

Shirebrook Academy Pupil premium Strategy Statement 2023-24

This statement details our Academy's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) funding to help improve the attainment of our disadvantaged students.

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 Academy.

School overview

Detail	Data
School name	Shirebrook Academy
Number of pupils in school	864
Proportion (%) of pupil premium eligible pupils	46.6% in 2023/24 41.83% 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)	2022/3 to 2025/6
Date this statement was published	November 2023
Date on which it will be reviewed	December 2024
Statement authorised by	L Burgin
Pupil premium lead	E Wainwright
Governor / Trustee lead	M McDermott

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£175'000 £328'990 in 22/23
Recovery premium funding allocation this academic year	N/A
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	£175,000

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 these links. The percentage of families with experience of higher education or with level 3 or higher qualifications is well below the national average.

Growing up within this community means that even students who do not receive the 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 lives, 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 from the world. To build knowledge, skills, techniques and cultural 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 education recovery. This, coupled 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 pressures and barriers to their learning.

Our assessment of need informs the actions we undertake within the strategy. These actions are associated with three main areas:

- High quality teaching
- Targeted academic support
- Wider strategies

High Quality Teaching - Disadvantaged students are the most in need of consistently effective teaching in order to help them overcome challenges to learning and narrow the gap with their non-disadvantaged peers that is already well developed by the end of KS2. If we can achieve consistency in our teaching, then our students will have a better chance of being consistently effective in their learning. Our evidence based approach to ensuring Consistently

Effective Teaching is built on the Great Teaching Toolkit (Evidence Based Education 2020), Doug Lemov's Teach Like a Champion/Uncommon Schools approach & Tom Sherrington's Walk Thru series.

Our main approaches include, but are not limited to:

- Curriculum equity - there is no reduced curriculum offer - all students study all subjects for a 3-year KS3.
- Whole school priority on achieving consistently effective teaching through a commitment to providing teachers with faculty development time and resources to develop and share subject and pedagogical knowledge – this takes place during a timetabled lesson during the academy day and follows a schedule, whilst being adaptive to faculty and teacher needs.
- Instructional coaching focusses upon teachers continually developing their practice with fortnightly targeted steps based around priority areas (literacy, routines & expectation, cognition & assessment) with support high quality learning and teaching.
- Continuous monitoring, evaluation and review processes involving all stakeholders to evaluate impact and identify priorities for continuing improvement.
- Disadvantaged Champions in each faculty to support and monitor the impact of the strategy – meet termly with Assistant Vice Principal for Personal Development to monitor the work undertaken and to ensure the high profile of disadvantaged students at faculty meetings, during curriculum development and during FDT. A clear programme of support will then be put in place specific to each faculty area.
- Our curriculum is implemented through a pedagogical approach of high challenge and scaffolding to ensure all students have access to challenging content.
- A Whole School Literacy Strategy is designed to ensure fluency in reading, writing, and speaking is prioritised across the curriculum.
- AFL is prioritised in order to identify student knowledge gaps; support and training is delivered to teachers to employ techniques which support in classroom diagnostics and equip them with the pedagogical tools to address both knowledge gaps and misconceptions in a timely way.

Targeted academic support

The Pupil Premium and additional funding provided by the Recovery Premium, allows us to offer targeted academic support and tutoring to predominately but not exclusively our disadvantaged students to help minimise the impact of disadvantage. For example:

- NGRT testing and analysis is used to facilitated a tiered support system linked to the whole school literacy strategy.
- The Fresh Start programme is focused on literacy development utilising phonics for those students identified from NGRT testing as working within stanines 1-3.

- 1:1 reading catch-up intervention
- Boost Your Grade sessions operate after school to aid engagement and revision skills across all departments. Sessions are targeted at students using current data in intense blocks of 5-6 weeks to maximise impact for students in attendance.
- KS3 core booster support for both English and Maths – small group targeted work run after school
- KS4 combined measures English & Maths groups are identified and supported using small targeted groups.
- The Access Project is available for KS4 students offering educational tutoring and support for those with aspirations of attending university.

Wider strategies

Our wider strategies are designed to address the non-academic challenges to success, including attendance, behaviour and social and emotional development. For example:

- The Bridge provides a responsive in school support for students for who struggle to self-regulate their behaviour.
- GROW horticulture-based curriculum at KS3 and 4 develops communication, team work and self-awareness whilst providing well-being support through interaction with nature.
- Educational Welfare Officer monitors attendance and provides intervention for those below 90%.
- Pastoral and Learning Leads monitor attendance and provide intervention for those between 91% and 94%.
- Pastoral Support Managers make daily phone calls for absent students and liaise closely with the EWO who supports home visits in order to support improved attendance.
- All PP students are eligible for a £50 voucher that can be used for purchasing of uniform and subsidising co-curricular activities.
- Cultural literacy - we offer an extensive range of co-curricular activities to develop cultural literacy and provide access to activities that students would find difficult without our intervention. Subsidies and in some cases full payment removes any barriers to accessing these enrichment activities.
- All disadvantaged students can access subsidised music tuition.
- Disadvantaged students are provided with revision guides to support independent learning.
- To enable all students to attend enrichment and BYG after school sessions, a minibus will run to ensure safe transport home – aimed directly at disadvantaged students to remove any barriers from attending extra-curricular provision.
- The increase in Pastoral Leaders and the recruitments for additional staffing within Inclusion aims to address the additional issues or barriers that may be preventing our disadvantaged students from accessing their lessons.

As a result of these interventions our disadvantaged students will:

- Achieve good qualifications opening doors to FE, HE and employment
- Develop the skills needed for future work and study
- Develop a love of learning that will last a lifetime
- Develop values and character traits that enable them to make a positive contribution to their community
- Learn how to have a healthy, happy and fulfilling life
- Make the most of experiences which broaden their minds & develops interests in the world around them

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><i>Assessments suggest that disadvantaged students generally have lower levels of attainment and particularly lower levels of literacy on entry. The vocabulary gap for disadvantaged students negatively impacts access to all areas of the curriculum and significantly impacts progress and attainment.</i></p> <p><i>For example:</i></p> <p><i>FFT indicates an A8 FFT20 estimate for PP students in cohort 2025 of 4.1 compared to 5.0 for non PP</i></p> <p><i>National No More Marking assessments show that PP students in cohort 2025 had a 'writing age' of 8y11 months. This is 8 months behind the national average for PP students and 5 months behind non-PP students at SBA.</i></p> <p><i>FFT indicates an A8 FFT20 estimate for PP students in cohort 2024 of 4.4 compared to 5.1 for non PP</i></p> <p><i>Accelerated Reader data indicates that our disadvantaged students have on average that is one year below that of their non-disadvantaged peers:</i></p> <p><i>Cohort 2025: RA ave: PP = 9y5m Non PP = 10y6m</i></p>

	<p><i>Cohort 2024: RA ave: PP = 9y10m Non PP = 10y10m</i></p> <p><i>Cohort 2023: RA ave: PP = 10y Non PP=11y3m</i></p>
2	<p>Curriculum</p> <p>All PP students should have access to a knowledge based curriculum that is sequenced and fully implemented in all year groups for all students. The curriculum for all PP students will be relevant to the local context, ambitious and culturally rich. Research suggests that disadvantaged students benefit significantly more than their non-disadvantaged peers from explicit teaching of metacognitive strategies due to the barriers they can face with self-regulation. This is compounded by barriers to homework completion such as lack of access to learning materials, ICT, space to study and support from adults at home.</p>
3	<p>Attendance</p> <p>Our data over the last 3 years show that disadvantaged student attendance is in line with national disadvantaged attendance but is below that of non-disadvantaged students at SBA, which impacts negatively on attainment and progress.</p> <p>2018/2019: PP 92.2% v Non PP 96%</p> <p>2019/2020: PP 92.2% v Non PP 96%</p> <p>2020/2021: PP 92.04 v Non PP 95.59%</p>
4	<p>Student Wellbeing</p> <p>Disadvantaged students are more likely to be referred to the pastoral team for safeguarding and well being concerns than their non disadvantaged peers, indicating that they are more likely to face barriers to learning associated with poor mental health and well being and stress factors caused by home and family factors.</p>
5	<p>Suspensions</p> <p>Although suspensions for disadvantaged students at SBA are below the national average of 28% as a proportion of the disadvantaged cohort, disadvantaged students at SBA are much more likely than their non-disadvantaged peers to miss learning due to poor behaviour leading to suspension.</p> <p>Suspensions as a % of cohort.</p> <p>2018/19: PP = 24.4% v non PP 3.9%</p> <p>2019/20: PP = 17.4% v non PP 4.5%</p> <p>2020/21: PP = 19.9% v non PP 4.7 %</p>

6	<p>Local socio-economic context</p> <p>The local 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. The percentage of families with experience of higher education or with level 3 or higher qualifications is well below the national average.</p> <p>This context means that disadvantaged students at Shirebrook are at risk of having lower aspirations and intrinsic motivation due to lack of significant role models in the home and wider community, particularly to aspirational careers and higher education.</p>
7	<p>Social Experience / Cultural Capital</p> <p>The economic deprivation and geographical isolation noted above is a limiting factor for disadvantaged families in our community to have access to wider experiences beyond the taught curriculum that develops contextual understanding and access to the curriculum through cultural literacy.</p>
8	<p>Student Character & Personal Development</p> <p>Student wellbeing surveys and MER identify social and emotional issues which can be supported through effective personal development such as mental and physical wellbeing, positive choices, peer relationships and understanding the wider world. Students taught to understand the value of resilience, wellbeing, safety and knowledge around careers/next steps. PSHE promotes and develops student character and the positive influence on student choices and decisions on their education, future career opportunities and their ability to take their place in society and make a positive contribution.</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.

Improved Outcomes	Success criteria
Improved attainment among disadvantaged students across the curriculum at the end of KS4	KS4 A8 score for disadvantaged students is in line with FFT20 targets.

<p>Improved reading comprehension and literacy among disadvantaged students in KS3</p>	<p>Reading & writing tests (NGRT) demonstrate improved comprehension skills among disadvantaged students and a smaller disparity between the scores of disadvantaged students and their non-disadvantaged peers.</p> <p>Reading Age gaps as assessed by Accelerated Reader will be below 1 year.</p> <p>MER summaries for each faculty indicate improvements in disadvantaged student use of subject specific and tier 3 vocabulary.</p>
<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>Re sequencing of the curriculum is supported by diagnostic assessment, faculty assessments on a page (AOAP) with clear SoL & curriculum end points.</p> <p>MER triangulation processes demonstrate active engagement of PP students in the curriculum and understanding of their learning within its wider curriculum context.</p>
<p>Improved metacognitive and self-regulatory skills among disadvantaged students across all subjects.</p>	<p>MER summaries for each faculty indicate improvements in disadvantaged students being able to monitor and regulate their own learning.</p> <p>Improvement in ILT completion rates across all classes and subjects.</p>
<p>To achieve and sustain improved attendance for all students, particularly disadvantaged students.</p>	<p>Sustained improvements in attendance demonstrated by:</p> <p>The overall absence rate for all students being no more than 4.5% and the attendance gap between disadvantaged students and their non-disadvantaged peers being less than the national average gap (below 3%)</p> <p>The percentage of all students who are persistently absent being below 10% and the figure among disadvantaged students being no more than 10% higher than their non disadvantaged peers.</p>
<p>To achieve and sustain positive wellbeing for all students, including those who are disadvantaged.</p>	<p>Sustained positive levels of wellbeing demonstrated by:</p>

	<ul style="list-style-type: none"> • Positive case studies showing the impact of actions for students referred to receive safeguarding and wellbeing support. • Qualitative data from student voice, student and parent/carer surveys. • At least 40% of students accessing co-curricular activities will be students eligible for Pupil Premium.
To achieve and sustain reduction in suspensions for all students, particularly disadvantaged students	Gap between suspensions as a percentage of cohort for PP v non PP reduced to <10%.
To provide opportunities for students to develop cultural literacy	<p>At least 40% of students accessing co-curricular enrichment activities to be Pupil Premium students.</p> <p>No student will be prevented from accessing co-curricular activities due to lack of parental funding.</p>

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)

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Disadvantaged Champions (DC) in each department lead on monitoring and supporting progress of disadvantaged students. DCs work with HoFs to track PP data following data capture, identify gaps</i>	MER processes have shown significant impact on the quality of learning and teaching at Shirebrook Academy and are recognised as integral to effective school improvement systems worldwide.	1, 2, 6 & 8

<p><i>and challenge teachers to respond appropriately.</i></p> <p><i>MER processes of self-evaluation focus upon disadvantaged with feedback to teachers which supports them to have greatest impact upon these learners.</i></p> <p><i>Whole academy focus upon ethos and values, introduced in 22/23 – with pastoral support on development of Character Education across the academy – with shared language and high expectations embedded across the academy.</i></p> <p><i>Weekly Faculty Development Time CPD period for all teaching staff to improve subject-based pedagogical consistency and facilitate continual teacher improvement through an instructional coaching program.</i></p> <p><i>Vice Principal, Quality of Education and Assistant Vice Principal for Learning and Teaching lead curriculum development focussing upon re sequencing and developing comprehensive SoL and assessment programs (Supported by AoAP). CPD is delivered on improving learning and teaching focused on</i></p>	<p>Character Education</p> <p>University of Birmingham Character Education</p> <p>Progress towards the Wellcome CPD Challenge: first interim evaluation report</p> <p>Feedback EEF</p> <p>Great Teaching Toolkit</p> <p>Evidence Based Education: Improving learner outcomes</p> <p>Metacognition - Metacognition and self-regulation EEF</p> <p>Literacy - Reading comprehension strategies EEF</p>	
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<p><i>strategies to improve knowledge retention & metacognition.</i></p> <p><i>Implementation of whole school Reading strategy led by the Assistant Vice Principal (literacy) alongside the ACET trust lead. School Literacy to lead and develop programme to include targeted intervention, the support of disciplinary literacy & encouraging reading for pleasure & thereby increasing cultural literacy of PP students. Implementation of reading strategies within classes (ERICs). Launch of e platform, book club, Olympic readers and children's book awards.</i></p> <p><i>HoF lead on Curriculum development to ensure high challenge and scaffolding to ensure all students have access to challenging content</i></p>	<p>Acquiring disciplinary literacy is key for students as they learn new, more complex concepts in each subject:</p> <p>Improving Literacy in Secondary Schools</p> <p>Reading comprehension, vocabulary and other literacy skills are heavily linked with attainment in maths and English:</p> <p>word-gap.pdf (oup.com.cn)</p> <p>Programme is based on the Teaching Walkthrus project led by Doug Lemov Teach Like a Champion https://teachlikeachampion.org/ and Tom Sherrington WALKTHRUs</p>	
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>Fresh start programme and progress tracking for students identified as stanines 1-3 from NGRT data.</i></p>	<p>Acquiring disciplinary literacy is essential for students as they learn new,</p>	<p>1 & 2</p>

<p><i>Accelerated Reading programme for all students to ensure students are reading books at the appropriate level for the next stage of development and to track reading age progress.</i></p> <p><i>Disadvantaged Champion in English and Librarian to lead 'buddy reading' scheme with Y11 and Y7 students each week, improving reading confidence for Y7 students and self esteem and confidence in Y11 students</i></p> <p><i>In-class teaching assistant support is provided using the EEF pyramid of building student independence through student empowerment via correcting, modelling, cueing, prompting and self-scaffolding.</i></p> <p><i>Y11 whole cohort mentoring to be undertaken utilising the Eamonn Farr assertive mentoring model. Data, attendance, ILT, revision strategies and rewards to be a focus of the sessions.</i></p> <p><i>Post-school 'Boost Your Grade' (BYG) teacher-led sessions provide subject specific recall, retrieval and flipped learning activities to improve students' knowledge retention and confidence in preparation for examinations. Sessions are completed in targeted 5-6 week high impact blocks with focus upon exam skill to add value.</i></p> <p><i>Disadvantaged students are provided with the resources needed to access independent learning</i></p>	<p>more complex concepts in each subject.</p> <p>Reading fluency, comprehension, vocabulary and other literacy skills are heavily linked with attainment in all subjects.</p> <p>Improving Literacy in Secondary Schools</p> <p>word-gap.pdf (oup.com.cn)</p> <p>One to one tuition EEF</p> <p>Mentoring EEF</p> <p>Peer tutoring EEF</p> <p>Teaching Assistant Interventions EEF</p> <p>Special Educational Needs in Mainstream Schools EEF</p> <p>Extending school time EEF</p> <p>Homework EEF</p>	
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<p><i>e.g. loan of lap tops for distance learning, revision guides, calculators etc.</i></p> <p><i>Daily staffed support for ILT completion across each year team runs to support students in accessing and completing independent work.</i></p>		
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>High Prior Attaining Disadvantaged students are enrolled on a programme of visits, careers guidance and raising aspirations activities including visits to HEI and aspirational workplaces from Y7 to Y11 e.g. Y10 HPA disadvantaged students receive early 1:1 IAG for post 16.</i></p> <p><i>The Personal Development curriculum includes targeted work on raising ambitions and aspirations including extensive use of external speakers and visitors e.g. Speakers 4 Schools, BBC Share Your Story and Talk the Talk charity provides inspirational speakers in Assemblies and PD days..</i></p>	<p><u>Aspiration interventions EEF</u></p>	<p>3, 4, 5, 6, 7 and 8</p>

<p><i>A range of educational visits to enhance students' cultural literacy will be provided throughout the year with financial support provided to ensure all disadvantaged students are able to access all co-curricular activities.</i></p> <p><i>All disadvantaged students can access subsidised music tuition.</i></p> <p><i>Disadvantaged Support Fund provides £50 for each disadvantaged student to access visits and to help with uniform and equipment.</i></p> <p><i>Disadvantaged students attendance at all co-curricular events is recorded and an after school minibus provided to remove travel as a barrier to participation.</i></p> <p><i>Educational Welfare Officer monitors attendance and provides intervention for those below 90%. Pastoral Support Managers make daily contact home for absent students. Pastoral leaders monitor attendance and provide intervention for those between 91% and 94%.</i></p>	<p>Outdoor learning approach - Outdoor adventure learning EEF</p> <p>Behaviour interventions EEF</p> <p>Social and emotional learning EEF</p> <p>Mentoring EEF</p> <p> </p> <p>Arts participation EEF</p> <p>School absence rate is the strongest predictive factor of the progress made by PP students. A home approach to student attendance (e.g meeting parents, making home visits, collecting students) is associated with higher progress than a punitive approach (detentions, warning letters, fines) Against the odds</p> <p>Parental engagement EEF</p>	
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Total budgeted cost: £175'000

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 2022 to 2023 academic year.

Attainment 8 – Disadvantaged students A8 score of 32.48 was below the national average of 46.2 and below the average for SBA students of 38.8.

Attainment at 4+ for disadvantaged students within Maths & English was at 44% as opposed to 65% overall nationally and 57% for the whole SBA cohort.

Attainment at 5+ for disadvantaged students within Maths & English was at 25% as opposed to 45% nationally and 36% for the whole SBA cohort.

Progress 8 – Disadvantaged students P8 score of -0.56 was below the national figure of -0.03 and below the figure for all SBA students of -0.42

Attendance in 2022/23 for disadvantaged students within Y11 was 84.7% which was 1.8% below that of non-disadvantaged students (at 86.5%), slightly narrower than in the previous 3 years.

There were 38 suspensions (11 individuals) for disadvantaged students within the Y11 cohort, as opposed to 69 suspensions for non-disadvantaged students (23 individuals). This was significantly above the suspension rate for non-disadvantaged students.

Externally provided programmes

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

Programme	Provider

Service pupil premium funding (optional)

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

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