

# 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	307
Proportion (%) of pupil premium eligible pupils	38%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended – you must still publish an updated statement each academic year</b> )	2023-2026
Date this statement was published	Dec 2024
Date on which it will be reviewed	Dec 2025
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	£64050
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
<b>Total budget for this academic year</b>	<b>£64050</b>

*If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year*

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## Part A: Pupil premium strategy plan

### Statement of intent

At Shireland CBSO Academy, our mission is to provide all students, regardless of their background, with the support and opportunities they need to succeed academically and grow into aspirant, responsible members of society. We recognise that many families in our community face financial challenges, and we utilise Pupil Premium funding to implement a range of targeted interventions for eligible students.

Our key principles for the use of Pupil Premium funding include addressing individual needs, ensuring equality of opportunity in difficult circumstances, and providing robust academic support.

For our Pupil Premium students, our goals are:

- To narrow the gaps in attainment, attendance, and exclusions.
- To ensure that students from disadvantaged backgrounds have access to and participate in the same curricular and extra-curricular opportunities as their peers.
- To mitigate barriers to learning and achievement.
- To facilitate access to music education.

Our strategy also focuses on supporting students classified as 'vulnerable' due to being Children in Need (CIN), on Child Protection (CP) plans, Looked After Children (LAC), having a designated social worker, being Young Carers, or other vulnerabilities identified by our Safeguarding and Pastoral teams.

High-quality teaching and learning, along with Wave 1 interventions, including scaffolded learning, differentiated instruction and interactive activities, are central to our approach. We prioritise areas where disadvantaged students require the most support. Staff training is designed to directly impact disadvantaged students in the classroom through individualised attention, intervention, adaptation, resourcing and feedback.

Supporting disadvantaged students who face safeguarding and behavioural challenges is a core part of our strategy. We provide a range of mentoring, mental health and wellbeing support to ensure students feel safe and well, enabling them to fully engage in their education.

Finally, Shireland CBSO Academy is committed to providing opportunities for all students. We allocate funds to ensure that students are not disadvantaged in terms of their curricular study, their access to and enjoyment of the Arts, the careers they pursue and the extracurricular activities they wish to participate in.

## Challenges

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

Challenge number	Detail of challenge
1	<p><b>Attendance</b></p> <p>Consistent school attendance is crucial for academic success and social development. Students from disadvantaged backgrounds often face barriers such as health issues, family responsibilities, or lack of transportation, which can lead to frequent absences. Poor attendance can result in gaps in learning, lower academic achievement, and a reduced sense of belonging within the school community.</p>
2	<p><b>Behaviour</b></p> <p>Behavioural concerns can often stem from underlying factors such as unmet emotional needs, trauma, or socio-economic stressors. Disadvantaged students may struggle with self-regulation and social interactions, leading to disruptions in the classroom. Addressing behavioural challenges requires a comprehensive approach that includes understanding the root causes, providing appropriate interventions, and fostering a supportive and inclusive school environment.</p>
3	<p><b>Literacy and numeracy</b></p> <p>Literacy and numeracy are foundational skills that are essential for academic success and future opportunities. Students from disadvantaged backgrounds may enter school with lower levels of literacy and numeracy due to limited access to early learning resources and support. This gap can widen over time if not addressed, making it difficult for these students to keep up with their peers and fully engage with the curriculum.</p>
4	<p><b>Enrichment provision</b></p> <p>Enrichment provision, such as access to music tuition and performance opportunities, is crucial for the holistic development of students. However, disadvantaged students often have limited access to these opportunities due to financial constraints, lack of awareness, or logistical challenges. Participation in enrichment activities can enhance students' confidence, creativity, and social skills, making it essential to ensure equitable access for all students.</p>
5	<p><b>Mental health and wellbeing</b></p> <p>Mental health and wellbeing are critical for students' overall development and academic success. Disadvantaged students are more likely to experience stress, anxiety, and other mental health issues due to socio-economic pressures, family instability, or exposure to adverse experiences. Addressing mental health and wellbeing requires a multi-faceted approach that includes providing access to mentoring, mental health support, and creating a safe and nurturing school environment.</p>

## 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. Improved engagement and outcomes in numeracy.	Improved reading ages demonstrated via NGRT testing and narrowing of attainment gap. Reading programmes in place across Key Stages.
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.
Reduction in number of behaviour events with involve students who are identified as disadvantaged or vulnerable.	Lower number of recorded behaviour incidents involving disadvantaged or vulnerable students compared to previous academic year. Pupil voice surveys and staff feedback to indicate improved engagement and positive behaviour from disadvantaged or vulnerable students in classroom and extracurricular settings.

Improved mental health and well-being	Increased participation in school activities, a reduction in self-reported anxiety levels through well-being surveys, and a decline in referrals to mental health support services over the academic year.
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## 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: £32025

Activity	Evidence that supports this approach	Challenge number(s) addressed
Investment in Teaching and Learning and Quality-First-Teaching	Investment in Teaching and Learning. We researched national best practice 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. This 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: <ul style="list-style-type: none"> <li>• Feedback and Questioning</li> <li>• Scaffolding, Modelling and Adaptive Practice</li> </ul>	1,2,3,5

	<ul style="list-style-type: none"> <li>Homework (Secondary) – Students complete projects to aid deeper learning, learning beyond the classroom and flexible learning. Homework Club runs twice a week.</li> </ul> <p>These approaches are being addressed in school wide training and development throughout the duration of this plan.</p>	
Appointment of SCBSO Attendance Officer	The Attendance Officer will work closely with families to understand and mitigate barriers to attendance, such as transportation or health issues. Additionally, they identify targeted interventions and support for students facing challenges that affect their attendance.	1, 3, 4, 5
Targeted support at the earliest stage for students identified with low levels of literacy and/or numeracy	Implementation of SPAG programme of study and Numeracy Ninjas to enhance provision for students identified as having low levels of literacy and/or numeracy.	1,2,3,5
Appointment of Literacy Lead	The Reading and Literacy Lead will implement, develop and have oversight of targeted literacy programmes tailored to the needs of disadvantaged students, ensuring they receive the necessary resources and interventions to improve their reading and writing skills. Specifically, they will ensure effective implementation of Class Reader in Year 8 and its continued development in Year 7, Peer Reader Programme and literacy interventions including Lexia and KS3 Phonics.	1,2,3,5
Trust staff training	Secondary school collaboration and subject lead network across the trust.	1,2,3,4,5

National College Membership for all staff.	Membership grants access to a wealth of professional development resources, training, and best practices in education. Staff can stay updated on the latest teaching strategies, interventions, and support mechanisms specifically designed to address the needs of disadvantaged students. By continuously improving their skills and knowledge, staff can implement more effective teaching methods, provide targeted support, and create a more inclusive and supportive learning environment.	
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### Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £ 16012.50

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.	1,2,4,5



	There is assistance from staff to complete work set	
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, cost of music resources e.g. books 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: £ 16012.50

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
Uniform Store	A large stock of Academy uniform to ensure all students are able to attend appropriately dressed and able to participate in Academy learning and activities.	1, 2, 4, 5
Mentoring	1-2-1 or small group mentoring to support the development of confidence and motivation. Mentors can offer academic support, helping students to understand challenging subjects and improve their study skills. Additionally, mentors can provide emotional support, helping students to navigate personal challenges and develop resilience.	1, 2, 3, 4, 5

## Total budgeted cost: £ 64050

Part B: Review of the previous academic year

<p><b>Attainment</b></p> <p>Shireland CBSO Academy opened in September 2023 with a cohort of 150 Year 7 students. In 2024, the Academy opened its Sixth Form. The Academy continues to grow by admitting a new Year 7 and Year 12 cohort each year. The Academy does not yet have a GCSE cohort to receive examination results. To monitor attainment, the Academy utilises a competency framework in Literacy for Life, GL assessments and S-CAT examinations.</p>
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2023-2024 GL assessment data indicated the following gaps between PP and non-PP:

<b>Maths</b>		<b>End of Y7</b>		
	<b>All</b>	<b>PP</b>	<b>NPP</b>	<b>PP/NPP Gap</b>
<b>Whole cohort</b>	<b>97.8</b>	<b>95.5</b>	<b>99</b>	<b>-3.5</b>
<b>English</b>		<b>End of Y7</b>		
	<b>All</b>	<b>PP</b>	<b>NPP</b>	<b>PP/NPP Gap</b>
<b>Whole cohort</b>	<b>97.1</b>	<b>94</b>	<b>98.6</b>	<b>-4.6</b>
<b>Science</b>		<b>End of Y7</b>		
	<b>All</b>	<b>PP</b>	<b>NPP</b>	<b>PP/NPP Gap</b>
<b>Whole cohort</b>	<b>98</b>	<b>96.6</b>	<b>98.8</b>	<b>-2.2</b>
<b>NGRT Reading</b>		<b>End of Y7</b>		
	<b>All</b>	<b>PP</b>	<b>NPP</b>	<b>PP/NPP Gap</b>
<b>Whole cohort</b>	<b>104.2</b>	<b>102.5</b>	<b>105.1</b>	<b>-2.6</b>

### **Attendance**

Attendance data for 2023-2024 indicates that attendance for disadvantaged students was 3.5% lower than non-disadvantaged students. However, this remained broadly in-line with national average school attendance for all pupils (92.4% SCBSO PP vs. 92.8% all students nationally).

### **Exclusions Data**

In the 2023-2024 academic year, the Academy issued 15 suspensions to a total of 13 students. Of these 13 students, 7 were Pupil Premium students. Overall suspension figures remain below national statistics.