

Pupil premium strategy statement – Shireland Collegiate Academy

This statement details our school’s use of pupil 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	1532
Proportion (%) of pupil premium eligible pupils	39.8%
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)	2024/25 – 2026/27
Date this statement was published	December 2024
Date on which it will be reviewed	December 2025
Statement authorised by	Mr George Faux
Pupil premium lead	Mrs Roxanne Dee
Governor / Trustee lead	Mr M Conway-Jones

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£570,150.00
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£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>	£570,150.00

Part A: Pupil premium strategy 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 and inclusive approach ensure 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. Collaboration between teaching staff, safeguarding, behaviour and pastoral teams ensures that all students are supported and feel safe to be able to progress in their education.

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. The impact on disadvantaged children is considered in all areas and staff carefully consider the impact on disadvantaged children at all times.

Regular reviews of the impact 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. Student involvement in extra-curricular activities and cultural capital opportunities is tracked to ensure all students have access to equal opportunities. Expanding the cultural capital of disadvantaged students in as many ways as possible is one of the key components of our pupil premium 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 2023/24 indicates that attendance among disadvantaged students has been 1.55% lower than that for non-disadvantaged students. However, our Pupil Premium student attendance, at 93.04% was strong compared to the national average. 13.1% of Pupil Premium students were Persistently Absent compared to 13.5% 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 44% 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>Family engagement</p> <p>Challenges with communicating with families can mean that disadvantaged students do not get the support required at home and can result in messages from school being missed which contributes the quality of the students experience of education and engagement with activities. Whilst we are made great progress in this area including gaining the leading parent partnership award, it is something that can be improved further.</p>
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. 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
To further reduce the gaps in attainment for disadvantaged students across all Key stages.	Reduced gap between PP and Non-PP students.
Improved reading ages and engagement with reading among disadvantaged students across all Key stages.	<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 to show improvements.</p>
Cultural capital experiences to be maximised through all aspects of the curriculum.	<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 are kept for targeting specific students for opportunities.</p>
To improve wellbeing for all pupils, including those who are disadvantaged.	<p>Student my mental health check in results.</p> <p>Participation and feedback from well-being events and focus day opportunities.</p>
Continue to improve attendance and punctuality, maximising the opportunity to engage in	PA for disadvantaged students reduces every half term. PP attendance maintained above national average and

learning, maximising progress and improving outcomes in all subject areas.	at least 95% for PP students and gap closed between PP and non-PP students.
To continue to develop family engagement and relationships to support disadvantaged students.	Parental feedback – Family Forum meeting notes. Attendance at parental events and increased communication with families.

Activity in this academic year

This details how we intend to spend our pupil premium funding **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £311,760

Activity	Evidence that supports this approach	Challenge number(s) addressed
Investment in Teaching and Learning communities (Walkthrus). Quality first teaching.	<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.</p> <p><i>"There is good evidence that being exposed to higher quality teaching makes more difference to disadvantaged pupils than any other strategy... the effects of high-quality teaching are especially significant for pupils from disadvantaged backgrounds: over a school year, these pupils gain 1.5 years' worth of learning with very effective teachers, compared with 0.5 years with poorly performing teachers"</i> (J, Gross, 2022 p.39)</p> <p>Evidence suggests that the most effective approaches are:</p> <ul style="list-style-type: none"> • Feedback – positive discrimination 	1, 3

	<p>approaches in the classroom</p> <ul style="list-style-type: none"> • Homework (Secondary) – Students have access to various online resources including, GCSEPod, AskOla and Century Tech. <p>Homework Club runs every week.</p>	
Targeted support at the earliest stage for students identified with low levels of literacy and/or numeracy through interventions within L4L	Improve spoken/written language of students will demonstrate continued improvements in outcomes for disadvantaged students.	3
National College Subscriptions	Staff with a deeper knowledge and understanding of pedagogy, the barriers to learning experienced by disadvantaged students and strategies to counteract these barriers.	2, 3, 5
Reading coordinator role to develop reading across the academy including CPD of staff on reading strategies.	<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>	3
Behavioural intervention staff to work with students who need additional support with behaviour and conduct.	<p>Evidence suggests ... “Everyday interactions between teachers and pupils and their families are what matter most” (Gross, 2022)</p> <p>Staff from the BMS working with key groups of students on families on behavioural and pastoral needs to be able to support with progress in all subjects.</p>	1, 2, 4

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

Budgeted cost: £112,279

Activity	Evidence that supports this approach	Challenge number(s) addressed
Residential/curriculum trips to further improve outcomes of students for example, History, Travel and Tourism, Business studies and Languages.	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. Research overwhelmingly shows that children have increased engagement in learning and improve outcomes when they are actively involved in extracurricular activities such as school trips (EEF, 2024)	1, 4, 5
Academic enrichment opportunities to targeted cohorts after school including Debate mate, careers/industry visits.	About Us - Debate Mate Schools Additional opportunities such as Debate Mate help provide enriching experiences for students and increase cultural capital opportunities as well as raising aspirations.	1, 5
Homework Club	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. 31% 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	Students have access to devices so that they can access learning through our digital platforms.	1, 3, 4, 5

Revision Guides	Revision resources for Key Stage 4 to give all students equal access to revision materials and support to improve collaboration between home and academy.	
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. 14% of PP students currently attend extra curricular clubs.	1, 3, 4, 5
Careers Intervention	Students are provided with one-to-one careers appointments from an on site careers advisor to help raise the profile of the world of work and in turn, raise aspirations.	1, 3, 4, 5

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

Budgeted cost: £146,111

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	1, 2

	pastoral care dependant on emoji chosen.	
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. These include items on the epraise shop and participation in the end of year rewards trips.	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 and provide extra support in other areas such as food vouchers.	1, 2, 3, 4, 5
SCA Uniform Shop	Support students and families to meet our high uniform standards.	1, 2
Guest motivational speakers to work with Year 10/11 and Sixth Form students.	Aim A Little Higher - Assemblies, Workshops & Programmes A range of guest speakers are will be used to motivate and inspire students to help with aspirations. This is especially effective with disadvantaged students will low self-efficacy.	1, 2, 3, 4, 5
Yr6 transition Summer school	A summer school to help Yr6 students with the transition to secondary school and allow staff to get to know students, especially those who has extra needs or are more vulnerable.	1, 2, 4

Total budgeted cost: £570,150

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Attainment

We have analysed the performance of our school's disadvantaged pupils during the previous academic year, drawing on national assessment data and our own internal summative and formative assessments.

The data demonstrated that the overall P8 for 2023-24 was +0.38 with disadvantaged students achieving +0.25 indicating that pupils are achieving higher in each qualification on average compared to similar pupils in the country. To help us gauge the performance of our disadvantaged pupils we compared their results to those for disadvantaged and non-disadvantaged pupils at national and local level. Our results for 2023-24 were above the national average for disadvantaged children and placed us 2nd in our local authority performance tables. Our EBACC entry rate was 59.6% for all children and 57.3% for disadvantaged.

The data demonstrates that the school is performing above national average and successfully meeting the intended outcomes from our strategy plan.

We have also drawn on school data and observations to assess wider issues impacting disadvantaged pupils' performance, including attendance, behaviour and wellbeing.

Attendance

Our attendance data for 2023/24 indicates that attendance among disadvantaged students has been 1.55% lower than that for non-disadvantaged students. However, our Pupil Premium student attendance, at 93.04% was strong compared to the national average. 13.1% of Pupil Premium students were Persistently Absent compared to 13.5% of non-disadvantaged students.

Exclusion data

In the 2023-24 academic year, the Academy issued 54 suspensions to a total of 40 students. Of these, 40 suspended students, 17 were Pupil Premium students. We had 3 permanent exclusions, 1 of which was a PP student.

Overall

Based on all the information above, the performance of our disadvantaged pupils exceeded expectations, and we have successfully improved or met all of our intended outcome from our previous strategy plan. We are extremely proud of the outcomes we have achieved for disadvantaged children.

As well as examination results and data there are other measures of impact of the outcomes from 2023-24.

- A reading coordinator is now in post and has begun developing the reading programme across all year groups, Year 7-11 reading test have been completed and intervention sessions established.
- Many educational trips and guest speakers have taken place such as visits to Warwick Castle, Houses of Parliament and Snowdome.
- We have been successful in our Turing grant application to take 30 disadvantaged Year 13 students to Dubai for international work experience placement. "I cannot wait to complete my work placement in Dubai, it is a fantastic once in a lifetime opportunity and will help me with applying for future opportunities at University and a job." (Yr13 student voice)
- The number of students staying in education or entering employment is above both the national average and local authority. With 99.5% of children entering the post 16 education landscape.
- Students have been provided with essential revision guides and resources to all them to build on knowledge and practice skills gained from the classroom.
- We now have 105 students accessing free music lessons on a weekly basis. "My scholarship singing lessons have improved my confidence immensely, allowing me to continue practising my skills more and more. I absolutely adore my teacher who is always super nice, yet gives constructive feedback and helps me to make progress in my lessons. I am so grateful for the opportunity. (Student Voice)
- No student has paid for any materials used in DT.
- 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 successfully run, "I thought that summer school was an amazing opportunity, where I could explore the school, meet future friends and get to know the teachers" (Students voice)
- Breakfast club has been a success, "Start your day strong at breakfast club— where every morning is an opportunity to connect, energize, and prepare for success" (Student voice)
- Preloved uniform shop success – "The preloved uniform store ensures that all students have access to affordable uniform, which can easily be purchased. The establishment of the preloved uniform store reflects Shireland's core belief of being concerned for all making the academy an altogether better place to learn". "The uniform shop is a great facility that allows students who can't afford uniform to get what they need for as little as £2. It's fantastic!" (Student voice).

Our evaluation of the approaches delivered last academic year indicates that our strategies for pupil premium are effective and having an impact. We have used this

evaluation to produce a new strategy plan for the next 3 years to continue the progress that has been made.

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium to fund in the previous academic year.

Programme	Provider
Seneca	Free Homework & Revision for A Level, GCSE, KS3 & KS2 (senecalearning.com)
GCSEPod	GCSE Learning and Revision GCSEPod
Tute	Tute - Tute
Century	CENTURY Online Learning English, Maths and Science
Sparx Maths	Sparx Maths - Home

Service pupil premium funding (optional)

*For schools that receive this funding, you may wish to provide the following information: **How our service pupil premium allocation was spent last academic year***

The academy does not have any eligible pupils in this area

The impact of that spending on service pupil premium eligible pupils

Nott applicable