

### Pupil Premium Policy 2022-2023

This statement details our academy's use of pupil premium funding to help improve the attainment of our disadvantaged pupils between 2022-23. It also includes information about the recovery premium 2021-22.

It outlines our pupil premium strategy, how we intend to spend the funding over the next 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	1570 (Y7-Y13) 112 students in Y13.
Proportion (%) of pupil premium eligible pupils	42% (Y7-Y12) 609 students
Academic year/years that our current pupil premium strategy plan covers ( <b>3-year plans are recommended</b> )	2022-2025
Date this statement was published	October 2022
Date on which it will be reviewed	March 2023
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	£550,979.45
Recovery premium funding allocation this academic year	£83,375
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	£262,162
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£896,516.45

## 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.

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.

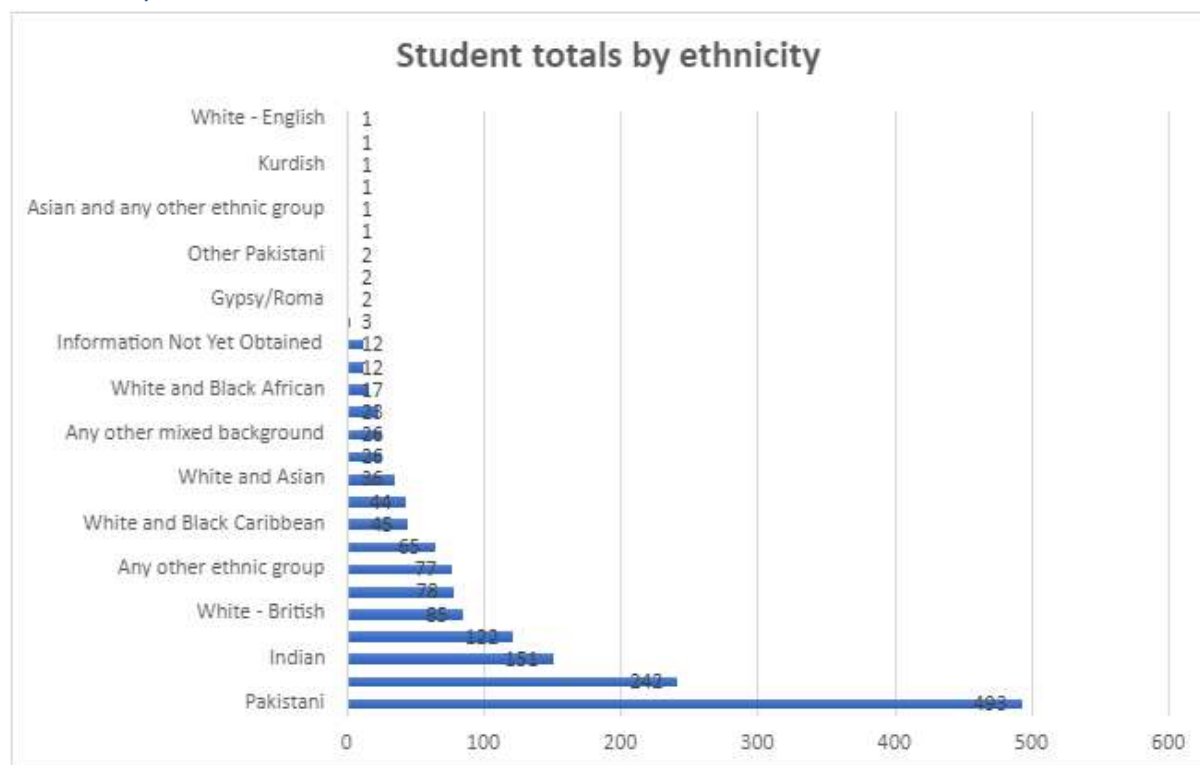
Minimising the negative impact of the pandemic is integral to our planning, with curriculum adaptations being informed by astute assessment and carefully considered sequencing of content. We aim to supplement this with proactive targeted interventions which support vulnerable students, including the 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.



## Diversity information



## Challenges

### 1) Attendance

	Year	PP	Non-PP	Difference
Mean attendance	18-19	93.00	99.20	-6.20
	21-22	92.15	93.08	-0.93
Current attendance	22-23	92.70	94.24	-1.54
Below 90 %	18-19	44.94	20.65	24.29
	21-22	44.93	28.15	16.78

### 2) Year 11 Cohort

#### AP1 – Autumn Term 2022

	PP	Non PP	Diff
2022-23			
Attendance	91.49	93.02	1.53
Pred P8	0.14	0.27	0.13
Eng 9-5%			
Eng 9-4%			
Ma 9-5%			

Ma 9-4%			
Eng & Ma 9-5%	38%	48%	10%
Eng & Ma 9-4%	67%	74%	7%

### 3) Mental Health and Wellbeing

Our assessments (including wellbeing survey), observations and discussions with pupils and families have identified social and emotional issues for many pupils, such as anxiety, depression (diagnosed by medical professionals) and low self-esteem.

This is partly driven by concern about catching up lost learning and exams/future prospects, and the lack of enrichment opportunities due to the pandemic. These challenges particularly affect disadvantaged pupils, including their attainment.

During the pandemic, teacher referrals for support markedly increased.

Some students currently require additional support with social and emotional needs, mentoring, family intervention and small group interventions

## 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 at the end of KS4 and KS5.	Reduced gap between PP and Non-PP students. (2021-22 = 0.47 overall)
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 Technology Primary
Engagement of disadvantaged students with extra-curricular activities and other enrichment opportunities improves or is sustained.	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. TRE – 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 Key Stages to think positively about their future through engaging with the PD and Careers programmes.

## 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.

Activity	Evidence that supports this approach	Challenge number(s) addressed
Investment in Teaching and Learning communities	<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 &amp; 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"> <li>• Feedback – positive discrimination approaches in the classroom</li> <li>• Homework (Secondary) – Students have access to various online resources including, GCSEPod, Seneca, MathsWatch and Century Tech. Homework Club runs Monday-Thursday.</li> </ul> <p>These approaches are being addressed in school wide training and development throughout the duration of this plan.</p>	2, 3
Staff training with a focus on KS3 connected curriculum within the L4L team.		2, 3
Mastery within maths – Ark Curriculum Plus	Maths staff developing knowledge and skills within maths in order to embed this within the curriculum and retain good teachers.	3
Reading strategy	Form tutors training	2
Trust staff training	Secondary school collaboration and subject lead network across the trust.	1-6

## Targeted Academic Support

Activity	Evidence that supports this approach	Challenge number(s) addressed
Continue with our 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, 4, 5
Tutoring	Engaging with the National Tutoring Programme to provide a blend of tuition and school-led tutoring using Academic mentors in English, Maths, Geography, Science. A significant proportion of the students who receive this will be disadvantaged, including those who are high attainers.	1, 2, 3, 4, 5
Essential Literacy and Numeracy skills developed during study support session.		3, 5, 6
Academic enrichment opportunities to targeted cohorts after school.		1-6
Forward Thinking with the University of Birmingham.		1-5
Homework Club KS3	Students are invited to attend an after-school homework club. There is assistance from staff to complete work set.	1-6
Music Lessons	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.	1, 3, 4, 5, 6

	Financial support given to students and families for the cost of lessons when taking music exams, cost of instruments, etc..	
Resources	Students are provided with a 1 to 1 device so that they can access learning through our digital platforms.	1-6
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.	1-6
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, 6

## Wider Strategies

Activity	Evidence that supports this approach	Challenge number(s) addressed
Attendance Officers	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, 6
Mental Health weekly survey and three pupil health and wellbeing co-ordinators.	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, 4, 5, 6
Experiences, uniform, etc of things that may happen throughout the year.	Support for PP students to ensure that they do not miss out on opportunities that their peers partake in.	1-6



	<b>Expected</b>
Teaching post for intervention	£116,479.06
SLT support to focus and achievement	£68,204.00
Ed support staff	£17,594.34
Raising attainment posts	£31,024.56
Behavioural Support	£40,574.05
e-Learning posts	£57,337.22
Classroom res and extra-curricular activities	£212,016.59
Well-being intervention	£7,749.62
<b>Total Expenditure</b>	<b>£550,979.45</b>

