

Pupil Premium Strategy Statement 2023-2024

This statement details our academy's use of pupil premium (and recovery premium) funding to help improve the attainment of our disadvantaged students.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year, and the outcomes for disadvantaged students last academic year.

School Overview

Detail	Data
School name	Shireland Collegiate Academy
Number of pupils in school	1570 (Y7-Y13) 112 students in Y13.
Proportion (%) of pupil premium eligible pupils	37%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	2021/22 – 2023/24
Date this statement was published	November 2023
Date on which it will be reviewed	Spring 1 2024
Statement authorised by	Miss Moira Green (Principal)
Governor / Trustee lead	Mr M Conway-Jones

Funding Overview

Detail	Amount
Pupil premium funding allocation this academic year	£577,528.00
Recovery premium funding allocation this academic year	£154,008.00
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Supplementary Grant – Based on pupil numbers to offset the cost of the health levy and pay awards	
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£731,536

Part A: Pupil Premium Plan

Statement of Intent

In line with the achievement of previous year groups, 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. We deliver a curriculum that equips learners with the necessary life skills and values to become confident and responsible citizens who have the resilience to flourish in the face of adversity.

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 the disadvantaged, and which include use of the National Tutoring programme, 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	<p>Attendance</p> <p>Our attendance data for 2022/23 indicates that attendance among disadvantaged students has been 1.84% lower than that for non-disadvantaged students. However our Pupil Premium student attendance was strong compared to the national average. 21.63% of Pupil Premium students were Persistently Absent compared to 17.67% of non-disadvantaged students.</p>																																																
2	<p>Safeguarding</p> <p>This includes supporting with significant and often highly complex safeguarding issues which disproportionately affect these students. With approximately 46% of concerns being logged as students being classed as disadvantaged, these represent a high number of students who are referred to our Safeguarding Department.</p> <p>These students face additional barriers to learning that require a high level of intervention to support and which often lead to both student and family support. These can be complex needs of neglect, health, poverty, domestic violence, and a host of other serious issues from outside the community.</p>																																																
3	<p>Reading</p> <p>Students undertake the NGRT reading tests annually. In these tests on average Pupil Premium students are showing a gap of on average 6months in reading age compared to their peers.</p> <p>This can be through a combination of factors. Access to reading material and amount of reading in the home, and in some cases no one to assist with reading at home due to issues of EAL or illiteracy.</p>																																																
4	<p>Lower Prior Attainment on Entry</p> <p>The English and Maths attainment of disadvantaged students is generally lower than non-disadvantaged students.</p> <table border="1"> <thead> <tr> <th rowspan="2">Year</th> <th colspan="3">English</th> <th colspan="3">Maths</th> </tr> <tr> <th>Non-PP</th> <th>PP</th> <th>Gap</th> <th>Non-PP</th> <th>PP</th> <th>Gap</th> </tr> </thead> <tbody> <tr> <td>Year 7</td> <td>105.01</td> <td>102.69</td> <td>-2.32</td> <td>104.12</td> <td>101.81</td> <td>-2.31</td> </tr> <tr> <td>Year 8</td> <td>104.03</td> <td>103.23</td> <td>-0.8</td> <td>103.60</td> <td>100.95</td> <td>-2.65</td> </tr> <tr> <td>Year 9</td> <td>102.56</td> <td>101.14</td> <td>-1.42</td> <td>102.09</td> <td>100.67</td> <td>-1.42</td> </tr> <tr> <td>Year 10</td> <td>103.32</td> <td>101.99</td> <td>-1.33</td> <td>102.49</td> <td>101.24</td> <td>-1.25</td> </tr> <tr> <td>Year 11</td> <td>102.75</td> <td>101.62</td> <td>-1.13</td> <td>104.59</td> <td>102.46</td> <td>-2.13</td> </tr> </tbody> </table>	Year	English			Maths			Non-PP	PP	Gap	Non-PP	PP	Gap	Year 7	105.01	102.69	-2.32	104.12	101.81	-2.31	Year 8	104.03	103.23	-0.8	103.60	100.95	-2.65	Year 9	102.56	101.14	-1.42	102.09	100.67	-1.42	Year 10	103.32	101.99	-1.33	102.49	101.24	-1.25	Year 11	102.75	101.62	-1.13	104.59	102.46	-2.13
Year	English			Maths																																													
	Non-PP	PP	Gap	Non-PP	PP	Gap																																											
Year 7	105.01	102.69	-2.32	104.12	101.81	-2.31																																											
Year 8	104.03	103.23	-0.8	103.60	100.95	-2.65																																											
Year 9	102.56	101.14	-1.42	102.09	100.67	-1.42																																											
Year 10	103.32	101.99	-1.33	102.49	101.24	-1.25																																											
Year 11	102.75	101.62	-1.13	104.59	102.46	-2.13																																											

5	<p>Poverty reducing students' participation in extracurricular and enrichment activities.</p> <p>Financial difficulties or lack of engagement of families can mean that disadvantaged students miss out on opportunities that could broaden their horizons, increase their cultural capital and raise their aspirations.</p> <p>Our aim is to ensure that no student will miss out on extra-curricular opportunities due to being disadvantaged.</p> <p>Every child should have at least one theatre experience, museum or exhibition experience, university experience during their time with us. Students often lack resource at home to build cultural capital which we are looking to rectify through our online and library services.</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
<p>To reduce the gaps in attainment for disadvantaged students across all Key stages. (4)</p> <p>Students engage in extracurricular support and tutoring to support improved outcomes. (5)</p>	<p>Reduced gap between PP and Non-PP students.</p> <p>Using funds to support staff subject knowledge where appropriate.</p> <p>Discussions with students, parents, teachers and inclusion staff indicate that students have higher expectations of themselves, with higher aspirations and an improved attitude towards learning.</p>
<p>Improved reading ages and engagement with reading among disadvantaged students across all Key stages. (3)</p>	<p>Disadvantaged students to improve their reading ages as shown by NGRT data and improved attainment in other related subjects.</p> <p>GL assessment data</p> <p>Link with Shireland Technology Primary</p>
<p>Cultural capital experiences to be maximised through all aspects of the curriculum – exposing students to a large variety of subject areas and art; promoting character building qualities that lead to creating well-rounded, global citizens, offering experiences they can draw upon in later life. (5)</p>	<p>Tutoring, extracurricular/enrichment clubs, breakfast club, trips and residential.</p> <p>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.</p> <p>Extra-curricular registers</p> <p>Parental feedback – Family Forum meeting notes.</p>
<p>Disadvantaged students to make progress and achieve standards in line with non-disadvantaged students. (4)</p>	<p>Motivating students across Key Stages to think positively about their future through engaging with the PD and Careers programmes.</p>
<p>Improved attendance and punctuality, maximising the opportunity to engage in learning, maximising progress and improving outcomes in all subject areas. (1)</p>	<p>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.</p>

Activity in this academic year 2023-2024

Teaching (for example CPD, recruitment and retention)

Budgeted cost: £335,582

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Investment in Teaching and Learning communities.</p> <p>Quality first teaching.</p>	<p>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. It seems that 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 – positive discrimination approaches in the classroom • Homework (Secondary) – Students have access to various online resources including, GCSEPod, AskOla, Seneca, MathsWatch and Century Tech. Homework Club runs Monday-Thursday. 	<p>1, 3, 4</p>
<p>Targeted support at the earliest stage for students identified with low levels of literacy and/or numeracy through interventions within L4L</p>	<p>Improve spoken/written language of students will demonstrate continued improvements in outcomes for disadvantaged students.</p> <p>Improving Literacy in Secondary Schools: 7 recommendation in... EEF (educationendowmentfoundation.org.uk)</p>	<p>3, 4, 5</p>
<p>National College Subscriptions</p>	<p>Staff with a deeper knowledge and understanding of pedagogy, the barriers to learning experienced by disadvantaged students and strategies to counteract these barriers.</p>	<p>3, 4</p>

<p>Reading coordinator role to develop reading across the academy including CPD of staff on reading strategies.</p>	<p>'Literacy is key to learning across all subjects in secondary school and a strong predictor of outcome in later life.' EEF</p> <p>Key Stage 3 - Abigail Steel training</p> <p>All staff to receive training on Lexonik – online platform</p> <p>Attendance and reading key barriers to disadvantaged pupils'... EEF (educationendowmentfoundation.org.uk)</p>	<p>3</p>
<p>NTP Academic Coaches to mentor and academically support identified students in English, maths and science</p>	<p>Teaching Assistant Interventions EEF (educationendowmentfoundation.org.uk)</p>	<p>4</p>

Targeted Academic Support

Budgeted cost: £191,117

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Residential/curriculum trips to further improve outcomes of students History, Business studies and Languages.</p>	<p>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.</p> <p>Research overwhelmingly shows that children thrive in a learning environment and develop better future life chances if they can extend their learning outside the classroom. (Sutton Trust, Life Skills 2017)</p>	<p>1, 4, 5</p>
<p>Tutoring NTP Academic Coaches to mentor and academically support identified students in English, maths and science</p>	<p>Engaging with the National Tutoring Programme to provide a blend of tuition and school-led tutoring using Academic mentors in English, Maths, Science. A significant proportion of the students who receive this will be disadvantaged, including those who are high attainers.</p>	<p>1, 2, 3, 4, 5</p>

Academic enrichment opportunities to targeted cohorts after school including Forward Thinking with the University of Birmingham, Debate mate, careers/industry visits.	About Us - Debate Mate Schools Core Programme - Debate Mate Schools Forward Thinking - University of Birmingham	1, 3, 4, 5
Homework Club KS3	Students are invited to attend an after-school homework club. There is assistance from staff to complete work set.	1, 2, 3, 4, 5
Subsidised music tuition	Disadvantaged pupils to access musical opportunities and to be supported in learning to play instruments, resulting in increased self-esteem and confidence. 38% of students receiving instrument lessons are classed as PP. 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 Revision Guides	Students are provided with a 1 to 1 device so that they can access learning through our digital platforms. Revision resources for Key Stage 4 to give all students equal access to revision materials and support to improve collaboration between home and academy.	1, 3, 4, 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, 3, 4, 5
Careers Intervention	Students are provided with Connexions appointments to help raise the profile of the world of work and in turn, raise aspirations.	1, 3, 4, 5

Wider Strategies

Budgeted cost: £204,837

Activity	Evidence that supports this approach	Challenge number(s) addressed
Academy Attendance Officers to ensure high levels of attendance maintained.	Administration 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
Mental Health weekly survey.	Students complete a mental health survey at the end of each week during form time. This is an opportunity for form tutors/HOY to see if students need any extra pastoral care dependant on emoji chosen.	1, 2
Attendance rewards to encourage high levels of attendance and academic rewards to encourage high aspiration and outcomes.	Attendance incentives to raise attendance and lower PA.	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
Hardship fund to support students and families (include Bus passes, lunch money)	Support students and families to access our academy and meet our high standards.	1, 2, 3, 4, 5
SCA Uniform Shop	Support students and families to meet our high uniform standards.	1, 2

Full time librarian to facilitate access to the library and intervention before the academy day, lunchtime and after academy.	The library, support from our Librarian and time and space where students can use their devices provides disadvantaged students with the tools to complete homework and explore a range of books and reading materials.	1, 2, 3, 4, 5
Guest motivational speakers to work with Year 10/11 and Sixth Form students.	<u>Aim A Little Higher - Assemblies, Workshops & Programmes</u> <u>Action Jackson - Inspirational Speakers</u>	1, 2, 3, 4, 5

Part B: Review of outcomes in the previous academic year 2022-2023

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on students in the 2022 – 2023 academic year.

Teaching (for example, CPD, recruitment and retention)

Actual spend: £351,944

Activity	Impact of this approach	Actual spending
Investment in Teaching and Learning communities.	Increase in number of good/outstanding practitioners with a focus on embedding formative assessment. Increased attendance	£351,944
Quality first teaching:	Overall A8 2018-2019 average = 44.79 Overall P8 2018-2019 = 0.30 Overall A8 2021-2022 average = 49.83 Overall P8 2021-2022 = 0.40 Overall A8 2022-2023 average = 47 Overall P8 2022-2023 = 0.38	
Half term targeted study support.	Overall A8 2022-2023 average = 47 Overall P8 2022-2023 = 0.38	
Mastery within maths – Ark Curriculum plus.	Increased outcomes at Key Stage 4 Progress 8 score 0.11 increase from 0.07 (2022)	
Develop reading strategy within whole academy.	Reading coordinator recruited develop and embed reading across the academy. NGRT Years 7-11 reading tests completed. Form tutors – CPD	
Increase effectiveness of Supported Study for PP students in Y10 and Y11	Overall Progress 8 (0.38) Progress 8 PP 0.04	

<p>Academic coaches to mentor and academically support identified students in maths, English and science.</p>	<p>Academic coaches assigned to intervention groups to work with targeted PP students.</p> <p>2023 PP P8 = 0.04</p>	
---	---	--

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

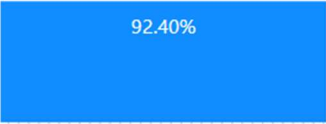
Actual spend: £185,088

Activity	Impact of this approach	Actual spending																									
Revision during school holidays and Saturday school.	Overall A8 2018-2019 average = 44.79 Overall P8 2018-2019 = 0.30 Overall A8 2021-2022 average = 49.83 Overall P8 2021-2022 = 0.40 Overall A8 2022-2023 average = 47 Overall P8 2022-2023 = 0.38	£185,088																									
Educational Trips: History – Hampton Court Imperial War Museum Geography Field Trip	Key Stage 4 – Student Voice <i>“I never would get the opportunity to visit Hampton Court if it wasn’t for my teachers at school. I really enjoyed learning about the Tudors and it has brought my history lesson alive.”</i> History GCSE results - 2023 <table border="1" data-bbox="512 864 1243 1032"> <thead> <tr> <th>Summary</th> <th>Res v Tgt</th> <th>Res v A3</th> <th>Res v P8</th> <th>Res v B</th> </tr> </thead> <tbody> <tr> <td>Above</td> <td>16</td> <td>38</td> <td>57</td> <td>59</td> </tr> <tr> <td>On</td> <td>19</td> <td>26</td> <td>0</td> <td>0</td> </tr> <tr> <td>Below</td> <td>45</td> <td>16</td> <td>22</td> <td>20</td> </tr> <tr> <td>Overall</td> <td>-0.98</td> <td>0.40</td> <td>0.72</td> <td>0.93</td> </tr> </tbody> </table>	Summary	Res v Tgt	Res v A3	Res v P8	Res v B	Above	16	38	57	59	On	19	26	0	0	Below	45	16	22	20	Overall	-0.98	0.40	0.72	0.93	
Summary	Res v Tgt	Res v A3	Res v P8	Res v B																							
Above	16	38	57	59																							
On	19	26	0	0																							
Below	45	16	22	20																							
Overall	-0.98	0.40	0.72	0.93																							
Careers interviews 1:1 – high level of aspiration.	<p>Staying in education or entering employment ?</p> <p>This shows the number of pupils who either stayed in education or went into employment after finishing key stage 4 (after year 11, usually aged 16).</p> <table border="1" data-bbox="536 1317 1174 1485"> <thead> <tr> <th>Category</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>School</td> <td>98%</td> </tr> <tr> <td>Local authority average</td> <td>92%</td> </tr> <tr> <td>England average</td> <td>94%</td> </tr> </tbody> </table>	Category	Percentage	School	98%	Local authority average	92%	England average	94%																		
Category	Percentage																										
School	98%																										
Local authority average	92%																										
England average	94%																										
Revision Guides for all students across every examination subject.	<p>Students are provided with essential revision guides/ resources that allowed them to further build, practice and assess the knowledge and skills they gained from the classroom.</p>																										
Subsidised music tuition with SIPs.	<p><i>“My family would never be able to pay for my music lessons, so I am grateful that school gives me the opportunity. I love learning guitar!”</i></p> <p>We now have 84 students accessing free music lessons on a weekly basis.</p>																										

Use of Tute for out of school intervention/catch-up.	Overall A8 2018-2019 average = 44.79 Overall P8 2018-2019 = 0.30 Overall A8 2021-2022 average = 49.83 Overall P8 2021-2022 = 0.40 Overall A8 2022-2023 average = 47 Overall P8 2022-2023 = 0.38
--	--

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

Actual spend: £177,455

Activity	Impact of this approach	Actual spending
DT Materials	No student pays for any materials used in DT at Shireland.	£177,455
Attendance Team to support high expectations around attendance and outcomes.	<p data-bbox="395 398 794 432">Whole Academy 2022 -2023</p> <div data-bbox="403 488 890 723"> <p data-bbox="448 499 783 521">ATTENDANCE BY SCHOOL</p>  </div> <div data-bbox="403 779 1297 1070"> </div> <p data-bbox="395 1081 687 1115">Autumn 1: - 2023-24</p> <div data-bbox="403 1171 1297 1473"> </div>	
Attendance Rewards:	As above	
Hardship Fund	All students have access to full academy uniform and in liaison with HOY, Attendance and Pastoral Teams are provided with bus passes, resources, etc.	
Summer School Transition for Year 6 into Year 7.	<p data-bbox="403 1787 496 1821">Quote:</p> <p data-bbox="403 1832 1305 1933"><i>"I really enjoyed my time at the summer school and getting to meet my L4L teacher. I had fun with the other people in my group and really loved looking around the school".</i></p>	

Breakfast Club	<p><u>KS3- Student voice:</u> <i>"Breakfast club provides an opportunity to read and eat breakfast".</i> <i>"Hot food is ready without having to wait too long".</i> <i>"Welcoming staff and food, positive start to the morning".</i></p> <p><u>KS4- Student voice:</u> <i>"Revision opportunity with hot food, before exams"</i></p>
-------------------	--

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
Seneca	https://senecalearning.com/en-GB
GCSEPod	GCSEPod
Tute	Tute - Tute
Century	CENTURY Online Learning English, Maths and Science
Sparx Maths	Sparx Maths