

Pupil premium strategy statement – Solihull 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	121
Proportion (%) of pupil premium eligible pupils	86%
Academic year/years that our current pupil premium strategy plan covers	2026-2027
Date this statement was published	September 2026
Date on which it will be reviewed	September 2027
Statement authorised by	Mr S Steinhaus CEO
Pupil premium lead	Mrs K Dockery
Pupil premium Champion	Mrs C Connolly
Governor / Trustee lead	Darren Gelder

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£49295.00
Pupil premium (and recovery premium*) funding carried forward from previous years (<i>enter £0 if not applicable</i>) <i>*Recovery premium received in academic year 2022 to 2023 can be carried forward to academic year 2023 to 2024. Recovery premium received in academic year 2023 to 2024 cannot be carried forward to 2024 to 2025.</i>	£0.00
Total budget for this academic year	£49295.00

Part A: Pupil premium strategy plan

Statement of intent

When making decisions about the use of Pupil Premium funding, it is essential to consider the context of the school and the challenges faced by its students.

Solihull AP Academy provides education for students who have experienced disruption to, or a breakdown in, their mainstream educational placement. We are committed to identifying and meeting the individual needs of our students, enabling them either to reintegrate successfully into mainstream education or to re-engage positively with learning while remaining at the Academy.

Many of our students arrive with negative perceptions of education, limited confidence in their future prospects, and, too often, low self-esteem. Common barriers to learning include limited support at home, underdeveloped language and communication skills, reading difficulties, gaps in essential knowledge, low confidence, behavioural challenges, and poor attendance or punctuality. Students may also face complex family circumstances, additional learning needs, or the impact of adverse childhood experiences and trauma. These challenges are varied and complex, and there is no single approach that will meet the needs of every learner.

Pupil Premium funding is therefore used extensively to support our enhanced curriculum offer and to provide timely, targeted interventions where they are most needed. Students benefit from a broad, balanced, and enriched curriculum that promotes positive emotional, social, and cognitive development in a way that is both supportive and developmentally appropriate.

In making provision for disadvantaged students, we recognise that not all students eligible for Pupil Premium are socially disadvantaged. Equally, we acknowledge that some socially disadvantaged students may not be registered for, or eligible to receive, free school meals. Therefore, we reserve the right to allocate Pupil Premium funding to support any student, or group of students, whom the Academy has legitimately identified as being socially disadvantaged and in need of additional support.

Challenges

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

Challenge number	Detail of challenge
1	Attending school can be a challenge for disadvantaged pupils.
2	Attainment in English and Maths; recovering from gaps in their education.
3	Reading ages and reading ability can be significantly below age expected.
4	Participation in Enrichment activities and Cultural Capital opportunities.
5	Improved progress measures and GCSE outcomes.

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
PP pupils' attendance within academy expectation of 90% Reduction in number of persistent absentees amongst PP pupils	No or reduced attendance gap between PP & NPP pupils
Meet / exceed baseline target grades and achieving grades to enable access to Post-16 EET	Attainment of 4+ in English & Maths Progress measures ensure pupils are beating baseline targets and improving their options for further education
Improving pupil reading ability	Reading ages reach SAS over 84 to bring them closer in line with age expected scores.
Increased exposure to cultural capital opportunities	All pupils accessing on-site and offsite enrichment and cultural capital opportunities at least once daily

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: £15381.76

Activity	Evidence that supports this approach	Challenge number(s) addressed
Academic mentor Maths & English held in intervention centre. £15381.76	EEF suggests that targeted academic support, including small-group tuition and structured interventions, can have a positive impact on pupil attainment. High-quality feedback and personalised support are particularly effective when focused on specific learning needs. Regular mentoring can also strengthen pupils' motivation, self-regulation, and commitment to learning, helping disadvantaged pupils overcome barriers that may limit academic success.	Challenge 1; Improved attainment in English and mathematics. Challenge 2; Increased confidence and engagement in learning. Challenge 3; Improved homework completion and revision habits. Challenge 4; Reduction in attainment gaps between disadvantaged and non-disadvantaged pupils.

		Challenge 5; Improved progress measures and GCSE outcomes.
--	--	--

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

Budgeted cost: £14120.54

Activity	Evidence that supports this approach	Challenge number(s) addressed
Thrive Mentoring £13259.00	EEF; indicates that SEMH learning approaches can lead to improved attitudes to learning, behaviour and attainment.	Challenge 2; By strengthening pupils' emotional resilience, we aim to improve engagement to learning and reduce barriers to academic success.
e-Platform Library £295.00	Increased access to literature for our pupils	Challenge 2; Attainment in English Challenge 3; Improved reading ability
Maths Box £84.00 Maths Circle £137.54	Increased access to Maths for our pupils	Challenge 2; Attainment in Maths
Twinkl £120.00	Increased access to English, Maths and Science.	Challenge 2; Attainment in English, Maths and Science
Core Science £225.00	Supports with practical's in Science.	Challenge 2; Attainment in Science

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

Budgeted cost: £19792.70

Activity	Evidence that supports this approach	Challenge number(s) addressed
Supporting pupil's attendance to school by providing a staffed school bus (£11250.50)	Pupils with persistent absence are less likely to stay in Post 16 EET There are strong links between attendance and attainment (National Strategy)	Challenge 1; attendance to school.
Offsite enrichment activity once a term as a cultural capital opportunity £4590.00	Providing learners with knowledge and experiences to support engagement in the wider society, trips £15 x 3 per pupil per year.	Challenge 4; cultural capital opportunities.

School uniform provisions £3641.40	Providing uniform to pupils promotes commonality and a sense of belonging. Jacket £24.00, Polo shirt £11.70	Challenge 1; attendance to school.
Thrive annual membership £160.80	Providing access for intervention and identify SEMH barriers that affect attendance, behaviour, engagement and academic progress.	Challenge 1; improve attendance and engagement with learning. Challenge 2; improve emotional wellbeing and resilience among disadvantaged pupils. Challenge 3; reduced behaviour incidents and exclusions.
Elsa Support £150.00	Providing support with friendship bundle, self-esteem, social skills.	Challenge 1; Improve Boxall profile progress.

Total budgeted cost: £49295.00

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils 2025/2026

Attendance

SA ALL PROVISIONS YTD to SUMMER 2 END					
Demographics & Inverse	No. Students	Present R/C: Marks (%)	Auth. Absent R/C: Marks (%)	Unauth. Absent R/C: Marks (%)	Persistent Absentees
Pupil Premium Eligible	117	63.2%	13.4%	23.4%	86.3%
Not Pupil Premium Eligible	3	83.0%	4.3%	12.8%	100.0%

* Due to the nature of our roll and commissioning arrangements, the number of students who are eligible for Pupil Premium funding does not always correspond directly with the number of students for whom the Academy receives Pupil Premium funding. In some cases, commissioning home schools utilise their Pupil Premium allocation to contribute towards the costs of commissioned placements, particularly where students require Tier 3 dual-registration support.

Whilst the attendance figures above indicate that non-Pupil Premium students attend more frequently than their Pupil Premium peers, it is important to note that non-Pupil Premium students represent only 2.5% of the end-of-year cohort. Consequently, comparisons between the two groups should be interpreted with caution due to the significantly different cohort sizes.

Although we recognise that improving attendance remains a key priority for the Academy, it is important to highlight that Pupil Premium-eligible students comprised 97.5% of the end-of-year cohort and achieved an attendance rate exceeding the National PRU/AP attendance figure (57.5%) with an attendance of 63.2%. Given the complex needs and barriers to engagement faced by many of our students, this represents positive engagement with education and reflects the impact of the targeted support and interventions provided through our wider curriculum and pastoral offer.

We remain committed to further improving attendance for all students through bespoke intervention, intensive pastoral support, family engagement, and strategies designed to promote positive relationships with education and sustained participation in learning.

GCSE outcomes- 2025-2026

English iGCSE- Pupils						
	Met or Exceeded CATs (baseline)		Grade 4+		Grade 1+	
PP (42) vs. NPP (19)	16/42 = 38.1%	12/19 = 63.2%	10/42 = 23.8%	8/19 = 42.1%	32/42 = 76.2%	17/19 = 89.5%
Maths GCSE - Pupils						
	Met or Exceeded CATs		Grade 4+		Grade 1+	
PP (42) vs. NPP (19)	9/42 = 21.4%	6/19 = 31.6%	2/42 = 4.8%	2/19 = 10.5%	26/42 = 61.9%	16/19 = 84.2%
Eng & Maths GCSE						
	Met or Exceeded CATs for both		Grade 4+		Grade 1+	
PP (42) vs. NPP (19)	9/42 = 21.4%	5/19 = 26.3 %	2/42 = 4.8%	2/19 = 10.5%	25/42 = 59.5%	15/19 = 78.9%
Science (GCSE & BTEC) -						
	Met or Exceeded CATs (baseline)		Grade 4+		Grade 1+	
PP (42) vs. NPP (19)	14/42 = 33.3 %	7/19 = 36.8%	4/42 = 9.5%	4/19 = 21.1%	35/42 = 83.3%	14/19 = 73.7%

Key Contextual Information

- 61 pupils in cohort
- 42 Pupil Premium pupils in year 11 (69%)
- 23 BAME pupils (38%)
- 38 pupils identified as SEND in total/ Of these, 20 pupils are coded "E" and 18 pupils are coded "K".
- 20 out of 61 pupils in the cohort are SEND E = 32.8% of the cohort.

The cohort presents a high level of additional need and vulnerability. The contextual statistics here do not reflect the extremely complex layer of social care needs prevalent in this cohort. Academically, the cohort entered Key Stage 4 with relatively low prior attainment. Baseline CATs and KS2 indicators suggested to us that many pupils were working below age-related expectations when joining us at Solihull Academy, particularly in English and Mathematics.

Despite these starting points, outcomes demonstrate that a substantial proportion of pupils made progress against their individual baselines. The curriculum offer was highly personalised, enabling pupils to access a range of GCSEs, vocational qualifications, functional skills programmes and employability-based courses.

2025/2026 Destination data

Destination Data	
Employment	13%
Further Education	77%

Apprenticeships	6.5%
Other	3.5%
NEET (Not in employment, further education or training)	0%

Reading confidence

Baseline measures indicate a high proportion of students arrive at Solihull Academy with reading ages far below chronological age. This can be for a range of reasons such as unidentified SEND or gaps in education. The qualitative information from reading intervention trackers positively demonstrates student voice “I love it...this was the most reading I have done in ages” and “I am proud of myself”. Consistency and willingness to re-engage in retesting assessment to evidence impact quantitatively has been variable and is a primary focus for the forthcoming academic year through the assessment gateway.

Cultural capital

The analysis shows strong evidence that Pupil Premium pupils accessed a wide range of enrichment, cultural capital, careers and personal development opportunities throughout the year. Pupil Premium pupils appear to be represented across the majority of our enrichment programmes and were often the primary beneficiaries of targeted opportunities.

Key findings include:

- More than 20 different enrichment, careers and cultural capital programmes were delivered across the year.
- Pupil Premium pupils accessed a broad range of opportunities including financial education, employer engagement, community programmes, independent living activities, wellbeing interventions and off-site learning experiences.
- Records indicate that Pupil Premium pupils accessed at least the same range of opportunities as their non-Pupil Premium peers and, in many cases, a wider range of targeted provision.
- There is clear evidence that disadvantaged pupils were prioritised for programmes designed to improve aspirations, personal development, employability skills and preparation for adulthood.

Examples of key opportunities accessed by Pupil Premium pupils include:

- Aston Villa Money Skills and employability workshops.
- Barclays Bank Intervention financial education sessions.

- Balfour Beatty Careers Workshop and wider employer encounters.
- St Basils Workshop, including off-site and cooking interventions focused on independence and life skills.
- Ordinary Magic resilience and wellbeing programme.
- Precious Lives workshops.
- Racism Workshop and equality-focused activities.
- Therapy Dog, Thrive and other wellbeing opportunities.

All pupils accessing on-site and offsite enrichment and cultural capital opportunities at least once daily.

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.

Programme	Provider