

Pupil Premium Strategy Statement – Pioneer Secondary Academy (2024- 2026)

School [overview](#)

Detail	Data
Number of pupils in school	615
Proportion (%) of pupil premium eligible pupils	12%
Academic year/years that our current pupil premium strategy plan covers	2024-2025 2025-2026 2026-2027
Date this statement was published originally	1 September 2024
Date this statement was published	1 September 2025
Date on which it will be reviewed	31 August 2026
Statement authorised by	S Keshani
Pupil premium lead	E Day
Governor / Trustee lead	T Matharu

Funding overview

Detail (2026-27)	Amount
Pupil premium funding allocation this academic year	£73,187
Pupil premium (and recovery premium) funding carried forward from previous years	£0
Total budget for this academic year	£73,187

Statement of intent

Intent Statement

A. Improve the attainment of PP students.

- Year 11 PP to achieve 5+ in English and Maths: 50%.
- Year 11 PP to achieve an Attainment score of 45+
- PP in years 7-10 to achieve in line with their peers.
- Our students make good progress, and we are now focused on raising attainment further so it is at least in line with their peers, with a minimum Attainment 8 score of 45.

B. Ensure that all PP students' reading ages are at or above their chronological age.

- Invest in an intensive programme of reading for Year 7 to rapidly get them up to their chronological level.
- Regularly test Reading ages to monitor the progress being made.

- Ensure Year 8s who are still behind in their chronological reading ages are given additional tutoring to rapidly improve reading.
- Invest in reading resources so that every child always has a reading book.
- Invest in reading logs and monitoring of reading and reading ages.
- Link rewards and prizes to reading. Create Reading Champions.
- Work with organisations that promote reading and will publish our children's work.

C. Ensure attendance of PP pupils is in line with all pupils nationally.

In line with the latest DfE guidance, focus on improving attendance by:

- Fostering a sense of school belonging: a key driver of attendance across all contexts. This is particularly important for females and is closely linked with feeling safe at school.
- Focus on the emerging challenge of a 'second transition' from Year 7 to Year 8 that deserves greater attention. This challenge of a 'second transition' from Year 7 to Year 8 is particularly pronounced for Pupil Premium pupils with SEND. Sense of belonging appears to be particularly associated with likelihood of attendance for Year 8 pupils.
- Carry out systematic reviews of PP students' attendance. Attendance drivers are intersectional. The biggest drops in attendance are intersectional, with KS4 Pupil Premium females with SEND attending at an average of just 77%.
- Ensure our school systems do not strongly link attendance to sanctions and consequences. Understanding of the importance of school and relationships with peers and teachers is more strongly associated with attendance.

D. Provide effective emotional support to students.

- Ensure that the current systems of emotional support are targeted and impactful.
- For any referrals to our Counselling Service, we will ensure that PP students, in most cases, have access in the first instance, unless there are exceptional circumstances.
- Ensure that the Sikh ethos and spiritual development contributes to students' well-being. Develop a co-ordinated, strategic overview of the provision to maximise impact.

E. Provide a range of enrichment activities for students to widen their cultural experiences.

- Broadening the range of dilruba lessons by qualified musicians and fund the PP placements for these lessons and subsequent examinations.

F. Ensure students' aspirations are raised and they progress onto Russell Group Universities or prestigious apprenticeships.

- We want to make sure our students have the highest aspirations. We will expose them to the best available opportunities and support them in achieving the outcomes. As such, ensuring they have 1:1 career interviews, are educated on the entire university application process, and receive transport support for university open days.

Challenges

Key challenges for our disadvantaged students are:

Challenge	Detail of challenge
A.	Prior attainment Low prior attainment data based on data from the primary schools and the CAT testing carried out.
B.	Reading Ages We recognise the importance of reading. Low levels of reading have a disproportionate impact on pupil outcomes and prevent pupils from accessing the curriculum.
C.	Attendance Attendance for disadvantaged pupils is below that of their non-disadvantaged peers in some year groups. We will use the recent guidance to ensure a sense of belonging to improve the attendance of our PP students, aiming to close the overall 7-8% gap between PP and Non.
D.	Social and Emotional issues We have experienced an increased need for support for anxiety, depression, and low self-esteem.
E.	Widening cultural experiences Increasing exposure and igniting a passion for music, the arts, and, in particular, traditional kirtan. Our PP students are at risk of living quite insular lives, and it is important that we provide opportunities to widen their cultural and spiritual experiences.
F.	Lack of aspiration Disadvantaged students require greater guidance to identify pathways in education and employment. They tend not to have supportive, knowledgeable networks nor do they have access to these networks. PP students and their families can be very aspirational but are likely to not recognise the impediments to achieving the aspirations. Providing focussed support with help the students achieve the ambitious outcomes. Historically, disadvantaged students have not taken as much advantage of our extracurricular enrichment opportunities as they can't get home from school.

Intended outcomes

This explains the outcomes we are aiming for by the end of our current strategy plan and the success criteria they will be measured against.

	Intended outcome	Success criteria
A	Disadvantaged students make academic progress at or above national	<ul style="list-style-type: none">50% disadvantaged students score a grade 5+ in English and Maths.

	performance for non-disadvantaged students	<ul style="list-style-type: none"> • 2024 - 40%, in line with last year, 7% increase on the year before • Year 11 Disadvantaged students achieve an attainment score of 47 (in line with the national for <i>all</i> students) • EBacc entry for disadvantaged students in line with school average of 66%+
B	PP students reading ages are above or in line with their chronological ages.	<ul style="list-style-type: none"> • All year 7 students reading ages are above or inline with their chronological ages. • Our programme last term suggested that 68% improved their reading age over the term • Year 8 pupils who have not caught up are intensively supported and reach their reading age targets. • A culture of reading is embedded across the school. • Every tutor group follows a comprehensive reading programme of study, consisting of high-quality texts and carefully designed comprehension questions. This programme is delivered weekly during a dedicated morning tutor time.
C	Disadvantaged students have excellent levels of attendance and punctuality.	<ul style="list-style-type: none"> • Attendance meets or exceeds national expectations and is in line with the school's overall attendance figures. • (see part B) • Individual students with low attendance are supported by the attendance officer and pastoral team so that their attendance improves. • Attendance for specific groups is tracked centrally and appropriate actions are taken. Building a sense of belonging is essential. • Increased provision for the 'second transition'.
D	Disadvantaged students are emotionally mature and exhibit positive behaviours.	<ul style="list-style-type: none"> • Lesson observations and learning walks show students who are engaged and actively learning. • Student questionnaires show positive attitudes towards learning. • Reduced number of behaviour incidents and there is no direct correlation between PP and non • Personal Development is taught systematically in assemblies, tutor time and in PD lessons. This is now embedded and sequenced and graded outstanding.

		<ul style="list-style-type: none"> • All elements of Personal Development are delivered through Tutor Time and assemblies. They are delivered well and are impactful. • Appropriate referrals made to outside agencies where necessary and support from specialists is sought – These are monitored and evaluated.
E	Disadvantaged students' cultural capital is enhanced throughout their time at school.	<ul style="list-style-type: none"> • Disadvantaged students have the opportunity to take part in a variety of trips which are subsidised by the school. • 72% of PP have taken advantage of wider opportunities > 40% last year • Number of disadvantaged students take part in the range of activities available increases. • The Sikh ethos develops PP spiritually and helps enhance their cultural capital.
F	Disadvantaged students achieve places at the Russell Group universities and prestigious apprenticeships.	<ul style="list-style-type: none"> • Percentage of disadvantaged students who go to university and specifically to Russell Group universities is in line with non-disadvantaged students. • Percentage of disadvantaged students who do prestigious apprenticeships is in line with non-disadvantaged students.

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: £ 5000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Senior Leader to lead Literacy and implement the following actions:</p> <ol style="list-style-type: none"> 1. Invest in an intensive programme of reading for Year 7 to rapidly get them up to their chronological level. 2. Ensure Year 8s who are still behind in their chronological reading ages are given additional tutoring to rapidly improve reading. 	<p>The identified academic gaps in reading, writing and loss of learning, due to the pandemic, reflect the well-documented trends seen in National research. PSA recognises the established links between improved literacy and</p>	B

3. Invest in reading resources so that every child always has a reading book. 4. Invest in reading logs and monitoring of reading and reading ages. 5. Link rewards and prizes to reading. Create Reading Champions. 6. Work with organisations that promote reading and will publish our children's work.	successful life chances, particularly for disadvantaged students. EEF Improving Literacy in Secondary Schools report EEF Reading strategies evidence	
Develop leaders to provide: 1. Staff with a comprehensive programme to to develop staff subject expertise and pedagogy. 2. Mentoring of staff to help them rapidly improve. 3. Monitoring of the quality of teaching and the impact of teaching on pupil outcomes.	Train leaders and staff to achieve the highest outcomes for pupils whether this be in reading or GCSE/A level attainment. Staff will receive a bespoke programme of support to improve their teaching.	A, B, F

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

Budgeted cost: £3500

Activity	Evidence that supports this approach	Challenge number(s) addressed
1. Leaders to set implement a targeted programme of academic mentoring, and tutoring.	Tuition targeted at specific needs and knowledge gaps can be an effective method to support underachieving students, including disadvantaged. EEF Small Group Tuition evidence EEF Individualised Instructions evidence EEF Extended School evidence	A, B, F
2. Targeted support for disadvantaged students. This includes tutoring, one to one support and structured interventions.	Careers and Year 12 staff are being upskilled on effective Careers Education through sessions and via unifrog EEF Importance of Careers Education for Disadvantaged	F
3. Interventions to support underachieving and disadvantaged students: e.g.	Tuition targeted at specific needs and knowledge gaps can be an effective method to support underachieving students, including disadvantaged. EEF Small Group Tuition evidence	A, B, F

additional books, past papers, model answers etc.	<u>EEF Individualised Instructions evidence</u> <u>EEF Extended School evidence</u>	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £69,187

Activity	Evidence that supports this approach	Challenge number(s) addressed
<ol style="list-style-type: none"> 1. Employ staff to support student attendance and develop a sense of belonging. 2. Leaders to monitor and evaluate the emerging challenge of a 'second transition' from Year 7 to Year 8 that deserves greater attention. 3. Leaders to carry out systematic reviews of PP students' attendance. 4. Leaders to ensure our school systems do not strongly link attendance to sanctions and consequences. 	<p>Improved attendance has a direct correlation with improved attainment. <u>DfE School Attendance guidance</u></p>	C
<ol style="list-style-type: none"> 1. A programme of Cultural extracurricular activities to be implemented. 2. Enrichment activities to be set up and attendance for PP pupils monitored: <ul style="list-style-type: none"> -Music clubs - peripatetic lessons - sporting clubs - Art clubs - science clubs - book clubs - competitions and many more... 	<p>Disadvantaged students will experience increased cultural capital participation and enrichment/ extracurricular opportunities. <u>DfE Extended Activity Provision in Schools report</u> <u>EEF Physical Activity evidence</u></p>	E
<ol style="list-style-type: none"> 1. School counsellor, Head of Student Services and trained Mental Health Leads to provide students with bespoke support to address anxiety, depression, domestic abuse and aid students in forming positive relationships with staff and students. 2. Social and Emotional interventions and support clubs put in place and provision monitored. 	<u>EEF Social and Emotional Learning evidence</u>	D

3. Leaders to monitor the number of sessions and evaluate the impact of the sessions provided.		
<p>Hardship fund</p> <ol style="list-style-type: none"> 1. Leaders to identify students who would benefit from this support and ensure that it is provided. 2. Leaders to be sensitive to the protecting the identity of these pupils. 3. Leaders to build relationships with the families/parents so that the support can be provided (and that parents/pupils are not embarrassed to ask). 	Our most vulnerable students receive support in purchasing uniform, academic and enrichment trips and resources.	A, B, C, D, E, F

Total budgeted cost: £73,187

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

This details the impact that our pupil premium activity had on students in the 2023-2024 academic year and the progress we have made towards our intended outcomes.

Improved attainment and progression among disadvantaged and pupil premium students at the end of KS4

Year	2022-23	2023-24	2025
A8	44	44	tbc
9-4 EM	60%	50%	tbc
9-5 EM	40%	40%	tbc
Ebacc entry	61%	68%	tbc

2024 - 2025 Attendance for Disadvantaged and Pupil Premium

Attendance	All	Year 7	Year 8	Year 9	Year 10	Year 11
School	89.1%	91.7%	93.9%	83%	90%	84.5%
FFT National	86.2%	89.8%	87%	85.2%	84.2%	83.6%
Difference	2.9%	1.9%	6.9%	-2.2%	5.8%	1%

Improved attendance for all students, particularly the disadvantaged students

- Our Attendance rates for all groups, including Disadvantaged have been significantly above the National average since the school's inception, as recognised by our receipt of the FFT National School Attendance Award, placing us in the top 25% of Schools.
- The School Persistent Absence rate has been significantly below the National average over the last two years.
- The school's Severe Absence rate is 0%

Increased cultural capital participation and enrichment/ extracurricular opportunities.

2022 - 23 Trips or club participation	2023 - 24 Trips or clubs participation	2024 - 25 Trips or clubs participation
40%	71%	69%

Decreased exclusion rates for all students, particularly for disadvantaged students

- Our exclusion rates remain very low compared to National averages in a pre-pandemic year.
- 2024-2025 school year, only 1% of suspensions were issued to disadvantaged students and our suspension rates remain well below national averages.
- We have had zero permanent exclusions since the school opened in May 2022.

Improved well-being for all students, particularly those that are disadvantaged

- The development of our well-being provision, our Safeguarding Team, our School Counsellor, Heads of Year and Students Services area has improved our provision for disadvantaged students. The provision aims to aid students in forming positive relationships with staff and students. Over 150 students (including disadvantaged students) are supported through a variety of projects, interventions and clubs.
- Our 2024-25, PP we targeted raising the cultural capital of our students by exposing them to guest speakers and school trips. Our PP students have contributed to raising money for local charities, carried out Seva in the local communities and many of whom have taken advantage of the extra curricular provision such as Fencing and Taekwondo, funded through the strategy.
- Attitude to Learning metrics data suggest an improvement in lesson engagement of pupil premium students in 2024-2025