

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	445
Proportion (%) of pupil premium eligible pupils	45.84%
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 2025
Date on which it will be reviewed	Dec 2026
Statement authorised by	Mr D Green (Principal)
Pupil premium lead	Mrs A Pell
Governor / Trustee lead	Tom Spurgin (Chair)

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£193,209
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>	£193,209

Part A: Pupil premium strategy plan

Statement of intent

At Shireland CBSO Academy, our mission is to ensure that every student, regardless of background, has access to high-quality education and the opportunities needed to thrive academically and personally. We recognise that socio-economic disadvantage can create barriers to learning, and we are committed to using Pupil Premium funding strategically to overcome these barriers and close attainment gaps.

Our Objectives

- To raise attainment for disadvantaged pupils and ensure they achieve in line with, or above, national expectations.
- To improve attendance and engagement, reducing persistent absence and suspensions.
- To enhance cultural capital and ensure equitable access to enrichment opportunities.
- To support wellbeing and resilience, enabling pupils to learn effectively.

Our Key Principles

- **Evidence-informed practice:** We follow the Education Endowment Foundation's tiered approach, prioritising:
 1. **High-quality teaching** – the most significant lever for improving outcomes.
 2. **Targeted academic support** – addressing specific gaps in learning.
 3. **Wider strategies** – tackling non-academic barriers such as attendance, behaviour, and wellbeing.
- **Early intervention:** We aim to identify and address challenges promptly to prevent gaps from widening.
- **Sustainability:** We invest in approaches that deliver long-term impact, not short-term fixes.
- **Equity of opportunity:** Disadvantaged pupils should access the same curricular and extra-curricular experiences as their peers.

Our Strategic Priorities

- **High-quality teaching and learning:** Professional development for staff to ensure adaptive teaching, effective feedback, and inclusive classroom practice.
- **Targeted academic support:** Evidence-based interventions such as small-group tuition and structured literacy/numeracy programmes.
- **Wider support:** Attendance mentoring, mental health and wellbeing provision, and family engagement initiatives.
- **Cultural capital:** Funding for music education, trips, and enrichment activities to broaden horizons and raise aspirations.

Who We Support

While our primary focus is pupils eligible for Pupil Premium, our strategy also supports other vulnerable groups, including:

- Children in Need (CIN), Child Protection (CP), Looked After Children (LAC), and previously looked-after children.
- Pupils with a social worker, young carers, and those identified by our safeguarding and pastoral teams.

How We Will Deliver Impact

- **Monitoring and evaluation:** We will rigorously assess the impact of interventions using clear success criteria and adapt our approach based on evidence.
- **Three-year strategy:** Our plan spans three years, reviewed annually, to ensure continuity and sustained improvement.

Challenges

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

Challenge number	Detail of challenge
1	Attendance 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.
2	Behaviour 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.
3	Literacy and numeracy 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.

4	<p>Enrichment provision</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>Mental health and wellbeing</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.	Improved attainment among disadvantaged students and reduced gap between PP and Non-PP students in assessments.
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. Improved outcomes in Maths assessments.
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	Motivating students across year groups to think positively about their

future (linked to Trust Values - Aim Higher).	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 gap closed between PP and non-PP students.
Reduction in number of behaviour events which 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.

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: £96,604.50

Activity	Evidence that supports this approach	Challenge number(s) addressed
Investment in Teaching and Learning and Quality-First Teaching	All students, particularly those from disadvantaged backgrounds, benefit from the highest standards of teaching and learning. Our approach to Pupil Premium spending is	1,2,3,5

<p>INSET days</p> <p>Bespoke ECT programmes</p> <p>Enhanced subject-specific CPD.</p>	<p>informed by national best practice, including the Sutton Trust's Education Endowment Foundation (EEF) Toolkit, which enables us to evaluate the estimated impact and cost-effectiveness of a wide range of strategies.</p> <p>Research consistently demonstrates that improvements in teaching and learning have a disproportionately positive impact on the progress of disadvantaged students. For this reason, a significant portion of our Pupil Premium funding is allocated to staff development, including the delivery of high-quality INSET days and our bespoke Early Career Teacher (ECT) programme. These initiatives focus on equipping staff with the skills and knowledge to deliver effective feedback, questioning, scaffolding, modelling, and adaptive practice in the classroom.</p> <p>Key approaches addressed through our training and development programme include:</p> <ul style="list-style-type: none"> • Feedback and Questioning: Staff receive ongoing training in providing timely, actionable feedback and using questioning techniques to deepen understanding and address misconceptions. • Scaffolding, Modelling, and Adaptive Practice: Teachers are supported to differentiate instruction and model high-quality responses, ensuring all students can access challenging content. • Homework (Secondary): In Years 7 and 8, students complete project-based homework to promote deeper 	
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	<p>learning and independent study. In Year 9, weekly subject-specific homework is set to reinforce key knowledge and skills. Our Homework Club, running four days a week, provides additional support for students who may face barriers to completing work outside of school.</p> <p>Pupil Premium funding is used to support the planning and delivery of INSET days, including external speakers, resources, and collaborative workshops focused on evidence-based strategies for raising attainment.</p> <p>Our bespoke ECT programme is designed to ensure that new teachers receive targeted mentoring and professional development, with a particular emphasis on meeting the needs of disadvantaged learners.</p> <p>Specific training on Pupil Premium and subject knowledge enhancement programmes will allow teachers to make the most impact.</p> <p>By investing in teacher development, we aim to ensure that every classroom is inclusive and that all students, regardless of background, are supported to achieve their full potential.</p>	
Appointment of SCBSO Attendance Officer	<p>The Attendance Officer plays a vital role in improving attendance among disadvantaged students, a key factor in raising attainment and closing gaps. Evidence from the Education Endowment Foundation and Department for Education highlights that persistent absence is disproportionately higher among pupils eligible for Pupil Premium, and that regular attendance is</p>	1, 3, 4, 5

	<p>strongly linked to improved academic outcomes.</p> <p>The Attendance Officer will ensure targeted support is available for students who face barriers to regular school attendance. The Attendance Officer will work closely with families to understand individual circumstances, build trust, and co-design solutions.</p> <p>In addition, the Attendance Officer will lead on early intervention strategies, monitoring attendance data, identifying patterns of concern, and implementing bespoke action plans for students at risk of persistent absence. This includes coordinating multi-agency support, facilitating family meetings, and recognising improvements through rewards and positive reinforcement.</p>	
Targeted support at the earliest stage for students identified with low levels of literacy and/or numeracy	<p>The Education Endowment Foundation highlights that closing gaps in foundational skills is essential for improving attainment and life chances for disadvantaged pupils.</p> <p>Literacy Provision: A structured SPAG (Spelling, Punctuation, and Grammar) programme of study, delivered through dedicated lessons and reinforced across the curriculum. This approach ensures that students develop the core literacy skills required to access all subjects, participate confidently in lessons, and succeed in assessments.</p> <p>Delivery of our class reader programme, where all students read and discuss a selected book together. This initiative</p>	1,2,3,5

	<p>increases exposure to a diverse range of texts, promotes reading for pleasure, and helps contextualise important issues relevant to subjects such as Personal Development. Funding is used to purchase high-quality books, provide staff training, and ensure every student has access to the texts, regardless of background.</p> <p>Provide targeted students with access to Lexia, an adaptive online literacy intervention. This investment covers software licences, devices, and staffing for monitoring and support, enabling disadvantaged students to receive personalised instruction and instant feedback that addresses gaps in reading accuracy, fluency, and comprehension.</p> <p>A structured KS3 phonics programme for students who require additional support with decoding and foundational reading skills. This includes purchasing resources, training staff, and providing dedicated intervention time to ensure that disadvantaged learners can access the wider curriculum with confidence.</p> <p>Mathematics Provision:</p> <p>Mathematical Vocabulary: Explicit teaching and regular revisiting of key mathematical terms and concepts within lessons. This investment ensures that disadvantaged students build strong subject-specific</p>	
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	<p>language and understanding, which is essential for success in mathematics.</p> <p>Online Homework Platform: Pupil Premium funding is allocated to provide all students with access to a tailored online homework platform that offers instant feedback and video support. For those unable to access online resources, homework is adapted to paper copies, ensuring equity of provision. This investment enables disadvantaged students to receive personalised support and overcome barriers to independent study.</p> <p>MathsWatch Club: Pupil Premium funding supports the running of our after-school MathsWatch club where students receive additional guidance and help with homework or specific mathematical topics.</p> <p>Equipment Provision: To remove financial barriers to participation, Pupil Premium funding is used to provide full mathematical equipment within lessons. This ensures that all students, regardless of background, can engage fully with practical activities and develop essential mathematical skills.</p>	
Appointment of Assistant Principal – Oversight of Reading and Literacy	The Education Endowment Foundation highlights that reading is one of the greatest barriers to progress for disadvantaged pupils, and that schools that use evidence-based approaches and have strong literacy leadership are more likely to close attainment gaps and improve	1,2,3,5

	<p>outcomes for disadvantaged learners.</p> <p>The Assistant Principal will:</p> <p>Lead the development and delivery of targeted literacy interventions, ensuring disadvantaged students receive the resources and support necessary to improve their reading and writing skills.</p> <p>Oversee the effective implementation of the Class Reader programme, ensuring all students read and discuss high-quality texts together. This initiative, supported by Pupil Premium funding, increases exposure to books, promotes reading for pleasure, and contextualises important issues relevant to subjects such as Personal Development.</p> <p>Coordinate the Peer Reader Programme, enabling older students to mentor and support younger peers, with a particular focus on those eligible for Pupil Premium.</p> <p>Manage the delivery of Lexia intervention and KS3 phonics programmes, investing Pupil Premium funding to provide licences, devices, staff training, and dedicated intervention time for students who require additional support with foundational reading skills.</p>	
National College Membership for all staff.	<p>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</p>	

	teaching methods, provide targeted support, and create a more inclusive and supportive learning environment.	
TLR allowance for Careers	<p>Pupil Premium funding is invested in the appointment of a Careers TLR, a specialist role responsible for leading and coordinating careers education, information, advice, and guidance (CEIAG) across the academy.</p> <p>The Careers TLR will:</p> <p>Design and deliver a comprehensive careers programme, including employer encounters, workplace visits, and guidance on further and higher education.</p> <p>Ensure that disadvantaged students are prioritised for additional support, such as mentoring, interview preparation, and access to work experience placements.</p> <p>Track and monitor the participation of Pupil Premium students, using data to identify gaps and target interventions.</p> <p>Work closely with families and external agencies to remove barriers to participation, such as financial constraints or lack of awareness of opportunities.</p>	
Enrichment Activities	Ensure disadvantaged students have equitable access to a broad range of enrichment activities, including both curriculum-focused clubs and those designed to build cultural capital, wider skills, and life experiences. Research from the Education Endowment Foundation and Department for	

	<p>Education highlights that participation in enrichment activities is linked to improved engagement, higher attainment, and increased aspirations among disadvantaged pupils.</p> <ul style="list-style-type: none"> • Curriculum-Focused Clubs: Funding is used to support clubs such as homework, science, maths, and debate, ensuring disadvantaged students can access additional academic support and stretch opportunities. • Cultural Capital and Wider Skills: Pupil Premium investment enables participation in enterprise projects, music theatre, Debate Mate, and other activities that develop creativity, communication, and problem-solving skills. • In-School Enrichment: Activities such as student council, music ensembles, and peer reader programmes are funded to promote leadership, collaboration, and a sense of belonging. • Financial Support: Pupil Premium funding covers costs for resources, equipment, trip fees, and transport, ensuring no student is excluded due to financial constraints. 	
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Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £ 48,302.25

Activity	Evidence that supports this approach	Challenge number(s) addressed
A rich offer of visits and experiences is	Pupil Premium funding is used to subsidise the costs of enrichment	1,2,4,5

<p>crucial for developing cultural capital for all students.</p>	<p>activities, trips, and experiences for disadvantaged students, who are at increased risk of limited life experiences due to financial barriers. By investing these funds, we ensure that all students can participate fully in opportunities that develop cultural capital and enhance personal growth during their time at the academy. This targeted support removes barriers to participation, fosters aspiration, and helps close gaps in engagement and achievement between disadvantaged students and their peers.</p>	
<p>Academic enrichment opportunities to targeted cohorts after school.</p>	<p>Pupil Premium funding is invested in small group tuition and intervention, a strategy shown by the Education Endowment Foundation to deliver, on average, four months' additional progress over the course of a year for participating students. This approach is particularly effective when tuition is targeted at pupils' specific needs, which are identified through diagnostic assessment and ongoing monitoring.</p> <p>By allocating Pupil Premium resources to small group intervention, we ensure that disadvantaged students receive personalised support in areas where they have the greatest gaps. Funding is used to provide additional staffing, resources, and intervention time, enabling teachers to deliver focused instruction and feedback. This targeted investment helps close</p>	<p>1,2,4,5</p>

	attainment gaps, accelerates progress, and ensures that disadvantaged learners have equitable access to high-impact academic support.	
Homework Club KS3	Pupil Premium funding is used to support the afterschool homework club, which provides disadvantaged students with a structured environment and staff assistance to complete homework tasks. This investment ensures that students who may face barriers to learning at home—such as limited access to resources, quiet study space, or parental support—can receive personalised guidance and support from staff. By funding additional staffing, resources, and materials, we enable disadvantaged students to keep up with homework expectations, reinforce key knowledge and skills, and close gaps in attainment.	1,2,4,5
Music Lessons	<p>Pupil Premium funding is invested to ensure disadvantaged students can fully participate in and benefit from our music curriculum and enrichment opportunities. While music tuition is free to all students, additional barriers may prevent disadvantaged pupils from engaging as fully as their peers.</p> <p>To address this, Pupil Premium resources are used to:</p> <p>Provide essential music equipment and resources:</p> <p>Funding is allocated to supply items such as music books, instrument accessories (e.g. reeds, shoulder rests), and other necessary materials, ensuring all students can participate in practical music lessons and</p>	1,2,3,4,5

	<p>ensembles without financial constraints.</p> <p>Staffed practice rooms and homework club provision: Pupil Premium supports the staffing and resourcing of after-school practice rooms, allowing students to rehearse, complete music homework, and receive targeted support from staff outside of lesson time.</p> <p>Remove barriers to participation in music ensembles and activities: By subsidising the cost of resources and providing additional support, we ensure disadvantaged students can join music ensembles, participate in performances, and develop their musical skills and confidence.</p>	
Resources	Students are provided with a 1-to-1 laptop device so that they can access learning through our digital platforms.	1,3,5

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

Budgeted cost: £ 48302.25

Activity	Evidence that supports this approach	Challenge number(s) addressed
Attendance Team	Pupil Premium funding is invested in the appointment of a dedicated Pastoral Worker, whose role is central to supporting disadvantaged students in both attendance and wellbeing. This investment is supported by evidence that targeted pastoral support can significantly improve engagement, attendance, and	1,2,3,4,5

	<p>behaviour among pupils facing barriers to learning.</p> <p>The Pastoral Worker will work closely with the Attendance Team to monitor the attendance of Pupil Premium students, ensuring swift follow-up on absences and implementing first-day response protocols. They will facilitate family meetings with senior leaders and the attendance officer for students at risk of persistent absence and regularly analyse weekly attendance and punctuality patterns to identify students who may require additional support.</p> <p>In their core role, the Pastoral Worker will provide individual and group interventions focused on behaviour, wellbeing, and social-emotional development. This includes mentoring, restorative conversations, and targeted programmes to build resilience and self-regulation.</p>	
<p>Hardship fund to support students and families (include Bus passes, lunch money, trips)</p>	<p>Pupil Premium funding is allocated to a hardship fund that supports disadvantaged students and their families in overcoming financial barriers to education. This fund is used to subsidise essential expenses such as bus passes, uniform, equipment and trip fees, ensuring that all students can access the academy, participate fully in school life, and meet our high standards. By investing in the hardship fund, we remove obstacles that might otherwise prevent disadvantaged pupils from attending regularly, engaging in enrichment activities, or feeling included in the school community.</p>	1,2,3,4,5

Breakfast club	Pupil Premium funding is used to provide a free breakfast club for all students, with a particular focus on supporting disadvantaged pupils. This investment ensures that every student starts the day well, helping to combat hunger and fatigue that can negatively impact concentration, behaviour, and learning. By removing financial barriers to accessing breakfast, we promote readiness to learn, improve attendance and punctuality, and support the wellbeing of our most vulnerable students.	1,2,3,4,5
Uniform Store	Pupil Premium funding is invested in maintaining a large stock of academy uniform, which is made available to disadvantaged students who may otherwise struggle to afford appropriate clothing. This provision ensures that all students can attend school dressed to meet our expectations, participate confidently in lessons and activities, and feel a sense of belonging within the academy. By removing financial barriers to uniform, we support attendance, inclusion, and self-esteem for disadvantaged pupils.	1, 2, 4, 5
Mentoring	Pupil Premium funding is used to provide 1-2-1 and small group mentoring for disadvantaged students, supporting the development of confidence, motivation, and resilience. Mentors offer guidance to help students improve study skills, as well as emotional support to navigate personal challenges and build self-regulation. This targeted investment helps close gaps in attainment, supports	1, 2, 3, 4, 5

	positive behaviour, and fosters wellbeing, ensuring that disadvantaged pupils receive the personalised support they need to thrive.	
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Total budgeted cost: £ 193,209

Part B: Review of the previous academic year

Attainment

Shireland CBSO Academy opened in September 2023 with a cohort of 150 Year 7 students. 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, core baseline assessments and S-CAT examinations.

2023-2024 assessment data indicated the following gaps between PP and non-PP:

Maths

PP	NPP	PP/NPP Gap
95.5	99	-3.5

English

PP	NPP	PP/NPP Gap
94	98.6	-4.6

Science

PP	NPP	PP/NPP Gap
96.6	98.8	-2.2

NGRT Reading

PP	NPP	PP/NPP Gap
102.5	105.1	-2.6

2024-2025 assessment data indicated the following reduced gaps between PP and non-PP:

Maths – gap reduced by 1.2

English – gap reduced by 3.3

NGRT – gap reduced by 1.5

Attendance

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

Attendance data for 2024-2025 indicated that the % attendance gap between disadvantaged and non-disadvantaged students had reduced by 0.51% to 2.99% for our students. SCBSO pupil premium eligible students' attendance (92.76%) was higher than all students nationally (91.4%).

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 (53.8%). Overall suspension figures remained below national statistics.

In the 2024-2025 academic year, the Academy issued 32 suspensions to a total of 21 students. Of these 21 students, 10 were eligible for Pupil Premium (47.6%).

These percentages are broadly in line with the percentage of students on roll eligible for pupil premium.

The academy issued one permanent exclusion in 2024-2025. This student was eligible for pupil premium funding.