

Pupil premium strategy statement – Shireland CBSO Academy

This statement details our school's use of pupil premium (and recovery 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	146
Proportion (%) of pupil premium eligible pupils	38%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended – you must still publish an updated statement each academic year)	2023-2026
Date this statement was published	Dec 2023
Date on which it will be reviewed	Dec 2024
Statement authorised by	Mr D Green (Principal)
Pupil premium lead	Ms A Danks
Governor / Trustee lead	Tom Spurgin (Chair)

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£59048.78
Recovery premium funding allocation this academic year <i>Recovery premium received in academic year 2023/24 cannot be carried forward beyond August 31, 2024.</i>	£0
Pupil premium funding carried forward from previous years (<i>enter £0 if not applicable</i>)	£0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£59048.78

Part A: Pupil premium strategy plan

Statement of intent

We aim for all students to make strong progress in a broad range of subjects, regardless of their starting points or potential disadvantage. Our broad curriculum encourages a large proportion to follow the Ebacc pathway, and our inclusive approach ensures all students are challenged to achieve their aspirations and be the best they can.

Our pupil premium strategy aims to maintain high expectations of all vulnerable students whilst supporting them with bespoke interventions where necessary. Regular student support panel (SSP) meetings focusing on vulnerable students ensure we consider all students as individuals and make decisions based on their personal needs. In the main, this is achieved through quality-first teaching, with us providing tailored professional development opportunities for all staff during the year. Whole-school priorities reflect the importance of continued pedagogical development, and we know that this will provide the biggest lift to the progress being made by all students.

Minimising the negative impact of the pandemic is integral to our planning, with curriculum adaptations being informed by astute assessment and carefully considered sequencing of content. We aim to supplement this with proactive targeted interventions which support vulnerable students, including additional tutoring, support with emotional wellbeing and engagement with metacognition to help our students to become reflective learners.

Our Academy Raising Achievement Plan reflects the challenges identified within this document, so that links can be made with our broader development work. Regular reviews of the efficacy of interventions, cross-referenced with internal data collected on a termly basis will inform any necessary shifts in emphasis during the year and across the three-year period of this strategy.

All reporting and quality assurance processes maintain a focus on the progress and engagement of disadvantaged students to ensure the best for them, regardless of the challenges they face.

Challenges

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

Challenge number	Detail of challenge
1	Attendance
2	Behaviour
3	Literacy and numeracy
4	Enrichment provision
5	Mental health and wellbeing

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 attainment among disadvantaged students in end of year GL assessments.	Improved attainment among disadvantaged students at the end of year GL assessments. Reduced gap between PP and Non-PP students.
Improved reading ages and engagement with reading among disadvantaged students across all Key stages	GL assessment data Reading programmes across Key stages. Link with Shireland primaries.
Engagement of disadvantaged students with extra-curricular activities and other enrichment opportunities is equal to non-disadvantaged students.	Students from disadvantaged backgrounds having the same access to experiences as other students in the academy and being able to use these experiences to further their learning. Extra-curricular registers Parental feedback Family Forum meeting notes.
Students will feel more comfortable and guided in decisions about their future (Aim Higher).	Motivating students across year groups to think positively about their future through engaging with the PD and Careers programmes.
Improved attendance and punctuality, maximising the opportunity to engage in learning, maximising progress and improving outcomes in all subject areas.	PA for disadvantaged students reduces every half term. PP attendance maintained above national average and at least 95% for PP students and gap closed between PP and non-PP students.

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: £ 27000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Investment in Teaching and Learning	<p>Investment in Teaching and Learning. We researched national best practise in the spending of the Pupil Premium funding and looked at all approaches investigated and reported by the Sutton Trust's Education Endowment Foundation's Tool Kit. The allowed us to measure estimated impact vs costs for multiple strategies. Improvements in teaching & learning have a disproportionately positive impact on the progress of disadvantaged compared to non-disadvantaged students. Evidence suggests that the most effective approaches are:</p> <ul style="list-style-type: none"> • Feedback • Homework (Secondary) – Students complete projects to aid deeper learning, learning beyond the classroom and flexible learning. Homework Club runs twice a week. <p>These approaches are being addressed in school wide training and development throughout the duration of this plan.</p>	1,2,3,5
Targeted support at the earliest stage for students identified with low levels of literacy and/or numeracy through interventions within L4L	<p>Improve spoken/written language of students will demonstrate continued improvements in outcomes for disadvantaged students. Improving Literacy in Secondary Schools: 7 recommendation in... EEF (educationendowmentfoundation.org.uk)</p>	1,2,3,5
Reading strategy	<p>Implementation of Accelerated Reader, Class Reader, Peer Reader and literacy interventions.</p>	1,2,3,5
Trust staff training	<p>Secondary school collaboration and subject lead network across the trust.</p>	1,2,3,4,5

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

Budgeted cost: £ 16000

Activity	Evidence that supports this approach	Challenge number(s) addressed
A rich offer of visits and experiences is crucial for developing cultural capital for all students.	With disadvantaged students at increased risk of limited life experiences we will subsidise expenses as far as possible to ensure students' lives are enriched during their time with us.	1,2,4,5
Academic enrichment opportunities to targeted cohorts after school.	Small group tuition has an average impact of four months' additional progress over the course of a year. Small group tuition is most likely to be effective if it is targeted at pupils' specific needs. Diagnostic assessment can be used to assess the best way to target support. [EEF]	1,2,4,5
Homework Club KS3	Students are invited to attend an afterschool homework club. There is assistance from staff to complete work set	1,2,4,5
Music Lessons	Disadvantaged pupils to access musical opportunities and to be supported in learning to play instruments, resulting in increased self-esteem and confidence. Financial support given to students and families for the cost of lessons when taking music exams, cost of instruments etc.	1,2,3,4,5
Resources	Students are provided with a 1 to 1 device so that they can access learning through our digital platforms.	1,3,5
Extra-curricular activities	If it is highlighted that a student would benefit from participation in an extracurricular event or club, the PP budget will support this in order to raise aspirations and motivation.	1,2,4,5

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

Budgeted cost: £ 16048.78

Activity	Evidence that supports this approach	Challenge number(s) addressed
Attendance Team	Safeguarding Manager support to Attendance Team - monitoring of absent PP students and follow up quickly on absences. First day response provision. Family meeting with senior leaders and attendance officer if student has PA (under 90%). Regular analysis of weekly attendance and late patterns. Awards for reduction in lates and improved attendance.	1,2,3,4,5
Hardship fund to support students and families (include Bus passes, lunch money, trips)	Support students and families to access our academy and meet our high standards.	1,2,3,4,5
Breakfast club	Breakfast club to give every student access to a breakfast every day free of charge. To ensure that students are able to access the timetabled day without feeling fatigued.	1,2,3,4,5

Total budgeted cost: £ 59048.78

Part B: Review of the previous academic year

Shireland CBSO Academy opened in September 2023. There is no previous data.