objectives for pupils who are in receipt of PP funding are threefold:

1. To ensure all PP students make progress in line with their peers in all subjects.
2. To ensure a childhood set of experiences at least in line with their peers.
3. To give all students additional and specialised intervention so they make informed choices about the next stage of their learning.

In order to achieve the objectives above the school will focus on the following key principals:

1. **All PP pupils will make academic progress in line with their peers**

Exceptional teaching is at the heart of ensuring PP students make progress in line with their peers. At Sawtry Village Academy we will ensure all PP pupils receive the very best teaching in every subject. We will ensure dedicated and personalised intervention strategies, extending school day with intervention classes (session 6) and all staff knowing valuing every student. High quality first teaching to be at the heart of all lessons. We want all students to be confident in oracy and reading to help open doors for their future.

2. **All PP Pupil's attendance to be above or in line with national average attendance**

Attendance will be assured through a rigorous attendance strategy partnered with supportive home school dialogue. Every effort will be made at all levels including tutor, House, PP champion, attendance officer and other agencies, to ensure sustained attendance is achieved. The school ideal is 96% or above for all students. All pupils should feel welcomed and part of SVA. Students are to access and be apart of the 'Made in SVA' mantra.

3. **All pupils will be supported to foster independent learning, greater autonomy and self-directed learning through teaching strategies, extracurricular activities and supportive personalised pastoral care.**

All PP students will have access to a tutor who will ensure the conditions for learning in school and at home do not hinder academic progress or attainment. Teaching strategies and whole school initiatives will strive for PP pupils gaining greater autonomy, resilience and being able to self-direct their learning. These will be communicated home via personalised academic mentoring.

4. **All PP pupils will take part in a childhood set of activities which broaden pupil outlook and perspectives.**

There is much evidence to suggest that those in receipt of pupil premium funding do not always experience a rich set of activities and opportunities which broaden their outlook and perspective. Sawtry Village Academy will ensure a memorable set of experiences (extending the boundaries of

learning) which support engagement and independent growth through the PP charter 5 year programme. These includes students being encouraged to complete our Pledge awards for experience.

5. **All PP pupils will take part in C.E.I.A.G. (Careers Information Advice and Guidance) activities which broaden knowledge of careers and ensure informed choices as to the next steps of their learning from year 7.**

The school will ensure an enhanced CEIAG package of activities based on the axiom: **'If you can't see it you won't be it'** this will include personalised mentoring, work experience in year 10 and multiple dedicated careers interviews.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage households. 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.

Challenges

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

Challenge number	Detail of challenge
1	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. On entry to year 7 this year, a number of disadvantaged pupils arrive below age-related expectations in English compared to their peers. We use initial testing and interventions to help overcome this challenge. Year 7 Reading KS2 2024-2025 44% PP pupils below age related expectations for Reading vs 20.3% of peer group. KS2 SATS Year 7 Reading KS2 2025-2026 48.6% PP pupils below age related expectations for Reading vs 16.6% of peer group. KS2 SATS Year 7 Reading KS2 2026-2027 25.8% PP pupils below age related expectations for Reading vs 21.4% of peer group. KS2 SATS

<table>
<tr><td></td><td></td></tr>
<tr><td>2</td><td>PP students progress and attainment 8 scores is below that of non pp students both nationally each year but also locally at KS4 outcomes.

<table>
<tr><td></td><td>Whole school P8/A8</td><td>PP student P8/A8</td></tr>
<tr><td>2026 (30 students)</td><td>No progress score due to no SATS

Attainment 8: 47.91</td><td>No progress score due to no SATS

Attainment 8:37.60</td></tr>
<tr><td>2025 (27 student)</td><td>No progress score due to no SATS

Attainment 8: 49.35</td><td>No progress score due to no SATS

Attainment 8:41.94</td></tr>
<tr><td>2024 (32 students)</td><td>+0.56/49.00</td><td>-0.04/40.0</td></tr>
<tr><td>2023 (26 PP students)</td><td>+0.40/50.17</td><td>-0.15/39.34</td></tr>
<tr><td>2021* Estimate</td><td>+0.77 / 50.91</td><td>+0.48 / 41.00</td></tr>
<tr><td>2020* Estimate</td><td>+0.83 / 51.12</td><td>+0.54 / 44.71</td></tr>
<tr><td>2019</td><td>+0.4 / 50.54</td><td>+0.10 / 43.58</td></tr>
</table></td></tr>
<tr><td>3</td><td>Our attendance data over the last 3 years indicates that attendance among disadvantaged pupils has been lower than for non-disadvantaged pupils.

We have a gap between disadvantaged pupils and non-disadvantaged students for ‘persistently absence’ compared to their peers during the past 3 years. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils’ progress.

2024 – 2025
Whole school attendance is 92% - PA 19.4%
Non PP 94% attendance - PA 11.8%
PP attendance 84.1% - PA 47.7%

2025 – 2026</td></tr>
</table>

	Whole school attendance is 92.05% - PA19.3% Non PP attendance 93.99% - PA13.4% PP attendance 84.88% - PA40.08% Our target for attendance is 96% for all students.
4	Our assessments (including PASS wellbeing survey), observations and discussions with pupils and families have identified social and emotional issues for many pupils, such as anxiety, depression (diagnosed by medical professionals) and low self-esteem. This is partly driven by concern about catching up lost learning and exams/future prospects, and the lack of enrichment opportunities for PP students. These challenges particularly affect disadvantaged pupils, specifically more girls than boys, but both genders are impacted by lower attainment as a result. Recent financial changes to the country have increased anxiety among parents.
5	The financial deprivation of families (especially since covid) to ensure they can access school educational visits, uniform and extend their learning beyond the classroom. Students struggle to access the correct equipment and literature to read around the subject outside of school. We have also seen anxiety from students due to family financial hardship.

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
All PP pupils will make expected or better progress in all subjects by the time they reach GCSE's. PP students to score above 0 in their progress 8 outcomes and the gap closes between attainment/progress data with non PP students.	Reduced gap in Progress 8 scores between PP and Non PP students. All PP students to achieve their target grades.
All PP Pupil's attendance will be above or in line with national average attendance	• Attendance data for all PP pupils will be in line with or above national data for all pupils.

	• We will strive to meet an average attendance of the school target 96%
PP students well being and self regard to increase over the academic year as they feel more supported and known.	• The PP student PASS survey scores in July to be higher than previous years in all categories. And continue to grow in line with school trends with no significant trends for PP students specifically.
All PP pupils will take part in a childhood set of activities which broaden pupil outlook and perspectives.	• Full access and encouragement, including financial support, to attend residentials, trips and access all extracurricular opportunities, guided by the PP charter. • All PP pupils to attain the Trust Bronze PLEDGE by the end of year 8 • All PP Pupils to go on at least three off site visits during KS3
All PP pupils will take part in C.E.I.A.G. (Careers Information Advice and Guidance) activities which broaden knowledge of careers and ensure informed choices as to the next steps of their learning from year 7.	• Fully participating in school's career's programme. • Having at least two independent careers interviews at KS4. • Completing an aspirational work experience programme at KS4.
Acknowledge and embrace the financial depreciation of families, through communication with school and a better understanding of families in the community.	• All students will be fully equipped for school • All students with have all revision, literature and resources required for schooling • All students will have access to educational visits and trips despite their financial situation • All pp families will receive good communication from the PP champion throughout the year.

Activity in this academic year 2024/25, 2025/26, 2026/27

This details how we spent our pupil premium **last academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £*142,750.00, £160,842.83, protected: £208,484.73*

Activity	Evidence that supports this approach	Challenge number(s) addressed
Strand 1 of the CPD focus for the year for all teachers on effective **'Feedback and curriculum intent and implentation'**	EEF Teaching and Learning tool kit: Feedback	1,2,
Strand 2 of the CPD focus for the year for all teachers: **Meta cognition, self-regulation** and retrieval practice	EEF Teaching and Learning tool kit: Meta cognition and self-regulation	1,2,4
Strand 3 of the CPD focus for the year for all teachers is: Elements of **Mastery at ks3 English and maths curriculum**	EEF Teaching and Learning tool kit: Mastery Learning	1,2
Strand 4: Reading comprehension : to be embedded into refreshed curriculum plans	EEF Teaching and Learning tool kit: Reading Comprehension	2,1,4,5
Whole school Approach to SEND to help support PP students with SEND	Whole school approach to SEND - including staff training	3,4
Teacher training	Trust wide Pbbls and idols via Trust online training platform	3
Teacher training and development	Dylan william walk throughs and Teaching communities – CPD and Merdian learning modules	3
Teaching high attendance to students.	Attendance initiative with attendance officer and CPD on school refusers. praise system.	2

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

Budgeted cost: £ £ 17,980 recovery premium this year £38,640, £14230.46, £*

Activity	Evidence that supports this approach	Challenge number(s) addressed
Ensure each PP pupil receives *at least* three 1	EEF Teaching and Learning tool kit: Aspiration Interventions	1,2,3,4,5

to 1 targeted tutor interviews each year and these are always in the first week of each new term.	EEF Teaching and Learning tool kit: Behaviour interventions EEF Teaching and Learning tool kit: Oral Language EEF Teaching and Learning tool kit: Mentoring	
Every student across year groups 7 to 9 completes a PASS survey each year to ensure targeted interventions/attitudes to learning and trends in attitudes can be monitored and addressed where necessary	EEF Teaching and Learning tool kit: behaviour interventions EEF Teaching and Learning tool kit: Peer tutoring EEF Teaching and Learning tool kit: social and emotional learning	3,4,5
Ensure every PP student has access to relevant online revision and learning platforms for KS3 and GCSE study	Sparx English, maths and science for all k3. Language nut	1,2

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

Budgeted cost: £33978.59, £28891.54, £39,102.31* includes carry over from last year

Activity	Evidence that supports this approach	Challenge number(s) addressed
To ensure that every PP student's parent/s attend at least 1 face to face parent evening each year	EEF Teaching and Learning tool kit: Parental Engagement	3,4,5,6
New Attendance officer time to help with attendance process	Both positive initiatives around school and efficient use of attendance policy.	4,5,6
Off site visits including outdoor centre	All students given opportunity to complete multiple off site visits and tracked through PP charter	4,5,6
Each student to complete the Bronze PLEDGE between year 7 and 9 and strive for their silver PLEDGES at KS4. Combined with all PP students to complete the PP charter, accessing social and extracurricular experiences.	EEF Teaching and Learning tool kit: Arts Participation EEF Teaching and Learning tool kit: Outdoor Adventure Learning Increase use of an on-site careers advisor	4,5,6

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 academic year 2023/24 and 2024/25

The academy uses internal assessment data, Keystage 4 and 5 outcomes, externally assessed Keystage 3 testing and our own Life after levels system. Teacher assessments of pupils mental health, well being and safety also contribute to the evaluation of effectiveness. We used to use external testing provided by GL assessment to measure progress in maths, English, science and reading age during KS3, and have now moved in 2026 to FFT reading tests.

2023/24

A – Keystage 3 progress PTE/PTM - using external GL assessment data we saw the progress of PP students in English reach 60%, against non PP students at 69.6%. And progress of PP students in Maths reach 84.6% against non PP students at 78.2%

B – Attendance above national average

Whole School 93.25% 11.31% PA ,
Non PP 94.49% / 7.43% PA vs PP 87.92% / 25.25% PA

C – Progress 8 at KS4 above 0

2024 (32 students)	0.56/49.00	-0.04/40.0

D – Student well being to continue to be at high levels. We maintain higher than average scores in all categories of the PASS survey.

E – CEIAG activities – 100% All year 11 students had 5 careers encounters, and all PP students in other year groups had access to the sessions available to them that year.

F – Support families All PP families received multiple email communication from PP champion during the year. Supporting family needs for foodbank and trips. All PP children are offered costs towards trips.. Revision guides given to all Year 11 and 10 students. All educational visits offered with financial support.

2024/25

A – Keystage 3 progress PTE/PTM - using external GL assessment data we saw the progress of PP students in English reach 60.9%, against non PP students at 76.6%. And progress of PP students in Maths reach 68.3% against non PP students at 84.4%

B – Attendance to be above national average

2024-2025
Whole school 92% - PA 19.4%
Non PP 94% - PA 11.8%
PP 84.1% - PA 47.7%

C – Progress 8 at KS4 above 0

2025 (27 students)	A8 49.35 / PP=41.94	NO PROGRESS DATA this year nationally due to COVID

D – Student well being to continue to be at high levels. We maintain higher than average scores in all categories of the PASS survey.

E – CEIAG activities – 92.6% All year 11 students had 5 careers encounters, and all PP students in other year groups had access to the sessions available to them that year. As per the PP charter.

F – Support families All PP families received multiple email communication from PP champion during the year. Supporting family needs for foodbank and trips. All PP children are offered costs towards trips.. Revision guides given to all Year 11 and 10 students. All educational visits offered with financial support. As per PP charter

2025/26

A – Keystage 3 progress PTE/PTM - using external GL assessment ended last year and so no impact data is therefore available. It has been replaced by FFT reading test which was used as a pilot and now launched for all Year 7 students. Durin the interim we used a reading and comprehension test called NGRT. That showed whole school progress at 58.5% of students made expected or higher than expected progress. PP students made 54.2% expected or higher than expected progress.

B – Attendance to be above national average

2025-2026
Whole school 92.2% - PA 19.5%
Non PP 93.6% - PA 15%
PP 85.1% - PA 40.1%
which is an improvement on last year

C – Progress 8 at KS4 above 0

2026 (30 students)	A8 47.91 / PP=37.60	NO PROGRESS DATA this year nationally due to COVID

D – Student well being to continue to be at high levels. We maintain higher than average scores in all categories of the PASS survey.

E – CEIAG activities –96.7% of all year 11 PP students had 5 careers encounters, and all PP students in other year groups had access to the sessions available to them that year. As per the PP charter.

F – Support families All PP families received multiple email communication from PP champion during the year. Supporting family needs for foodbank and trips. All PP children are offered costs towards trips.. Revision guides given to all Year 11 and 10 students. All educational visits offered with financial support. As per PP charter

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
Career advice and guidance	Career advisor
My Performance Learning	My Performance Learning
Maximise programme	Maximise
Strive and Willow Alt Provision	
Internal careers advisor – staff now	

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	Each 'service' pupil received additional support via mentoring from the PP champion. To ensure students were confident and happily settled into school.
What was the impact of that spending on service pupil premium eligible pupils?	Each pupil in the Academy normally receives at least one academic mentoring session each term. This is enhanced for the children of service children to include and additional meeting by the PP champion. The impact was no NEETs, all pupils in training employment or apprenticeships. Students to be included in as many extending the boundaries of learning activities as they want to, to increase social contact with peers.

Further information (optional)

As a member of Merdian Trust, Sawtry Village Academy closely follows the 'MAT Statement of Principals' and subscribe to the 'MAT Pupil Premium Charter'. Many of the strategies within this charter are outlined in the strategies for improvement above. The MAT PP Charter sets out a series of minimum expectations and actions required to ensure the academic, cultural and experiences gap between pupils who are disadvantaged and their peers narrows in all its schools. The MAT PP Charter is the minimum guarantee to all pupils in receipt of Pupil Premium funding who attended a MAT school.