

Pupil premium strategy statement

This statement details our school's use of pupil premium funding for the 2026/7 academic year to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this and consequent academic years and the impact that this funding has on raising standards for our students.

School overview

Detail	Data
School name	Sirius Academy West
Number of pupils in school	1397 (90 6 th form)
Proportion (%) of pupil premium eligible pupils	39.1%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	2024/25 to 2027/28
Date this statement was published	September 2024
Date on which it will be reviewed	Jul 2025, Jul 2026, Jul 2027
Statement authorised by	G Ransom
Pupil premium lead	E Fryer
Governor / Trustee lead	David Whitelock

Funding overview (Updated Sept 2026)

Detail	Amount
Pupil premium funding allocation this academic year	£609,660
Recovery premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£609,660

Part A: Pupil premium strategy plan

Statement of intent

At Sirius Academy West we aim to be the best version of ourselves. This aim extends to all staff, students and stakeholders of the academy and the ability to work towards this aim should not be impeded by disadvantage. We want no significant gaps between those students who are eligible for the pupil premium funding and those who are not. To achieve this, our primary focus will be on quality first teaching for all, delivering an engaging curriculum that is bespoke to our context and retaining the inclusive nature of our Academy.

We have identified some key barriers to the success of students that are eligible for pupil premium funding, including: attendance at school, behavioural challenges, complex SEMH and SEND needs, literacy levels significantly behind their non-PP peers, and lack of supportive parental engagement. Through this plan we aim to set out how we address these barriers so that our students have both the qualifications and wider experiences that will enable them to be successful in the world of work following their time at our Academy. In addition to this, we want to develop our learners as well-rounded individuals who are an asset to the community of Hull.

All teachers are teachers of SEND, champions of attendance and leaders when it comes to behaviour. Through a team approach to these areas, we can ensure that expert staff are able to deliver high-quality lessons that give our students the opportunity to achieve their best. We have strong pastoral, SEND, attendance, careers, and support teams in place to ensure this.

We will enrich our students experience during their time at our academy through trips, visits, clubs, and opportunities that leave lasting memories and support them in moving onto their next steps with positivity. We strive to instil strong levels of respect in our students, and this is something we do by example.

Disadvantaged pupil performance overview for last academic year (updated Sept 2026 with 2025/6 results)

	2024-25	2025-26
Attainment 8	32.67	37.28
Non-PP Attainment 8	43.50	44.78
% Grade 4+ English and maths PP	41.5%	58.2%

% Grade 5+ English and maths PP	19.8%	32.9%
---------------------------------	-------	-------

Strategy aims for disadvantaged pupils.

Aim	Target	Target date
Progress 8	0	August 2027
Attainment 8	47	August 2027
% Grade 5+ in English and maths	55%	August 2027
% Grade 4+ in English and maths	70%	August 2027

Challenges

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

Challenge number	Detail of challenge
1	High Attaining Disadvantaged Pupils (HPA): Internal KS3 assessment data shows high prior attaining PP pupils make less progress than non-PP peers across KS3, particularly in knowledge-rich subjects (Science, Maths, Geography, Technology), reducing sustained high achievement at KS4.
2	Literacy & Vocabulary Gaps: A significant reading gap exists between PP and non-PP pupils. Of students with a standardized reading score (SAS) below 100, 40% are PP; among those requiring early-stage phonics intervention, 59% are PP.
3	Curriculum Disengagement & Low Aspirations: Pupil voice and internal monitoring highlight dips in engagement and aspiration in Years 8 and 9, leading to underperformance during transition into Key Stage 4.
4	Inconsistent Attendance & Persistent Absence: PP average attendance for 2025/26 was 90.4% compared to the academy average of 92.93% (though 3.9% above national PP averages). Persistent absenteeism remains a key barrier to persistent academic progress.
5	Lack of Metacognitive Strategies & Academic Resilience: Socio-economic factors limit home study resources and metacognitive guidance, leading to reduced independence and resilience when pupils face complex or unfamiliar academic tasks.

6	Parental Engagement & Community Links: Need to deepen engagement with harder-to-reach families to foster shared high expectations, support home learning habits, and enhance cultural capital.
---	---

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
1. To close the achievement gap between PP students and their non-PP peers through consistent provision of Quality First Teaching	Quality assurance shows all departments are at least judged to be of the “strong standard” throughout 2024-2027, any areas of improvement are addressed. PP students’ attainment is in line with national figures. Attainment measures for maths and English continue to improve compared to 2025-6 scores
2. To ensure high levels of cumulative attendance and low levels of persistent absenteeism. To also ensure standards in behaviour are consistent for all students in the Academy.	PP Persistent absenteeism continues to be above national PP average. The attendance gap between PP students and their non-PP peers continues to close There are equivalent rates of negative behaviour incidents for PP students and non-PP students, particularly suspensions Overall negative behaviour logs continue to show a trend of improvement
3. To have a relentless focus on improving the literacy levels of all students, particularly in terms of reading and spoken language, to ensure that all students are in line with comparable national data.	The gap between student’s chronological age and reading age closes There is a significant reduction in the gap between the reading ages of PP students and non-PP students Students demonstrate a love of reading and have greater access to age-appropriate materials Outcomes at KS4 show that students are able to access the literacy demand of exam scripts

4. To raise the aspirations of disadvantaged students, through a combined approach of promoting academic resilience and broadening academic and career horizons through a robust personal development programme.	There is an ambitious yet realistic careers calendar in place, that broadens students' horizons and meets the Gatsby Benchmarks for excellent careers provision – mapped on Compass+ The number of NEETs continues to be better than national and local comparable figures. The percentage of PP students continuing in higher education continues to increase. The attainment gap between PP and non-PP students continues to close (gap in 2025-6 was half the National average)
5. To focus on building relationships with our harder to reach families, and play a bigger part in the wider community	Achievement of the Optimus Education “Leading Parent Partnership” Award Improved parental attendance at Academy events. The percentage of PP parents that attend is equal to the percentage of non-PP parents Parental surveys show the perception of the Academy is positive and families feel part of our Academy community

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: £623,801.83

Activity	Evidence that supports this approach	Challenge number(s) addressed
Appointment of AVP T&L with a focus on leading CPD for PP strategies (QFT)	The Sutton Trust Report (2011) - the effects of high-quality teaching are especially significant for pupils from disadvantaged backgrounds, gaining 1.5 equivalent years of learning for every one year spent in education, compared to 0.5 equivalent with a poor teacher Pupil Premium Guidance (2024): Quality First Teaching is the single most powerful tool for closing the disadvantage gap.	1,2,3,5
Deputy Headteacher for Quality to be a champion of the PP cause, monitor attendance; attainment and engagement	Dr John Dunford: The pupil premium journey: lessons learned during my two years as National PP Champion – shows a pupil premium champion can help to implement and monitor the effectiveness of all other aspects of the PP plan.	1,2,3,4,5
Further development of the internal assessment and data review processes to ensure a clear focus on PP achievement across subject areas. Enabling early identification and implementation of strategies to address underachievement from KS3.	Effective classroom strategies for closing the gap in educational achievement for children and young people living in poverty, including white working-class boys by C4EO showed a rigorous approach to monitoring and acting upon data is essential to closing the disadvantage gap.	1,2,3
A commitment to developing an explicit, knowledge driven curriculum to reduce cognitive overload and focus on the essentials for success. The success of this curriculum will be measured through internal data monitoring, in conjunction with quality assurance such as curriculum studies and work scrutiny.	* Sweller (2011) Cognitive Load Theory: Minimizing extraneous load prevents cognitive overload for novice learners. Dunlosky et al. (2013): Retrieval practice and distributed practice are top-tier utility techniques for long-term retention. Educational Psychology Review of Retrieval, 2021 shows retrieval practice has moderate or large	1,3

	impact on learning in 57% of examples.	
Extensive involvement in recognised external CPD such as NPQs for literacy; SEND; behaviour; leading teaching and leadership	Pupil premium guidance for schools leaders shows many of the NPQ focus areas to have significant impact on PP outcomes	1,2,3
Strategic provision of in-house CPD for staff at all levels to ensure: support staff are able to close gaps for PP students; teachers are knowledgeable and effective at delivering T&L in a PP-focused way and leaders are able to track and monitor PP progress in all measures.	The Sutton Trust Report, 2011 - the effects of high quality teaching are especially significant for pupils from disadvantaged backgrounds, gaining 1.5 equivalent years of learning for every one year spent in education, compared to 0.5 equivalent with a poor teacher. Rosenshine (2012) Principles of Instruction: Scaffolding, guided practice, and high-frequency questioning directly raise lower-attainer performance EEF Professional Guidance “An increasing body of evidence demonstrates the impact of coaching on improving implementation and learning outcomes.”	1,2,3
Growth in SEND team to support disadvantaged SEND students and implementation of 5-a-day framework	EEF Guidance Report – “Special Educational Needs in mainstream schools” Applying “5-a-day” adaptive principles (explicit instruction, cognitive scaffolding, retrieval) improves outcomes for vulnerable pupils. The ‘5 a day’ principle – EEF research supporting the impact of improving teaching of SEND	2,3

Range of internal provisions to cater for a broad range of needs, including SEMH and SEND needs: Connect; the Hub; the Bridge; Wilberforce pathway. This allows a more diverse curriculum offer that can meet the needs of each child, disproportionately benefitting PP students.	DfE 2017: Alternative Provision: Effective Practice and Post 16 Transition; Sue Tate shows effective in-house alternate provision can improve engagement and attainment of the identified cohort at KS4 EEF teaching and learning toolkit shows explicit social and emotional learning can add 4 months progress Small group tuition and behaviour interventions can add +4 months progress each. Internal Academy data shows impact of targeted provisions on reducing suspensions.	2,3,5
Appropriate baseline CAT, maths and reading tests for all pupils in Y7 to enable correct setting/accurate starting points	Alex Quigley (2020) Closing the Reading Gap suggests disadvantaged students are less likely to be able to access reading materials at home, and have significantly more limited vocabulary than their peers. To tackle this the reading ages must be known, for suitable intervention to be put in place.	1,2
L1 Reading programme, a subscription to the Hull Schools Library Service, the James Reckitt book club, Game Changers and Represent to ensure students can access stimulating, age-appropriate books.	* Beck, McKeown & Kucan (2013) <i>Bringing Words to Life</i>: Explicit instruction in Tier 2 academic vocabulary bridges the socio-economic word gap Oxford University Press - Word Gap - Oxford Language Report – Reading comprehension, vocabulary and other literacy skills are heavily linked with attainment in all subjects National Literacy Trust - Book ownership and reading - December 2017.pdf – students need access to books both at school and at home to promote regular reading	2,3

Consistent strategy for identification of PP students on teacher seating plans (Arbor) to enable effective checks for understanding. Move towards a “corridor of contact” seating plan system that identified and prioritises underachieving students for wave 1 support.	William & Black (2018) <i>Embedding Formative Assessment</i> : Responsive live marking and targeted questioning generate double the learning speed for lower attainers. Pupil Premium: General and targeted interventions – identifying PP students ensures they can be targeted first for questioning/live marking	1,3,5
2 x FT, 1 x PT cover supervisors to ensure consistency in approach in every lesson for every student	Bad Form: Behaviour in Schools, Unison Survey, 2016 showed that cover supervisors can reduce the need for external supply to be brought into a school, improving consistency in maintaining routines and therefore reducing behaviour instances	3,5
Subscription to online homework platforms Sparx Maths, Sparx Reader and Seneca Learning. These platforms develop using algorithms and adapt to students’ emerging needs, closing gaps.	Educational Psychology Review of Retrieval, 2021 shows retrieval practice has moderate or large impact on learning in 57% of examples. Link Closing the disadvantage gap – Inclusion in Schools – homework +5 months progress Dunlosky et al. (2013) : Spaced retrieval practice strengthens memory retention.	5,6
Production and printing of specific cross-curricular literacy displays/strategies	Ofsted report: Improving literacy in secondary schools: a shared responsibility shows effective literacy practice is needed across all subjects to have maximum impact Improving Literacy in Secondary Schools EEF : Acquiring disciplinary literacy is key for students as they learn new, more complex concepts in each subject	2
External teacher CPD relating to Gatsby Benchmarks	Gatsby Benchmarks for good careers guidance - improves	5

	social mobility; preparedness for careers and outcomes Link Gatsby Charitable Foundation (2014): Subject-embedded career guidance improves pupil motivation, attendance, and post-16 destinations.	
--	---	--

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

Budgeted cost: £80,326.24

Activity	Evidence that supports this approach	Challenge number(s) addressed
Bespoke L1 groups focusing on literacy skills to develop foundational knowledge for PP students furthest behind.	Kraft & Falken (2021) High-Impact Tutoring: High-dosage small-group instruction delivers significant academic acceleration The language known by student differs depending on socioeconomic factors. Research has shown a 27% difference in the type and depth of language used between the children lowest and highest paid quintiles (<i>Addressing Educational Disadvantage</i>). Identifying the correct students for small-group tuition work. Research is clear that students learning in a small-group situation are more likely to make progress than in a large group (<i>Addressing Educational Disadvantage</i>).	2
Reading withdrawal for students with an SAS score under 100	EEF teaching and learning toolkit – Reading comprehension strategies add 5 months progress	2,3
Delivery of Phonics programme for the weakest readers using Fresh Start Phonics,	David Kilpatrick (2015) <i>Equipped for Reading Success</i>: Phonics and orthographic mapping interventions	2,3

and Lexia for those slightly above this level.	restore decoding fluency in secondary pupils EEF teaching and learning toolkit – Reading comprehension strategies – additional 5 months progress, phonics – additional 4 months progress	
Reading books for all students, categorised by reading age to foster a love of reading for pleasure	Matt Bromley (2019) / DfE Reading Research: Sustained reading for pleasure directly expands academic vocabulary and general cognitive growth.	1,2,3
Revision guides for all students at KS4 to remove barriers to effective revision and study habits	Ofsted (2013) Pupil Premium Report: Removing financial barriers to study materials supports home learning routines. Dunlosky et al. (2013): Equipping pupils with practice materials enables effective retrieval practice.	3,6
Revision equipment packs for KS4 students to ensure they can complete effective revision at home.		
Fledge tuition programme to target underachieving HA students with low aspirations	Sutton Trust report – Potential for Success, 2018, states pupil premium funding should be used to support highly able disadvantaged students, to ensure they have access to activities and programmes tailored to their particular needs Hattie (2023): Targeted small-group extension	1,5
Visits to HE settings e.g. University of Hull, Cambridge University to raise aspirations of HA PP students.	Sutton Trust (Social Mobility: The Next Generation, 2023): Early exposure to higher education demystifies top universities and raises academic trajectory.	1,5
Reader leader: Trained KS4 student ambassadors conducting paired reading sessions with KS3 PP struggling readers.	EEF Toolkit: Peer tutoring delivers +5 to +6 months' progress for both tutors and tutees. Alex Quigley (2020): Peer fluency modelling builds confidence.	2,3
Y11 Intervention programme: Target-	Kraft & Falken (2021): Targeted exam preparation masterclasses	1,3,5

driven weekend and after-school revision masterclasses in GCSE core and foundation subjects.	provide crucial consolidation prior to formal assessments. EEF Toolkit: Extending learning time adds +3 months' progress .	
--	---	--

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

Budgeted cost: £146,755.65

Activity	Evidence that supports this approach	Challenge number(s) addressed
Increased Academy attendance team led by AVP to work with hard to reach families and reduce the number of PA, increase the number of students achieving the benchmark of 95%+	DfE , 2012: pupils with absence of over 50% have only a 3% chance of achieving 5 or more GCSE grades at 4+, including English and maths. Academy attendance data.	4
Y11 Strive for 5 programme to provide targeted Y11s with a personal mentor: Initial set up and half termly meetings	EEF teaching and learning toolkit shows +2 months progress through mentoring Hattie (2023) : Positive teacher-pupil relationships Tom Bennett (2017) <i>Creating a Culture</i> : Positive reinforcement and explicit praise culture raise motivation and academic engagement among vulnerable pupils.	5
Y11 Pupil Premium push and praise group identified for 1-1 mentoring with member of staff.		5
Peripatetic music lessons provided free of charge to PP students through HYMS	EEF teaching and learning toolkit shows +3 months progress through participation in the arts	5,6
Peer mentoring programme (KS4	Closing the disadvantage gap – inclusion in schools – peer tutoring adds +5months progress	5,6

students mentoring KS3)		
School Nurse/mental health practitioner providing physical/mental wellbeing support to encourage attendance and support families and the community	Maslow, 1943 Supports students with basic needs so that they can fulfil their potential and learn/create. Magic Breakfast, EEF, 2017 Mahoney et al. (2005): Morning nutrition enhances cognitive processing	4,5
Provision of hot food for all Y11 students on exam mornings	The acute effects of meals on cognitive performance, 2005; Mahoney, Taylor and Kanarek	4,6
Provision of nutritional food through Academy breakfast club and KS3 food technology curriculum		4,6
Parental engagement evenings to provide an opportunity for families to interact with the academy for positive reasons, e.g. community quiz	Closing the disadvantage gap – inclusion in schools – parental engagement +4 months progress	6
Careers lead providing 1-1 support for students as well as groups of students. Increase the number and variety of employer interactions.	Gatsby Charitable Foundation (2014): Meeting all 8 Gatsby Benchmarks ensures high post-16 destination stability and prevents NEET status. Sutton Trust (<i>Life Lessons</i>, 2024): Core life skills and employer contact boost mobility.	3,5,6

Monitoring and implementation

Area	Challenge	Mitigating action
Teaching	Accessing quality time to complete high impact CPD to improve teaching practice. Ensuring that curriculum resources are of an excellent quality.	Use of structured curriculum area meeting time to share sources of research and findings amongst the wider team. Weekly CPD targeted towards experience levels including ECT CPD, a developing leaders programme and subject team CPD. Putting an emphasis on high-quality teaching and learning through the West Way and Every Day Development. A greater focus on evidence of impact through data review cycles – a drive to ensure teaching staff are reflective on the effectiveness of teaching through use of data.
Targeted support	Improving levels of attendance so that all learners access a high-quality curriculum and excellent teaching. Targeted literacy support so that all students are able to access the high quality curriculum mentioned above.	Attendance panel meetings and office move to support increased communication amongst key staff. A strong attendance team is in place with regular communications on attendance strategy with all staff. Staff to take ownership of small groups of students via the attendance monitoring groups system. Attendance competitions to raise the profile of high levels of attendance across the Academy. High levels of parental engagement in place with weekly briefings held to promote and monitor. Fledge tutoring to have an impact on the 1-1 and small group level. A peer mentoring programme.
Wider strategies	Providing additional professional support for identified students to cover SEMH needs.	Engagement with external agencies to offer bespoke support for identified students. Bespoke provisions to ensure all students are able to access an academic and non-academic focused curriculum provision. A strong behavioural team in place with a clear sanctions and rewards policy.

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

Attendance figures:

	2022-3	2023-4	2024-5	2025-6
<i>PP</i>	88.7	87.9	89.8	90.4
<i>Academy Average</i>	90.7	91.0	92.3	92.93
<i>National PP</i>	85.3	85.0	85.8	86.5

Persistent Absenteeism

	2022-3	2023-4	2024-5	2025-6
<i>PP</i>	39.2	34.8	30.6	26.6
<i>Academy Average</i>	27.1	24.4	20.0	16.7
<i>National</i>	28.3	26.7	24.3	24.2

Analysis: Between 2023/24 and 2025/26, Pupil Premium attendance increased by **+2.7%** (reaching 90.4%), significantly outperforming national secondary PP figures by **+3.9%**. Persistent absenteeism among PP pupils dropped by **12.6%** over three years, demonstrating the efficacy of the attendance team's proactive interventions.

Summary of outcomes for assessed years from previous PP plan:

Crossover figures for PP students in English/maths:

	7+ (Eng/math)	5+ (Eng/math)	4+ (Eng/math)	Attainment 8
2023	2.4	19.5	38.0	31.40

2024	1.1	18.9	40.2	32.10
2025	0	19.8	41.5	32.67
2026	4.2	32.9	58.2	37.28

Analysis: The 2025/26 academic year saw substantial acceleration in Pupil Premium outcomes. % Grade 4+ English & Maths increased by **+16.7 percentage points** (58.2%), and % Grade 5+ increased by **+13.1 percentage points** (32.9%). Attainment 8 improved to **37.28** (+4.61 points over 2024/25), closing the gap to non-PP peers significantly.

In 2025-6, the attainment gap between PP students and their non-PP peers at Sirius Academy West was **half** the gap nationally.

Behaviour data:

At Sirius Academy West, 2025-26 saw a reduction in many key behaviour indicators due to new strategies which were focused on reducing barriers to learning for students. These reductions were seen in low level classroom behaviours, social time behaviours, external suspensions and permanent exclusions. In addition, we saw the highest number of Expert Learner judgements awarded and the fewest number of Potential Learners ever recorded within an academic year.

The reductions in key measures were accelerated in HT5-HT6 of the academic year as new strategies were implemented and adjusted to ensure students were given every opportunity to access their learning. Low level disruption classroom behaviours were identical between PP and non-PP students- both account for 50% each for all low-level logs (a significant difference is only seen on higher behaviour levels such as removal from the classroom). This shows that engagement strategies, to involve all students in the curriculum, are having impact.

Sirius Academy West maintains an inclusive stance, sitting above national average for SEND and CLA students.

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

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?	N/A
What was the impact of that spending on service pupil premium eligible pupils?	N/A