



Pupil Premium Strategy Statement – Shirebrook Academy 2024-27

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. This will continue to be reviewed annually.

School overview

Shirebrook Academy	
Detail	Data
Number of pupils in school	819
Proportion (%) of pupil premium eligible pupils	43.1% in 2024/25 46.6% in 2023/24 41.8% in 2022/23 41.6% in 2021/22 40.4% in 2020/21
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)	2024/5 – 2026/7
Date this statement was published	9 th December 2024
Date on which it will be reviewed	December 2025
Statement authorised by	Lindsey Burgin - Principal
Pupil premium lead	Elaine Wainwright – Assistant Vice Principal
Governor / Trustee lead	Mike Pollard – Co-chair of Governors

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£375, 905
Pupil premium funding carried forward from previous years (<i>enter £0 if not applicable</i>)	£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>	£375, 905



Part A: Pupil premium strategy plan

Statement of intent

Our pupil premium strategy is driven by our values and underpinned by the needs of our community. We serve a proud and close-knit community that places a high priority on loyalty and character values. The community ranks in the bottom 10% in the UK for deprivation according to the IDACI index. It is geographically isolated and transport links to larger towns and cities are poor; with access to post 16 provision dependent on such links. The percentage of families with experience of higher education or with level 3 or higher qualifications is well below the national average.

Compared to national statistics the levels of identified deprivation within the Shirebrook community are high. Our percentage of students in receipt of FSM6 alongside our pupil base and school location deprivation indicators are all well above average. This brings unique opportunities and challenges and emphasises the importance of holistic strategies and action to remove any potential barriers to learning that young people may experience from a socio-economic perspective.

Growing up within this community means that even students who are not eligible for PP funding, experience some of the same barriers as those who do qualify. Therefore, a long-term approach to addressing disadvantaged reflects the complex nature of our community and we have put in place a wide range of activities designed to address disadvantage, in the many ways they manifest within the Shirebrook community.

The strategy seeks to enrich learning experiences, promote equity, build community and inspire all young people to take control of their lives and create opportunities for themselves. Our strategy is designed with the intention of empowering our students to see beyond the everyday and make meaning of the world. To build knowledge, skills, techniques and cultural confidence and literacy that will enable them to make positive choices about their futures and the future of their community.

Research indicates that disadvantaged students have been worst affected by the impact of the pandemic. It is therefore more important than ever that our strategy focuses on support for disadvantaged pupils as part of wider school plans for continued education recovery. This, together with the cost-of-living crisis, means that our disadvantaged strategy being inclusive of all of our students is even more important, as many students who are not eligible for FSM face considerable financial, social and environmental pressures that could create barriers to learning.

Our assessment of need informs the actions we undertake within the strategy. These actions are associated with three main areas as identified within the EEF Guide to the Pupil Premium:

- High quality teaching
- Targeted academic support
- Wider strategies

We believe that the actions that we take as a part of our Pupil Premium Strategy should benefit all students that are experiencing disadvantage. We take time to know our students and understand their individual circumstances. We balance this understanding alongside the recognition

that all young people deserve to access a safe and high-quality learning and teaching environment that will enable them to thrive.

We understand the importance of directing limited resources to areas where they will have the greatest impact. In association with our academy community and students our strategy plan is underpinned by five key principles:

1. Supporting all young people to become competent and confident readers that can access the curriculum fully – promoting learning depth, retention and improved outcomes.
2. Establishing a culture of excellent attendance, where all students attend the academy and are supported with any inhibitive factors.
3. High quality pastoral care supporting young people and their families. The importance of relationships and communication between the academy and community is high, and coordinated care through the support of Education Welfare, Early Help, Pastoral Teams and Teachers is crucial in ensuring personalised approaches.
4. Promoting cultural and social confidence through enrichment, curriculum and extra-curricular experiences encourages higher levels of engagement with our young people in their wider learning experiences and general academy life.
5. The coordinated monitoring, tracking and support of students with SEND that are also categorised as disadvantaged. 41.9% of students with an EHCP/SEND support are also FSM6.

Challenges

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

Challenge number	Detail of challenge
1	<p>Reading</p> <p>NGRT, KS2 and Baseline assessments show that disadvantaged students tend to have lower levels of attainment and particularly lower levels of literacy on entry. 42 students in NGRT testing in KS3 show a Stanine level of 3 or below and a reading age below 8 years (June 25).</p> <p>46 students in Y7 have a scaled reading score less than 100 in line with KS2 SATs outcomes. With 36 students in Year 8 and 55 in Year 9 (2025/26).</p> <p>The expectation is that all students, including those students with disadvantaged indicators and/or SEND can read to an age-appropriate level and fluency. To support students in accessing the curriculum independently at KS3 and 4, they need to be able to decode and read fluently.</p> <p>A coordinated programme is required where SSP and a focus on decoding and fluency is in place for targeted students, whilst reading proficiency, fluency and pleasure is promoted through reading comprehension and teaching reading across the curriculum.</p>

Outcomes 2023-25

KS4 outcomes in 2025 show differentials in performance between students identified within the disadvantaged cohort and their non-disadvantaged peers. The differential between 4+ English and Maths outcomes 2025 at GCSE was -15.16%; with a differential of -15.65% at 5+ between students identified as disadvantaged and their non-disadvantaged peers.

KS4 Data Disadvantaged				
Performance Measures	National Data 2023/24 2024/25	Shirebrook Results 2023	Shirebrook Results 2024	Shirebrook Results 2025
Progress 8	-0.57 N/A	-0.57	-0.61	No prior KS2 data – no national P8 score
Attainment 8	34.5 34.9	32.5	32.9	33.52
% of students achieving grades 4 or above E&M	43.0% 43.5%	44.0	47.0	42.11
% of students achieving grades 5 or above E&M	25.8% 27.2%	25.0%	31.0%	21.05
Average EBacc APS score	2.99 3.02	2.64	2.88	2.95

Evidence from outcomes shows that students that are disadvantaged are more likely to achieve a grade 4 or 5 in maths compared to English (Lit and Lang). Disadvantaged students are also more likely to achieve lower grades compared to their non-disadvantaged peers (in line with targets) when considering subjects with a higher literacy focus, background knowledge and/or multi-step problem-solving including history and combined science.

Evidence from monitoring, evaluation and review throughout the year showed that there was generally greater reluctance by specific students to actively participate in lessons, read aloud and/or contribute answers during cold calling. Student voice also highlighted that some students lack the confidence to contribute answers as they feel they know what they want to say; but feel they

	<p>'can't say it'. This also emphasises the importance of reading, vocabulary and oracy.</p> <p>Introduction of The ACET Way in 2025/26 focussing upon direct instruction, consistent routines and cues will support disadvantaged students by providing increased consistency of curriculum delivery across classes.</p> <p>Extended writing and oracy have been identified as areas for improvement across the curriculum, with a specific focus on the writing ability and stamina of students.</p> <p>25/26 English and Maths progress will form a key focus with a series of fortnightly meetings planned to co ordinate subject action planning with a focus upon performance and early intervention with disadvantaged students performing below minimum FFT expectations.</p>									
2	<p>Attendance</p> <p>Attendance at Shirebrook Academy has been a key priority since the pandemic, as it has in schools nationally.</p> <p>Attendance in the 2022-23, 2023-24 and 2024-25 academic years was below the national secondary average, with the attendance of students identified as FSM6 below that of their non FSM6 peers, and generally below national.</p> <table border="1" data-bbox="328 900 1481 1261"> <thead> <tr> <th data-bbox="328 900 770 954">2022-23</th> <th data-bbox="770 900 1161 954">2023-24</th> <th data-bbox="1161 900 1481 954">2024-25</th> </tr> </thead> <tbody> <tr> <td data-bbox="328 954 770 1081"> Attendance All: 87.6% (-3.1) FFT National: 90.7% </td> <td data-bbox="770 954 1161 1081"> Attendance All: 89.5% (-1.3) FFT National: 90.8% </td> <td data-bbox="1161 954 1481 1081"> Attendance All: 91.26% FFT national: 91.4% </td> </tr> <tr> <td data-bbox="328 1081 770 1261"> FSM6: 83.1% (-2.2) FFT National: 85.3% </td> <td data-bbox="770 1081 1161 1261"> FSM6: 85.6% (+0.02) FFT National: 85.4% </td> <td data-bbox="1161 1081 1481 1261"> FSM6: 88.33% FFT National: 89.4% </td> </tr> </tbody> </table> <p>There is further focus needed on the attendance levels of students categorised as FSM6 in KS3, particularly Year 7, as these levels are more significantly below national than in (Y8-11) and this promotes a pattern of non-attendance that can become embedded over time. Early work from Y5 between our inclusion and pastoral teams and feeder primaries is planned in 25/26 to support disadvantaged students through transition and negate the risk of some students who have been historically PA at primary continuing the pattern on transition.</p> <p>Disadvantaged students are more likely to be part of our persistent absence cohort and whilst the gap is reducing, further focus and deployment of resources are needed in this area. Persistent Absence at present is 26.7%, with 2% more disadvantaged pupils than FFT national identified as PA.</p> <p>There is a correlation between absence and our students with specific SEMH needs which impacts on their academic success, wider engagement and sense of belonging. Whilst there have been improvements in the attendance of students with SEND receiving support, the overall level is still below national.</p>	2022-23	2023-24	2024-25	Attendance All: 87.6% (-3.1) FFT National: 90.7%	Attendance All: 89.5% (-1.3) FFT National: 90.8%	Attendance All: 91.26% FFT national: 91.4%	FSM6: 83.1% (-2.2) FFT National: 85.3%	FSM6: 85.6% (+0.02) FFT National: 85.4%	FSM6: 88.33% FFT National: 89.4%
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3	<p>High Quality Pastoral Care</p> <p>Students at Shirebrook Academy respond well to routine, clarity, high standards and expectations and established relationships. This is particularly important for our Disadvantaged students where some of our young people are more vulnerable due to external circumstances and situations beyond their control. Discussion with, and observations of, students have shown that changes in</p>									

	<p>routine such as an unfamiliar class teacher and/or unscheduled changes to the academy day can lead to some students struggling with the additional demands this can create.</p> <p>Our locality has recently experienced a restructuring of Children and Family Services and further reductions in the support available to families is leading to community concern. The importance of strong pastoral care within our academy is vital.</p> <p>Academy colleagues including the Education Welfare Officer, Early Help Worker and Safeguarding Officer are supporting increasingly higher numbers of children and their families, alongside reduced public service support where available. Coordinated support with Year Teams is vital to bridge any gaps and ensure that provision considers learning alongside holistic approaches to wellbeing and engagement.</p> <p>Behaviour analyses in line with our Behaviour and Rewards Policy shows that whilst numbers of students that are categorised as disadvantaged are receiving fewer suspensions, there has been an increase in The Bridge (internal suspension) consequences. You are still more likely to experience an internal or external suspension if you are a student identified as disadvantaged and/or with SEND. Where students with known support needs have strong, clear and consistent relationships with colleagues, they can be seen to self-regulate more effectively.</p>
4	<p>Extra-curricular engagement and enrichment</p> <p>Registers and tracking show that students that are categorised as disadvantaged are less likely to attend extra-curricular and after school enrichment activities. Barriers can include after school responsibilities such as collecting siblings or transport difficulties.</p> <p>There is a discrepancy between how some students perceive school compared to their peers. KS4 students tend to be more positive, particularly those that access extra-curricular and enrichment opportunities and feel a greater sense of connectedness with wider academy life than students in KS3.</p> <p>Due to some of the socio-economic and geographical barriers in our locality, some students do not have the same opportunities to engage in enriching and rewarding personal development and advancement activities as their peers in other localities. This can negatively impact individuals, meaning that they are less able to see the opportunities and experiences that life can offer them now and in the future. It can also lead to social isolationism and a mistrust in other places, people and organisations.</p> <p>Where students do not experience enrichment that enables them to build knowledge, understanding and skills in line with their peers, this can impact upon self-esteem, social confidence and motivation. This can also influence general feelings about school and their enjoyment of and participation in their learning. It can also affect a person's ability to develop positive relationships with their peers supporting teamwork, collective belonging and wellbeing.</p> <p>A coordinated approach considering enrichment, curriculum and extra-curricular opportunities and activities should enable all students to build their personal development experience and support the growth of key character values including resilience.</p>

5	<p>Students that are categorised as disadvantaged that are also children with SEND</p> <p>18% of our academy population (147 students) are children that are categorised as both disadvantaged and with SEND. This heightens the vulnerability of such students to potentially lower outcomes, attendance, engagement and wellbeing. All students need careful monitoring and tracking of learning progress and pastoral need, but students with one or more drivers of disadvantage need additional intervention and support to promote equity and remove barriers to learning.</p> <p>Coordinated understanding, unwavering ambition and care are needed between teams including Leadership, Inclusion, Student and Family Support and Pastoral to ensure that personalised approaches are taken that complement each other to support identified students. It is crucial that such understanding is regularly communicated with all adults that support the growth and development of children including parents/carers and multi-agencies.</p>
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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
Improved reading outcomes in KS3 and improved GCSE outcomes in English Language and Literature showing a significantly reduced disparity between disadvantaged and non-disadvantaged.	<p>Measured success criteria to 2026/27:</p> <ul style="list-style-type: none"> • All students identified in Year 7 with additional reading support have made accelerated progress and have closed the gap towards age related expectations by the end of Year 7. • Higher percentage of students achieving 4 and 5+ English Language and Literature in association with maths in the disadvantaged cohort – annually. • Gap closed between the progress of students categorised as disadvantaged and non-disadvantaged in GCSE Language and Literature – annually. • Embedded reading practices across the curriculum that promote reading comprehension and the development of disciplinary literacy that supports improvements in reading and writing – 2025-26.
Improved progress outcomes for students identified as disadvantaged when compared to national (disadvantaged) and academy (all) outcomes.	<ul style="list-style-type: none"> • Improved quartile ranking for progress made by disadvantaged students when compared against similar schools – annually.

	<ul style="list-style-type: none"> • Improved Progress 8 score for students identified as disadvantaged compared to national disadvantaged and overall academy progress scores – annually. • Further evaluation of the KS4 curriculum and option profiles – 2025-26.
<p>The attendance gap between students identified as disadvantaged and non-disadvantaged has closed significantly. Overall attendance has improved for all students and is in line/above national.</p>	<ul style="list-style-type: none"> • Improved attendance of the disadvantaged cohort when compared against non-disadvantaged students – half termly. • Reduced persistent absence across cohorts and below secondary national levels – termly. The disadvantaged cohort has a reduced PA level below national and in line with non-disadvantaged PA – termly. • Engagement in local and national attendance forums, training and development to learn from effective practice. Engagement with the DfE Attendance Hub – half termly. • Further refinement of monitoring and tracking systems to continue to analyse and provide timely intervention linked to established and emerging patterns and trends in attendance. Use of a range of platforms including FFT Aspire, Power Bi, Pupil Attendance and Absence in England Dashboard and our internal tracker. • Continued development of systems in line with revised Local Authority organisation and procedures in association with Working Together to Improve School Attendance – half termly. • Regular evaluation of attendance patterns and trends for cohorts and individual students to ensure that personalised approaches to improving attendance remain applicable, pertinent and effective for key students – fortnightly.
<p>All students have high quality pastoral care available. Pastoral Teams work together with Leadership Team, the Inclusion Team, the Bridge Team and our Children and Families Support Team to personalise support for</p>	<ul style="list-style-type: none"> • Qualitative data from student voice in Key Stages 3 and 4 – quality of pastoral care. • Monitoring of students at a Year Team level show that students are

<p>students and follow coordinated and impactful graduated response pathways.</p>	<p>considered collectively and individually, and appropriate and effective intervention and support is implemented when required – as evidenced through graduated response tracking – ongoing.</p> <ul style="list-style-type: none"> • Continued investment in the growth and development of the Children and Families Support Team due to the reduction in locality services – annually. • A reduction in the disparity between students in disadvantaged and non-disadvantaged cohorts receiving internal and external suspension sanctions – half termly. • Coordinated work with Year Teams and Faculties support higher levels of engagement from key disadvantaged students in their learning in line with findings from Class Charts and MER – half termly. • Breakfast club available each morning.
<p>A higher proportion of students in the disadvantaged cohort routinely access a range of extra-curricular opportunities, including 'Boost Your Grade' sessions in Year 11.</p> <p>All students receive the CIAEG needed to ensure secured destinations beyond KS4 and clear pathways further learning, training and employment.</p> <p>A variety of coordinated opportunities are available to all students across subject and Personal Development curricula to experience learning outside of the classroom and build social confidence and resilience.</p>	<ul style="list-style-type: none"> • An increase in the number of extra-curricular opportunities open to students – annually. • An increase in the participation levels of disadvantaged students in extra-curricular enrichment across Y7-11 – annually. • Further Personal Development education days throughout the year that focus on activities that promote team and confidence building alongside problem-solving – bi-annually. • Planned programmes across the curriculum of out of class learning experiences – Key Stages 3 and 4 – in place by 2025-26. • All students have identified destinations Post-16 that they are enthused and motivated about – annually. • Stability of staffing and retention over time supports the building of relationships and consistency of practice in place for students.
<p>Students with multiple drivers of disadvantage, including students with SEND, show an</p>	<ul style="list-style-type: none"> • Assessment levels at KS3 show that students with SEND and PP

<p>improvement in progress levels at KS3 and outcomes in KS4.</p>	<p>identification are making effective progress in line with their non-disadvantaged peers – as per KS3 assessment descriptors (%) – bi-annually.</p> <ul style="list-style-type: none"> • Outcomes at KS4 show improved progress 8 scores for students with SEND and PP and a higher proportion achieving maths and English Language and Literature in line with individual targets – annually. • Qualitative voice indicates that parents/carers of children with SEND and PP feel that their child is receiving effective learning and pastoral care to support them – improvement annually.
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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: £200, 000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>All staff receive high quality CPDL that supports learning and teaching improvements in subject planning, adaptive practice and assessment.</p>	<p>EEF Guide to the Pupil Premium promotes the importance of high-quality teaching – https://educationendowmentfoundation.org.uk/education-evidence/using-pupil-premium</p>	<p>1, 5</p>
<p>All staff receive high quality CPDL in reading and supporting readers within their classrooms. Reading stanines are available to all staff, understood and used to support adaptive practice. Staff supporting decoding and phonics, regularly monitor student progress and ensure that students receive the intervention</p>	<p>DfE – the Reading Framework (Section 5) https://assets.publishing.service.gov.uk/media/664f600c05e5fe28788fc437/The_reading_framework_.pdf Using Pupil Premium – Guidance for School Leaders</p>	<p>1, 5</p>

<p>needed. 1:1 and small group interventions in place.</p> <p>Reading comprehension programmes in place for students that can effectively decode but struggle with word meaning – Reading Plus/Rapid Plus through interventions and Reading Wise/Reading Plus during reading lessons.</p> <p>Further development of the ERIC programme to support colleagues in teaching reading strategies within their subjects, promoting fluency, comprehension and disciplinary literacy.</p> <p>Half termly reading weeks.</p> <p>Oracy promoted across the curriculum with the explicit teaching of tier 2 and 3 vocabulary.</p>	<p>https://assets.publishing.service.gov.uk/media/65cf69384239310011b7b91f/Using_Pupil_Premium_-_Guidance_for_School_Leaders.pdf</p> <p>EEF</p> <p>https://educationendowmentfoundation.org.uk/news/attendance-and-reading-key-barriers-to-disadvantaged-pupils-progress-say-three-in-four-schools</p> <p>Addressing Educational Disadvantage; from strategy to lived experience</p> <p>https://researchschool.org.uk/unity/news/addressing-educational-disadvantage-from-strategy-to-the-classroom</p> <p>National Literacy Trust</p> <p>https://literacytrust.org.uk/</p> <p>What is disciplinary literacy and why does it matter?</p> <p>https://www.shanahanonliteracy.com/publications/what-is-disciplinary-literacy-and-why-does-it-matter</p> <p>Closing the Vocabulary Gap – Quigley (2018)</p> <p>Closing the Reading Gap – Quigley (2020)</p>	
<p>Appointment of an Assistant Vice Principal – SEND and Inclusion and additional Teaching Assistant Support to provide further strategic and operational capacity to support reading development and the quality of learning and teaching for students with multiple drivers of disadvantage including SEND</p>	<p>Addressing Educational Disadvantage; from strategy to lived experience</p> <p>https://researchschool.org.uk/unity/news/addressing-educational-disadvantage-from-strategy-to-the-classroom</p> <p>EEF – Targeted academic support</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/using-pupil-premium</p>	<p>1, 3, 5</p>

	<p>Pupil Premium and SEND – Learning without labels</p> <p>https://researchschool.org.uk/unity/news/pupil-premium-and-send-learning-without-labels</p>	
<p>Continued drive to ensure a full staffing complement, enabling all students to access subject teaching from qualified experts.</p> <p>Further recruitment of academy staff that provide support during any teacher absence reducing the reliance on external supply staff.</p>	<p>EEF – High Quality Teaching</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/using-pupil-premium</p> <p>Getting strong teachers to the schools that need them most</p> <p>https://www.oecd.org/en/publications/mending-the-education-divide_92b75874-en.html</p>	1, 3
<p>Support secured from an English Consultant with the knowledge and understanding of GCSE English Language and Literature and how close gaps in performance between the two qualifications and effective intervention strategies for students with a driver/multiple drivers of disadvantage.</p>	<p>EEF Guide to the Pupil Premium promotes the importance of high-quality teaching –</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/using-pupil-premium</p>	1, 5
<p>An academy writing strategy developed and in place that supports students’ extended writing skills and technical accuracy and how to structure and answer extended writing responses within assessment.</p> <p>The support of an ACET English Lead to develop, implement and monitor the strategy.</p>	<p>EEF Guide to the Pupil Premium promotes the importance of high-quality teaching –</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/using-pupil-premium</p>	1, 5
<p>Attendance CPDL for all staff so that they understand the monitoring and tracking of attendance as well as their individual roles as group tutors, faculty leads, year teams teaching and support staff.</p>	<p>Supporting school attendance – EEF</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/leadership-and-planning/supporting-attendance</p> <p>Working Together to Improve School Attendance</p>	2

	https://assets.publishing.service.gov.uk/media/66bf300da44f1c4c23e5bd1b/Working_together_to_improve_school_attendance_-_August_2024.pdf	
CPDL for Year Teams – monitoring and tracking student progress and implementing impactful intervention. Parental engagement and supporting partnership working through effective communication.	Pastoral care in education today https://www.tandfonline.com/doi/full/10.1080/02643944.2022.2093955	
Wider CPDL for staff – RSHE and Physical health and mental wellbeing.	Shirebrook Academy RSHE Policy https://assets.publishing.service.gov.uk/media/614cc965d3bf7f718518029c/Promoting_children_and_young_people_s_mental_health_and_wellbeing.pdf	3

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

Budgeted cost: £50, 000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Partnership working with DCC Inclusion Support Advisory Service to secure additional support for students in association with graduated response tracking.	Targeted academic support – EEF https://educationendowmentfoundation.org.uk/education-evidence/using-pupil-premium	1, 3, 5
Run targeted after school homework clubs to ensure that children receive the necessary support that regularly do not engage in homework completion and/or frequently miss deadlines.	EEF Toolkit https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/homework	1, 4, 5
Targeted careers advice, information and guidance from a commissioned careers advisor that provides	Independent review of careers guidance in schools and further education and skills providers	4

additional support for identified students.	https://www.gov.uk/government/publications/independent-review-of-careers-guidance-in-schools-and-further-education-and-skills-providers/independent-review-of-careers-guidance-in-schools-and-further-education-and-skills-providers	
Commissioning of The Access Project for a further three years to work with identified students.	https://theaccessproject.org.uk/	1, 4, 5

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

Budgeted cost: £125, 905

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Refine our attendance approach in line with new trust guidance and effective practice shared at Attendance Hubs.</p> <p>Continue to ensure full and comprehensive monitoring of attendance data daily, weekly, half termly and termly to address any absence patterns of trends. Improve tracking systems so that all data is located in one place and can be compared effectively.</p> <p>Fortnightly meetings with the attendance team and leadership to ensure coordinated action for individuals and collective groups where attendance is a concern.</p> <p>Continued roll out of programmes to promote parent/carer engagement including parenting classes and support provided by the Children and Families Support Team.</p>	<p>Working Together to Improve School Attendance https://www.gov.uk/government/publications/working-together-to-improve-school-attendance</p> <p>Supporting school attendance – EEF https://educationendowmentfoundation.org.uk/education-evidence/leadership-and-planning/supporting-attendance</p> <p>Listening to and learning from parents in the attendance crisis https://www.publicfirst.co.uk/wp-content/uploads/2023/09/ATTENDANCE-REPORT-V02.pdf</p>	2
<p>Development of wider pastoral and inclusion support and care networks that support young people with their academic progress alongside more bespoke interventions to remove barriers such as anger management, ELSA, building self-esteem and making positive choices.</p>	<p>Pastoral care in education today https://www.tandfonline.com/doi/full/10.1080/02643944.2022.2093955</p> <p>Promoting and supporting mental health and wellbeing in schools and colleges</p>	3

	<p>https://www.gov.uk/guidance/mental-health-and-wellbeing-support-in-schools-and-colleges</p> <p>https://www.mentallyhealthyschools.org.uk/whole-school-approach/england/mental-health-on-the-curriculum-in-england/</p>	
Mind counsellors commissioned to work with identified students to support wellbeing and mental health.	<p>Promoting and supporting mental health and wellbeing in schools and colleges</p> <p>https://www.gov.uk/guidance/mental-health-and-wellbeing-support-in-schools-and-colleges</p> <p>https://www.mentallyhealthyschools.org.uk/whole-school-approach/england/mental-health-on-the-curriculum-in-england/</p>	3
<p>Review the Personal Development curriculum to ensure the inclusion of self-esteem and resilience building in association with the Pupil Resilience Award.</p> <p>Alignment of Personal Development programmes with the Behaviour Curriculum so that students can see the overlap between choices and consequences and learn from their mistakes.</p>	<p>Pupil Resilience Award</p> <p>https://schoolimpactawards.com/award/PRA</p> <p>Improving behaviour in schools</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/behaviour</p>	3, 4
<p>Team, resilience and confidence building activities built into two Personal Development drop down days.</p> <p>British Army Supporting Education</p>	<p>Wider strategies – EEF</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/using-pupil-premium</p>	3, 4
<p>Increase the availability of and access to extra-curricular opportunities that a higher proportion of students can access. Track and monitor use by students including children from the disadvantaged cohort.</p> <p>Coordinate access to Boost Your Grade opportunities with subjects.</p>	<p>EEF</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/physical-activity</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/extending-school-time</p>	4



Total budgeted cost: £375, 905

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

When evaluating last year's performance against strategy priorities and student outcomes there have been some successes, but there are also ongoing development areas that have helped to inform this year's strategy.

Intended outcome	Outcome achieved				
Improved attainment among disadvantaged students across the curriculum at the end of KS4	KS4 Data Disadvantaged				
	Performance Measures	National Data 2023/24 2024/25	Shirebrook Results 2023	Shirebrook Results 2024	Shirebrook Results 2025
	Progress 8	-0.57 N/A	-0.57	-0.61	No KS2 prior attainment scores – no P8 score nationally
	Attainment 8	34.5 34.9	32.5	32.9	33.52
	% of students achieving grades 4 or above E&M	43.0% 43.5%	44.0	47.0	42.11
	% of students achieving grades 5 or above E&M	25.8% 27.2%	25.0	31.0	21.05

Average EBacc APS score	2.99 3.02	2.64	2.88	2.95
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There is significant improvement to make in ensuring that students are achieving above the national disadvantaged indicators and ambitiously in line with their individual targets and non-disadvantaged peers. This requires coordinated action across several influencing factors and this year's plan takes a more holistic approach at considering these areas together to target outcomes with substantial focus upon continued monitoring of student progress within English & Maths.

Performance gaps

4+ English and maths

Non-disadvantaged – 56.12%

Disadvantaged – 42.11%

5+ English and maths

Non-disadvantaged – 36.73%

Disadvantaged – 21.11%

5+ English

Non-disadvantaged –48.98 %

Disadvantaged – 33.33%

5+ maths

Non-disadvantaged –45.92 %

Disadvantaged –33.33 %

APS English and maths

Non-disadvantaged – 4.42 (Eng) and 4.36 (maths)

Disadvantaged – 3.54 (Eng-0.87) and 3.47 (maths -0.88)

Attainment 8

Non-disadvantaged – 42.64

Disadvantaged – 33.52

Average EBacc APS

Non-disadvantaged – 3.75

Disadvantaged – 2.95

Year on year there has been a narrowing of the disadvantaged gap across performance indicators. 4+ Eng/Ma measure has a disadvantaged gap of 14.01% (23/34 – 21%), 5+ Eng/Ma has a

	<p>gap of 15.62% (23/24 – 23%) with the APS gaps reducing for both 5+ English -0.87 (23/24 -0.97) and 5+ Maths -0.88 (23/24 -1.02). The overall A8 gap has also seen a reduction at 9.12 as opposed to 11.2 in 23/24.</p>												
<p>Improved reading comprehension and literacy among disadvantaged students in KS3</p>	<p>NGRT data supports a narrowing of the dis/non-dis gap. However, overall data shows disadvantaged students are still behind their non-disadvantaged peers.</p> <p>Fresh start data illustrates success with disadvantaged students, with the majority successfully making or exceeding the expected level of progress and graduating from the program:</p> <table border="1" data-bbox="544 667 1118 891"> <thead> <tr> <th>Year group (24-25)</th> <th>Disadvantaged</th> <th>No. making 6+ modules of progress</th> </tr> </thead> <tbody> <tr> <td>7</td> <td>13</td> <td>9</td> </tr> <tr> <td>8</td> <td>5</td> <td>4</td> </tr> <tr> <td>9</td> <td>6</td> <td>4</td> </tr> </tbody> </table>	Year group (24-25)	Disadvantaged	No. making 6+ modules of progress	7	13	9	8	5	4	9	6	4
Year group (24-25)	Disadvantaged	No. making 6+ modules of progress											
7	13	9											
8	5	4											
9	6	4											
<p>Learning gaps addressed through re sequencing of the curriculum and implementation of a consistent approach to curriculum delivery and learning and teaching</p>	<p>MER at whole school and faculty level shows inconsistencies within classroom practice to support disadvantaged students.</p> <p>The ACET revised behaviour and rewards policy alongside Class charts as a tool to support staff in securing engagement through improved targeting towards disadvantaged students in the classroom utilising strategic seating, questioning and in class support.</p> <p>The launch of the ACET Way with a focus upon direct instruction and consistent cues and routines will further support disadvantaged students by increasing expectations and securing consistently high standards of teaching across classrooms and faculties.</p>												
<p>Improved metacognitive and self-regulatory skills among disadvantaged students across all subjects.</p>	<p>MER at a faculty level shows inconsistencies between classes and individual students.</p> <p>Securing improvements in homework is hindered by inability to monitor and track setting and completion rates at a whole school/faculty level. Class charts has supported this action in 24/25 by facilitating greater monitoring and the ability to intervene and support disadvantaged students where necessary. Use of Sparx maths and Tassomai (Science) has supported monitoring and intervention for the disadvantaged cohort within these two subject areas.</p> <p>The introduction of mastery booklets at Y7 in 25/26 will support disadvantaged students by ensuring focus is placed upon securing the core knowledge and skills in each subject area</p>												

	necessary for success. The year 7 team is tracking and supporting disadvantaged students on a weekly basis.									
To achieve and sustain improved attendance for all students, particularly disadvantaged students.	<p>Significant improvement shown in attendance of PP students year on year.</p> <p>Significant improvement in persistence absenteeism of PP students year on year.</p> <p>Improving attendance trajectory for all key cohorts but further focus needed on bringing disadvantaged and SEND cohort attendance in line with non-disadvantaged/non-SEND.</p>									
	<table border="1"> <thead> <tr> <th>2022-23</th> <th>2023-24</th> <th>2024-25</th> </tr> </thead> <tbody> <tr> <td>Attendance All: 87.6% (-3.1) FFT National: 90.7%</td> <td>Attendance All: 89.5% (-1.3) FFT National: 90.8%</td> <td>Attendance All: 91.26% FFT national: 91.4%</td> </tr> <tr> <td>FSM6: 83.1% (-2.2) FFT National: 85.3%</td> <td>FSM6: 85.6% (+0.02) FFT National: 85.4%</td> <td>FSM6: 88.33% FFT National: 89.4%</td> </tr> </tbody> </table>	2022-23	2023-24	2024-25	Attendance All: 87.6% (-3.1) FFT National: 90.7%	Attendance All: 89.5% (-1.3) FFT National: 90.8%	Attendance All: 91.26% FFT national: 91.4%	FSM6: 83.1% (-2.2) FFT National: 85.3%	FSM6: 85.6% (+0.02) FFT National: 85.4%	FSM6: 88.33% FFT National: 89.4%
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<p>To achieve and sustain positive wellbeing for all students, including those who are disadvantaged.</p> <p>To provide opportunities for students to develop cultural literacy.</p>	<p>The activities and trips log for 24/25 illustrates disadvantaged students are accessing all co-curricular activities alongside their non-disadvantaged peers. Engagement percentages range by individual activity with a number of activities securing over 50% dis vs non-dis access e.g. Zoolab. These range from sports opportunities, college, university and DANCOP trips to curriculum enhancement visits and residentials where PP funding has been utilised to support students to access opportunities (e.g. Naples, Italy & Disneyland Paris visits).</p>									
To achieve and sustain reduction in suspensions for all students, particularly disadvantaged students	<p>Reduction in suspensions for PP students year on year coupled with an increase in disadvantaged students accessing internal suspension (The Bridge) and an increase in Bridge incidents for disadvantaged students year on year, although this is in line with all other categories given the introduction of the revised ACET behaviour and rewards policy.</p> <p>As a % of the cohort, disadvantaged vs non-disadvantaged suspension rates (though reduced year on year) remain at above 50% of the overall cohort suspended internally or externally.</p>									

Whilst significant developments are being made in the provision and support of students with multiple drivers of disadvantage, it is a coordinated approach that is needed within and beyond schools to ensure that barriers to learning are removed for all children.

The after-effects of the Covid-19 pandemic have continued to have an impact on young people's attendance, learning, engagement and wellbeing and we continue to work hard to ensure that all children receive the support that they deserve. There are gaps that show discrepancies between the outcomes and engagement of students within our disadvantaged and non-disadvantaged cohorts, but our revised strategy looks holistically at equitable access whilst remaining ambitious and realistic.

Using quantitative and qualitative academy data, we have been able to ensure that all strands that impact on outcomes including attendance, behaviour, participation and wellbeing are considered as part of a revised, structure approach that takes the successes from the previous strategy and builds upon them to provide improvement and growth over the next three years.