

Pupil Premium Strategy Statement: The Sky 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 effect that last year's spending of pupil premium had within our school.

School Overview:

Detail:	Data:
School Name:	The Sky Academy
Number of Pupils in School:	105
Proportion (%) of Pupil Premium Eligible Pupils:	81%
Academic Year/Years that our Current Pupil Premium Strategy Plan Covers:	2025-2028 This is a three-year plan
Date this Statement was Published:	4 th December
Date on which it will be Reviewed:	July 2028
Statement Authorised by:	Gaby Long
Pupil Premium Lead:	Gaby Long
Governor / Trustee Lead	Kate East

Funding Overview:

Detail:	Amount:
Pupil Premium Funding Allocation this Academic Year:	£90,057
Pupil Premium Funding Carried Forward from Previous Years:	£0
Total Budget for this Academic Year:	£90,057

Part A: Pupil Premium Strategy Plan:

Statement of Intent:

The Sky Academy is a specialist day school that provides education for boys who have an EHCP based on an SEMH/SCLN diagnosis of need. We currently have 105 boys on roll, 81% of which are eligible for pupil premium. The school draws from pupils all across Somerset, with one learner living currently in Devon, which can involve some students travelling in a taxi for up to an hour and a half each way. Most pupils travel to school via local authority arranged transport.

The approach taken at The Sky Academy when working with young people is bespoke – identifying personal barriers to growth and then putting in place appropriate support to enable a young person to overcome them. Our goal is to use our Pupil Premium funding to achieve and sustain positive outcomes for our disadvantaged pupils. For most students at The Sky Academy, the barriers a young person faces are a combination of environmental and intrinsic, and we aim to work contextually to overcome both.

- 81% of our students are learners who are experiencing disadvantage
- 68% of students have a neurodiverse diagnosis or are on the pathway to assessment
- 79% have a literacy difficulty relating to reading, spelling or both.
- 97% of our students are White British.

Our Pupil Premium Strategy is driven by the needs that are set out above and are specific to our cohort of learners.

Regarding pupil premium expenditure, we reflect upon previous years' qualitative and quantitative data to identify the top barriers to engagement for our most disadvantaged students and then put in place a solution-focused implementation plan to mitigate against these. We have developed an ambitious curriculum for all our students to enable them to develop and embed the skills that they need to be able to transition into adulthood, independence, and the world of work, alongside the necessary qualifications to do so.

The strategies implemented are linked to long-term, whole-school improvement, at the centre of which is a focus on an ambitious and appropriate curriculum, complimented by high-quality teaching, and these strategies benefit all our learners, not just those who are disadvantaged.

The impact of our strategies is evaluated through our school Plan, Do, Review impact reporting cycle.

Challenges:

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

Challenge Number:	Detail of Challenge:
1	Attendance – our assessments, analysis of data, and through observations with parents and families, we find that students who transition to The Sky Academy often have a history of poor attendance and belonging within education.
2	Below ARE Reading/Literacy Levels. Diagnostic assessments captured on entry and annually demonstrate high levels of literacy need within our learners relating to sight word recognition, reading fluency, reading comprehension, and phonological awareness.

3	Attachment and emotional literacy difficulties – our assessments, observations, and discussions with pupils show that disadvantaged pupils often have poor emotional literacy skills and self-regulation skills, which can lead to high incidences of challenging behaviour. This requires support through scaling (use of Zones of Regulation) and understanding (through Trauma Informed Approaches).
4	Underdeveloped communication and interaction skills – screening on entry and needs analysis through Section E of EHCP demonstrates that our learners have difficulty with appropriate social interaction and communication skills.
5	Contextual difficulties that relate to social and economic deprivation.

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 attendance for PP students.	All PP students are actively engaging with The Sky Academy staff and their education provision on a daily basis. Attendance of PP students is in line with the attendance of non-PP students.
Improved literacy levels relating specifically to reading.	PP students will make accelerated progress in targeted intervention work related to improving reading age (for everyone one month of intervention, an improvement of 2 months reading age), reading fluency (an improved rate of reading), phonological awareness (moving up the phonics stages), and comprehension, that result in improved qualification achievement across all areas of the curriculum. An increase in the percentage of disadvantaged pupils entered for and achievement in qualifications in English Language GCSE or equivalent Step-up qualifications.
Improved engagement and self-efficacy related to learning.	Reduction in numbers of students out of planned sessions, decrease in episodes of dysregulation and physical intervention, increase in pupil attainment.
Improved levels of emotional regulation and development of communication skills.	Reduction in numbers of students out of planned sessions, decrease in episodes of physical dysregulation, reduction in RPIs, accelerated progress in targeted intervention work. Reduction in Developmental Boxall strands that relate to SEMH needs for all PP learners.

Activity in this Academic Year:

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

Teaching (for example, CPD, recruitment and retention)

Budgeted Cost: £15,078.00

Activity:	Evidence that Supports this Approach:	Challenge Number(s) Addressed:
CPD library development for staff	https://www.attachmentproject.com/psychology/attachment-in-classroom/	3
SLCN commissioning	https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/807862/Timpson_review.pdf https://educationendowmentfoundation.org.uk/early-years/evidence-store/communication-and-language https://speechandlanguage.org.uk/the-issue/understanding-the-issue/	4

Targeted Academic Support (for example, tutoring, one-to-one support structured interventions):

Budgeted Cost: £51,666.00

Activity:	Evidence that Supports this Approach:	Challenge Number(s) Addressed:
Academy Lead for Reading Across the Curriculum Post to co-ordinate and deliver whole school literacy intervention work	One to one tuition EEF (educationendowmentfoundation.org.uk) Small group tuition Toolkit Strand Education Endowment Foundation EEF https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies	2
Creation of Specialised Lead for Literacy	https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks3-ks4	2

across the Specialist phase to help drive improvement in Reading, Writing and Oracy across the setting.		
Read Write Fresh Start and associated literacy resources and CPD for staff.	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies	2

Wider Strategies (for example, related to attendance, behaviour, wellbeing):

Budgeted cost: £31,324.69

Activity:	Evidence that Supports this Approach:	Challenge Number(s) Addressed:
Expansion of Pastoral Support Team to include 4 adults who can now deliver ELSA across the setting.	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition https://www.elsanetwork.org/elsa-network/evaluation-reports/ https://www.ehcap.co.uk/content/sites/ehcap/uploads/NewsDocuments/325/Somerset-Project-Report-20187.PDF	3,4, 5
Continuation of Breakfast Club for all learners across the school to ensure students have a healthy meal and the opportunity to eat together in nurture groups.	https://www.kumon.co.uk/blog/the-importance-of-breakfast-for-children/ https://www.eatright.org/food/nutrition/healthy-eating/5-reasons-your-teen-needs-breakfast https://www.cambridge.org/core/journals/nutrition-research-reviews/article/systematic-review-of-the-effect-of-breakfast-on-the-cognitive-performance-of-children-and-adolescents/82FE2D456F27AB7FBB1BC58BB146D1A8	3, 4, 5
Sensory regulation spaces to enable students to self-regulate, or co-regulate when heightened	https://www.ncbi.nlm.nih.gov/pmc/articles/PMC3708964/ https://nationalautismresources.com/school-sensory-rooms/	3, 4, 5

<p>Contribution towards two Outreach Support Workers to work with young people and their families who are experiencing difficulties accessing onsite to maintain the links with school and to work to overcome barriers to attendance and achievement.</p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition</p> <p>https://www.ehcap.co.uk/content/sites/ehcap/uploads/NewsDocuments/325/Somerset-Project-Report-20187.PDF</p>	<p>1,3, 4, 5</p>
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Total Budgeted Cost: £98,068.69

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 2024 to 2025 academic year.

Literacy Data:

2024-2025, 15 students were supported with literacy intervention, focusing on phonics and sight-word vocabulary through sessions 3 times per week. Of the 15, 87% (13) are disadvantaged learners with 2 who are not. 12 out of the 15 students made progress towards their individual target relating to recall and identification of phonemes, graphemes, and phonic stage. Of those students who were disadvantaged, 6 students were supported with Precision teaching around their sight-word vocabulary and spellings. All of these students are classified as disadvantaged and all those students demonstrated improvement in their recognition of the First 100 High Frequency words and the individual targets relating to these. Interventions to support students have been reviewed and will be further developed through our Specialist Literacy Lead, with a view to exploring additional literacy interventions (such as That Reading Thing) as well as phonics programmes (Unlocking Letters and Sounds) to further accelerate progress. The culture of reading is being further developed through DEAR and similar strategies to raise the profile of reading within the setting.

Attendance Data:

Strategies to improve attendance of all our disadvantaged learners, such as picking up students who miss transport, is improving attendance across the setting.

Year:	PPG Attendance:	Non-PPG Attendance:
2023-2024	65%	62%
2024-2025	67%	63%

Behaviour and Engagement Data:

Investment in pastoral support workers and additional training (MHFA and ELSA) has led to reduction in dysregulation across the cohort.

- There has been a decrease in Stage 3 behaviours between 2023-2024 which is suggestive of a decrease in dysregulation.
- Suspensions have decreased between 2023-2024 and 2024-2025 by 23%
- There has been a decrease in Physical intervention of 21% between 2023-2024 which is indicative of an increase in the ability of students to self or co regulate.
- Pupil voice indicates that there has been an improvement in the behaviour across the site.
- Boxall profiling assessments also indicate an improvement in both diagnostic and development difficulty.

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:
N/A	

Further Information:

The pupil premium strategy at The Sky Academy is part of a school-wide strategy to manage increased numbers and need across the school during a period of rapid growth in PAN. The emphasis within the school is on appropriately targeting intervention work and implementing systems for measuring impact to ensure practice is effective and cost efficient.