

Pupil premium strategy statement

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	848
Proportion (%) of pupil premium eligible pupils	41.6% in 2021/22 40.4% in 2020/21 41.3% in 2019/20
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021/22 to 2024/2025
Date this statement was published	December 2021
Date on which it will be reviewed	October 2022
Statement authorised by	M Cottingham
Pupil premium lead	C Jacques
Governor / Trustee lead	M Fletcher

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 325,655
Recovery premium funding allocation this academic year	£ 49,455
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	£375,110

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.

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).

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 time and resources to develop and share subject and pedagogical knowledge
- Continuous monitoring, evaluation and review processes involving all stakeholders to evaluate impact and identify priorities for continuing improvement.
- Disadvantaged Champions in each department to support and monitor the impact of the strategy
- Our curriculum is implemented through a pedagogical approach of high challenge and scaffolding to ensure all students have access to challenging content.
- Whole School Literacy Strategy is designed to ensure fluency in reading, writing, and speaking is prioritised across the curriculum.

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:

- Buddy reading scheme
- Foundation Learning programme focused on literacy and numeracy at KS3 and 4
- 1:1 reading catch-up intervention
- Boost Your Grade sessions (after school) to aid engagement and revision skills across all departments
- Holiday tutoring in English, Maths and Science (February half term for Y11; and all year groups in subsequent holidays during 2022)

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:

- Student Support Centre 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 leaders monitor attendance and provides intervention for those between 91% and 94%
- All PP students receive 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.
- All disadvantaged students can access subsidised music tuition
- Disadvantaged students are provided with revision guides to support independent learning

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><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>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>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>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>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>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>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>

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.
Improved reading comprehension and literacy among disadvantaged students in KS3	<p>Reading & writing tests 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 department indicate improvements in disadvantaged student use of subject specific vocabulary</p>
Improved metacognitive and self-regulatory skills among disadvantaged students across all subjects.	<p>MER summaries for each department indicate improvements in disadvantaged students being able to monitor and regulate their own learning.</p> <p>Improvement in homework completion rates across all classes and subjects.</p>
To achieve and sustain improved attendance for all students, particularly disadvantaged students.	<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>
To achieve and sustain positive wellbeing for all students, including those who are disadvantaged.	Sustained positive levels of wellbeing demonstrated by:

	<p>Positive case studies showing the impact of actions for students referred to receive safeguarding and wellbeing support.</p> <p>Qualitative data from student voice, student and parent/carer surveys.</p> <p>At least 40% of students accessing co-curricular activities will be students eligible for Pupil Premium.</p>
To achieve and sustain reduction in suspensions for all students, particularly disadvantaged students	<p>Gap between suspensions as a percentage of cohort for PP v non PP reduced to <10%.</p>
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)

Budgeted cost: £ 155,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>Disadvantaged Champions (DC) in each department lead on monitoring and supporting progress of disadvantaged students</i></p> <p><i>Disadvantaged Champions and HoY lead on development of Character Education project</i></p> <p><i>Weekly Consistently Effective Teaching CPD period for all teaching staff in departments to improve subject-based pedagogical consistency.</i></p> <p><i>Assistant Principal for Learning and Teaching leads and develops CPD on improving learning and teaching focused on strategies to improve knowledge retention & metacognition.</i></p> <p><i>Leader of Whole School Literacy to lead and develop programme to improve vocabulary and expand exposure to wider range of literature, encouraging reading for pleasure & thereby increasing cultural literacy of PP students</i></p>	<p>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.</p> <p>2 year project between Shirebrook Academy and Nottingham Trent University</p> <p>Character Education</p> <p>University of Birmingham</p> <p>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> <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>1, 2 and 6</p>

<p><i>HoD lead on Curriculum development to ensure high challenge and scaffolding to ensure all students have access to challenging content</i></p>	<p>Reading comprehension, vocabulary and other literacy skills are heavily linked with attainment in maths and English: word-gap.pdf (oup.com.cn)</p> <p>Programme is based on the Teaching Walkthrus project led by Tom Sherrington WALKTHRUS</p>	
---	--	--

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

Budgeted cost: £ 122,110

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>Foundation Learning Programme: English teacher led timetabled intervention focussed on developing fluency and confidence in reading for students entering KS3 well below ARE in Literacy.</i></p> <p><i>Accelerated Reading/Renaissance Place 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>1:1 'Catch-Up' phonics based intervention during registration with a teaching assistant once a week for students with specific difficulties with reading</i></p> <p><i>Disadvantaged Champion in English 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>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.</i></p> <p><i>Teacher-led tutoring in English, Maths and Science (February half term for Y11; and all year groups in subsequent holidays during</i></p>	<p>Acquiring disciplinary literacy is essential for students as they learn new, 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>	<p>1 & 2</p>

<p><i>2022) designed to improve knowledge, understanding and application in areas of weakness resulting from disrupted learning during the pandemic.</i></p> <p><i>Disadvantaged students are provided with the resources needed to access independent learning e.g. loan of lap tops for distance learning, revision guides, calculators etc.</i></p>		
--	--	--

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

Budgeted cost: £ 98,000

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</i></p> <p><i>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 charity provides inspirational speakers in Assemblies.</i></p> <p><i>Disadvantaged students identified as vulnerable and at risk of exclusion are prioritised for access to Alternative Provision via GROW3 & GROW4 Horticulture Programmes and AIMS Award and/or External Alternative Provision.</i></p> <p><i>Mentoring & guidance through one to one or small group programmes in the Student Support Centre including ELSA trained TA and through the early intervention of Pastoral Leaders.</i></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</i></p>	<p>Aspiration interventions EEF</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>Arts participation EEF</p>	<p>3, 4, 5, 6, 7</p>

<p><i>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 leaders monitor attendance and provides intervention for those between 91% and 94%. School Attendance Panels with parents and carers and in school interviews with students are used to support good attendance.</i></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>	
--	--	--

Total budgeted cost: £375,110

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 2020 to 2021 academic year.

Due to COVID-19, external Progress 8 and Attainment 8 measures cannot be used however, TAGs from 2021 outcomes are as follows:

Attainment 8 – Disadvantaged students A8 score of 4.06 is well above the national average for disadvantaged students from 2019 and above the SBA outcome for 2019. However the gap with non-disadvantaged students at SBA is 0.54 points wider than FFT20 estimates.

Attendance for 2020/21 for disadvantaged students at 92.04% was 3.55% below that of non disadvantaged students, slightly narrower than in the previous 2 years and in line with 2019 national average for disadvantaged students despite the impact of covid 19.

Suspensions as a proportion of cohort for disadvantaged was 19.9%, significantly above that of non-disadvantaged students but below the 2019 national average of 28%.

National Ebacc entry 2019 was 40% for all and 27.5% for PP. Cohort 2023 at SBA all 38.5%, PP 28%. This shows a positive PP EBacc entry cohort given the prior attainment profile of the cohort.

Foundation Learning has continued with the core aim to improve literacy for students who enter below age 9 in reading. This target is difficult to quantify given the disruption to intervention. Some of these students, however, have achieved reading ages of 14+ and most have shown significant gains despite the disruption to learning this year.

KEY – RA = Reading Age, SA = Spelling Age

End of Year Assessments

Y7: 4 below RA 7; 19 below RA 9; 12 above RA 9; 0 below SA 7; 5 below SA9; 24 above SA9;

Y8: 5 below RA 7; 9 below RA 9; 16 above RA9; 1 below SA 7; 9 below SA 9; 16 above SA 9

Y9: 2 below RA 7; 5 below RA 9; 8 above RA 9; 1 below SA 7; 5 below SA 9; 9 above SA 9

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?	

