

Pupil premium strategy statement

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 effect that last year's spending of pupil premium had within our school.

School overview

| Detail | Data |
|---|-----------------------------|
| School name | The Academy at Shotton Hall |
| Number of pupils in school | 1182 |
| Proportion (%) of pupil premium eligible pupils | 32.23% |
| Academic year/years that our current pupil premium strategy plan covers | 2024-2027 |
| Date this statement was published | September 24 |
| Date on which it will be reviewed | April 25 |
| Statement authorised by | A.Hook |
| Pupil premium lead | C Rodgers |
| Governor / Trustee lead | Hij Zaheer |

Funding overview

| Detail | Amount |
|---|----------|
| Pupil premium funding allocation academic year 2023/24 | £400,140 |
| 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 | £400,140 |

Part A: Pupil premium strategy plan: Statement of intent

The Academy at Shotton Hall is working to support disadvantaged pupils in all areas of their education from the moment that they arrive in school. Our aim is that every disadvantaged pupil will achieve at least as well as their peers, have every opportunity to excel and be fully prepared for the next stage in their education and future employment. It is vital that we support our pupil's physical and mental health and wellbeing to enable them to fully engage in learning. Pupils need to experience a wealth of enrichment experiences to widen their horizons and unlock future opportunities.

Some disadvantaged pupils face many and complex barriers during their education which make effective learning very difficult. Other pupils have very specific, individual needs and still others, have few barriers at all. Below are some of the main difficulties faced, although it must also be said that the difficulties encountered are not unique to those who are disadvantaged. We aim to meet and support pupils at their point of need, wherever possible and feasible.

Research supports that there are common barriers to learning for disadvantaged pupils include less support at home, weak language and communication skills, fewer opportunities to read books, fewer resources to help with learning (eg text books / internet access), lack of confidence, more frequent behaviour difficulties and attendance and punctuality concerns. Some pupils struggle with their physical and mental wellbeing. There may be complex family situations that prevent children from flourishing. Some pupils have limited opportunities to experience cultural trips and visits. Some have fewer opportunities to learn about the wide range of opportunities once they leave school for higher education and employment. The challenges are varied and there is no "one size fits all".

Pupil Premium Funding contributes to the work of the school in meeting the needs of disadvantaged pupils by:

- ensuring that teaching and learning opportunities meet the needs of all the pupils
- ensuring that all pupils benefit from high quality teaching in the classroom
- ensure all pupils have a place to study in school where they can access adult support, class texts and the internet
- offering tuition in small groups or 1 to 1 where there is identified need
- developing the resilience of pupils, building their self-esteem and enabling them to develop the skills that will enable them to learn effectively in the classroom environment
- providing therapeutic intervention where needed through the use of personal intervention programmes and counselling where appropriate
- working closely with pupils who need additional support to manage their behaviour
- working with pupils and their families to identify the causes of attendance concern and support good attendance
- ensuring pupils have every opportunity to access enrichment programmes
- ensuring pupils receive high quality careers information, advice and guidance so that they have high aspirations for themselves and for their future
- ensuring pupils personal development is well supported and that they are ready for post-16 education/training/employment
- meeting individual needs wherever possible and feasible.

Challenges

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

| Challenge number | Detail of challenge |
|------------------|--|
| 1. | Some pupils struggle to attend regularly, some are often late, and some are persistently absent. |
| 2. | Some students struggle to manage their behaviour. |
| 3. | Some students need extensive pastoral support for a variety of reasons. |
| 4. | Some students struggle with the increased complexity of organisation with a secondary environment and increased demands for independent work. |
| 5. | Some students face significant challenges in their lives and have social, emotional and mental health needs that prevent them from learning. |
| 6. | Some students need additional adult support to help to enable them to fully achieve their potential both during the school day and after school with managing homework. |
| 7. | Some students need individual tuition and/or teaching in small groups to enable them to achieve. |
| 8. | Some students have little aspiration for the future and are in need of additional adult support and additional careers guidance so that they do not limit their own potential. |
| 9. | Some students have low levels of literacy and numeracy which impedes their learning and their confidence. |
| 10. | Some students lack access to the internet and the use of computers to support their studies. |
| 11. | Some students lack space to study at home |
| 12. | Some students need to experience a wealth of enrichment experiences in-order to widen their horizons and unlock future opportunities. |
| 13. | School uniform can cause significant challenges for some families. |
| 14. | Some students do not have access to a healthy diet which impacts on their general well-being. Some do not participate regularly in sports and need proactive, individual support in order to overcome barriers. |
| 15 | All pupils need the highest quality of teaching in every classroom. High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. |
| 16. | Some pupils need additional personal development so that they have the resilience to cope with everyday challenges, form strong, positive relationships and are ready emotionally for key transitions. |
| 17 | Narrowing the attainment gap across Reading, Writing, Maths and Science |

| | |
|----|--|
| 18 | Some children enter the Early Years provision knowing significantly fewer words than their peers and with significant speech and language difficulties. This persists into KS1 for some children, and they need significant support to develop as confident speakers who are able to express themselves clearly and with an appropriate range of vocabulary for their age. |
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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 |
|--|--|
| Disadvantaged students achieve equivalent attainment to national non disadvantaged | Attainment 8 |
| Disadvantaged students achieve equivalent progress to national non disadvantaged | Progress 8 |
| Attendance | Average attendance of disadvantaged cohort is in line with the national average or above. |
| Improved rates of progress across KS3, particularly for high attaining pupils eligible for pp | Pupils eligible for pp make as much progress as other students identified as high attaining across key stage 3 |
| Improved literacy and numeracy skills for students entering the school in year 7 and through key stage 3 | The gaps between pp and their peers in literacy and numeracy closes |
| Transition pp students go on to access further education/training/apprenticeships post 16 | Outstanding 'neet' data for all |

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: £ 80,000

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|----------|--------------------------------------|-------------------------------|
|----------|--------------------------------------|-------------------------------|

| | | |
|--|---|-----------|
| High quality professional development for all staff to secure high quality teaching strategies underpinned by 'Back to Basics', metacognitive strategies, planning for interleaving and retrieval practice and grounded through a rich knowledge-based curriculum. | EEF guide to pupil premium – tiered approach – teaching is the top priority, including CPD EEF guide to improving working memory EEF : Metacognition and Self Regulated Learning | 5,9,15 |
| Staffing costs to provide coaching support and lead professional development. | EEF guide to pupil premium – tiered approach – teaching is the top priority, including CPD Sutton Trust – quality first teaching has direct impact on student outcomes. | 1,2,3,8 |
| Deepen teacher's understanding of pedagogy across each curriculum area by engagement with subject specialists in their field. | EEF : Effective Professional Development EEF: Teaching and Learning Toolkit Ofsted: Subject Curriculum research reviews | 1,2,3,8 |
| Going back to basics approach – ensuring that literacy is a focus of teachers planning | EEF: Preparing for Literacy EEF: Improving Literacy – Supporting oral language development KS1/KS2 EEF: Improving Literacy in Secondary Schools | 9, 15, 18 |
| Professional development and retention of middle leaders, to ensure the curriculum continues to effectively be implemented in all areas. | EEF Guide to the pupil premium 'Ensuring an effective teacher is at the front of every class, and that every teacher is supported to keep improving. Should be the priority to pupil premium spending'. | 1, 2 8 |

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

Budgeted cost: £260,000

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|--|-------------------------------|
| Gaps in maths and English identified by teaching staff. Maths and English tuition leads plan for bespoke intervention to | EEF : Teaching and Learning Toolkit - One to one tuition & Small Group Tuition | 1,2 |

| | | |
|---|--|---------------------|
| <p>enable pupils to catch up on earlier work that is missed or poorly understood, due to the pandemic.</p> <p>Deliver series of lessons (small group and 1-1 tuition) to enable pupils to consolidate insecure learning and catch up with the schemes of learning.</p> <p>Where appropriate and possible, classes to be reduced in size to increase individual support and facilitate recovery of learning.</p> | | |
| <p>In all other subjects, Heads of Department to identify pupils who need bespoke curricular intervention Pupils should be taught in small groups where there are common areas of intervention required</p> | <p>EEF : Teaching and Learning Toolkit - One to one tuition & Small Group Tuition</p> | <p>5,6,7</p> |
| <p>Professional development for all staff in developing a love of reading for pleasure and for learning within their specialist subject areas.</p> <p>Identified pupils - small group regular reading planned into curriculum. Support for pupils to learn is provided through the library.</p> | <p>EEF: Preparing for Literacy EEF: Improving Literacy – Supporting oral language development KS1/KS2 EEF: Improving Literacy in Secondary Schools</p> | <p>7,9,12,15,17</p> |
| <p>To provide students with adult mentoring support, access to workspace and IT facilities to support their learning.</p> | <p>EEF : Mentoring</p> | <p>5,6,10,11</p> |
| <p>To identify students with low levels of literacy and numeracy which impedes their learning and their confidence and facilitate / enable bespoke provision to meet the identified needs. LINK, moving up and 20-20-20</p> | <p>EEF: Preparing for Literacy EEF: Improving Literacy – Supporting oral language development KS1/KS2 EEF: Improving Literacy in Secondary Schools</p> | <p>6,7,9,17</p> |
| <p>Provision and staffing of safe spaces available to targeted children throughout the day.</p> | <p>NFER: Recovery during a pandemic</p> | <p>3,5,6,11</p> |
| <p>Developing resilience and independent learning, through consistent setting, completion and marking of homework</p> | <p>EEF: Guide to the pupil premium</p> | <p>4</p> |
| <p>Social and Emotional Learning – interventions to support children with a range of skills including for example, emotional regulation, managing grief. Deployment of Wellbeing Practitioner .</p> | <p>EEF: Improving Social and Emotional Learning in Primary Schools NFER: Recovery during a pandemic</p> | <p>3,5</p> |

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

Budgeted cost: £ 60,140

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|---|-------------------------------|
| Attendance team to work with families to reduce the absence of pupils who struggle to attend regularly. | EEF: Guide to the pupil premium | 1 |
| Behaviour teams to support pupils who struggle to manage their behaviour including provision of personal intervention programmes. | EEF: Teaching and Learning Toolkit – Learning behaviours EEF :Improving Behaviour in Schools | 2,3 |
| To provide the pastoral support to pupils who need additional help, including those who face significant challenges in their lives and have social, emotional and mental health needs that prevent them from learning well (this includes support for those who have experienced bereavement) | EEF: Improving Social and Emotional Learning in Primary Schools EEF: Guide to the pupil premium EEF: Healthy Minds DfE: Promoting and supporting mental health and wellbeing in schools and colleges | 3,5,14 |
| Encourage pupils to take part in extra-curricular activities (onsite) to widen their experiences and broaden their horizons. Facilitate pupils in taking part in range of enrichment experiences (off site) in-order to widen their horizons and unlock future opportunities. | EEF: Guide to the pupil premium | 6, 12,14 |
| Provision of daily breakfast | Funded by school | 14 |
| Provision of clear post 16 guidance | EEF: Guide to the pupil premium | 8,12 |
| Support for families from the attendance team | DfE: Improving school attendance: support for schools and local authorities Sutton Trust: Learning in Lockdown | 1 |
| Support for parents to become engaged with their children’s learning through a range of activities. | EEF: Parental Engagement | 8 |

Total budgeted cost: £ 400,140

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 2023 to 2024 academic year.

The academic year 2023-2024 marked the end of a three-year cycle of the pupil premium plan.

Attainment and progress for disadvantaged students is positive and has been throughout this whole cycle. Engagement for learning is excellent. Monitoring of homework, classwork and online learning convey secure engagement by all. End of year assessments in Year 11 and KS3 indicate that overall, disadvantaged students achieve similar progress and attainment to non-pupil premium students. Key outcome data for our last PP Year 11 cohort is as follows:

- A8 for our PP cohort is 48.1, which is above National data for all.
- P8 for our PP cohort is +0.26, which is above National data for all.
- 100% pupils have progressed to post-16 education, employment or training.

Attainment and progress for the pupil premium cohort, with regards to all measures, is very secure – please note the DFE league table link below:

<https://www.find-school-performance-data.service.gov.uk/>