

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) 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 effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Shireland Collegiate Academy
Number of pupils in school	1506 (including sixth form of 246)
Proportion (%) of pupil premium eligible pupils	44% of Y7-11 students
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021/22
Date this statement was published	December 2021
Date on which it will be reviewed	April 2022
Statement authorised by	David Irish, Principal
Pupil premium lead	Miss A Bell
Governor / Trustee lead	Mr M Conway Jones

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£540,626
Recovery premium funding allocation this academic year	£80,403
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
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	£621,029

Part A: Pupil premium strategy plan

Statement of intent

Key principles

Pupil premium funding is used to support a raft of interventions specifically targeted at those students who are eligible for this funding at the academy. As approximately half of the students at the academy are covered by this, there are some large scale interventions and principles outlined below.

The key principles of the use of our pupil premium funding are: addressing individual need and equality of opportunity where there are difficult circumstances; and providing strong additional academic support for our pupil premium students with the allocated funding.

Pupil premium is an identified and monitored attribute for students at a whole school and departmental level. All teaching staff are aware of these students within their classes and are asked to be mindful of when and where support needs to be drawn from the funding to provide equality of opportunity.

Delivering a high quality, connected and sequential curriculum that takes into account our local context and needs are central to this strategy. Success will ensure that all students make rapid and sustained progress against targets and across the curriculum areas.

Given the large numbers of disadvantaged students in our cohorts many of our initiatives benefit the cohort as a whole and this is reflected in the closing of any gap that may exist between Pupil Premium students and non-pupil premium students.

Challenges

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

Challenge number	Detail of challenge
1	Significant numbers of safeguarding issues which disproportionately affect these students. With approximately 50% of students being classed as disadvantaged these represent the majority of students who are referred to our Safeguarding Department. These students face additional barriers to learning that require a high level of intervention to support.
2	Poverty reducing students' participation in extra-curricular activities and trips. We ensure that all students including those who are from

	a disadvantaged background have access to the funding and support required in order for them to access trips.
3	Low home aspirations or areas where no English is spoken in the home. Ensuring that advice and guidance structures are strong and that they provide aspiration in line with students' ability whilst also providing opportunities for families to engage with professionals, with interpreters where necessary, to support parents to help their children to make decisions that are informed and appropriate in regard to student ability.
4	Improving Higher prior-attaining students' confidence and motivation to achieve the top grades. Whilst our progress measures for disadvantaged students as a whole are largely in line with non disadvantaged students our aim is to move pupil premium students who are high prior attainers from a P8 of -0.28 in 2019 to a positive P8 in line with the remainder of our cohort
5	Maintaining the above progress of the cohort as a whole comparatively to the national average. Disadvantaged students at Shireland perform at a level of progress that is above the national average. We will provide a suitable careers and advice guidance structure that takes into account the local area and the experiences of students to date with the aim of ensuring that the pupil destinations post Y11 remain positive

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
Reduce the barriers to learning for disadvantaged students that are related to safeguarded issues. (Aim Higher)	Fewer numbers of PP students being referred to safeguarding as intervention happens at earlier stages.
Continued support for PP students in attending trips and taking up opportunities that may otherwise be unobtainable and hinder their progress. (Aim Higher)	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.
Students accessing appropriate courses and at Post 16 and receiving regular and specific advice and guidance.	Positive destination data and students' accessing aspirational and appropriate courses.
Improving student performance in dual award Science	Students in dual award science accessing the higher grades in line with students who are taking triple science.

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: £114,290

Activity	Evidence that supports this approach	Challenge number(s) addressed
Teaching posts for intervention	Identified staff have a role to support PP students with aspirations and accessing higher level work.	1-5

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

Budgeted cost: £47,705

Activity	Evidence that supports this approach	Challenge number(s) addressed
Educational support staff	Mentoring and effective advice and guidance has ensured that students remain motivated.	3,4,5
Raising attainment posts	Coaches supporting and motivating students in subject areas that are bespoke to them, providing good role models for students and effective advice and guidance.	3,4,5

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

Budgeted cost: £378,630

Activity	Evidence that supports this approach	Challenge number(s) addressed
SLT support to focus and achievement	SLT mentoring has been an effective strategy for many years and has ensured that students have remained on track to meet targets. SLT have also been involved in leading training for	1-5

	students and providing support during intervention sessions	
Behavioural Support	We have one of the lowest FTE rate in the area and are on the national average for Perm Exclusions. The Behavioural Support team make rapid interventions and connections and also provide an immediate contact for families in times of crisis ensuring that the minimum amount of time is spent out of lessons	1,3,4,5
e-Learning posts	Technology has been a key resource in ensuring that students at Shireland make rapid progress. Again, ensuring that there is an immediate response team has meant that students devices are working and supporting learning. The team also provide an immersive experience and resources that help to provide contextual experiences to learning that would otherwise not be available.	1,3,4,5
Classroom resources and extra-curricular activities	We provide all learning and revision resources free of charge to students. These are essential in ensuring that they have access to high quality revision materials as well as paying for subscriptions for many online learning resources.	3,4,5
Well-being intervention	We have appointed a Students Health and Wellbeing co-ordinator during the OCVID lockdowns to support students with managing their mental health and wellbeing and this has required some training and resources.	3,4,5

Total budgeted cost: £540,625

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2020 to 2021 academic year.

In 2018-19, the academy's Year 11 students achieved a Progress 8 score of 0.3, with the cohort of Year 11 students who attract pupil premium funding achieving a Progress 8 score of 0.31. This is an achievement that the academy is very proud of, as we believe that it demonstrates that disadvantaged students at the academy are well-supported both academically and pastorally.

While examinations did not take place in 2019-20 or 2020-21, our internal data suggests that these standards for disadvantaged students have been maintained or improved further, although the progress of our non-disadvantaged students appears to have increased at a faster rate.

We believe that these differences were largely due to the effects of the Covid-19 pandemic. As evidenced in schools across the country, disadvantaged students felt the greatest impact of partial school closures as they were unable to benefit from the pupil premium-funded teaching, interventions and activities to the degree that we would have wanted. This was mitigated by the extensive support programme that the academy was able to introduce from day 1 of school closure, with teaching immediately moving online and pastoral staff regularly checking in with students. The academy provided devices to students who did not have one at home and ensured that students had paper-based work where required.

Attendance has been hindered by the COVID pandemic, however we have had strong attendance at our live lessons which began on day one of lockdown. We supported students with devices and made sure that all the technology was available to students. Our attendance is at 92% above the national average of 88%. We have continued to have low FTE but are on track to be on par with 2020-21

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
-----------	----------

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	
What was the impact of that spending on service pupil premium eligible pupils?	

Further information (optional)

- The SSAT Teacher Learning Communities programme, which focuses on the development of pedagogy and feedback
- Extensive safeguarding support and liaison with outside agencies (see list on our current website)
- Wellbeing coordinator to support students' Mental Health and well being upon return to school.