

## Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 academic year) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

### School overview

Detail	Data
School name	Shoreham Academy
Number of pupils in school	1459
Proportion (%) of pupil premium eligible pupils	19.5%
/Academic year/years that our current pupil premium strategy plan covers	2021-2022 2022-2023 2023-2024
Date this statement was published	September 2022
Date on which it will be reviewed	February 2023
Statement authorised by	Jim Coupe Principal
Pupil premium lead	Suzi Butler Assistant Principal
Governor / Trustee lead	Kay Haeffenden

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 278,755
Recovery premium funding allocation this academic year	£ 83,076 Recovery £ 46,373 School Led tuition
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£ 408,204

# Part A: Pupil premium strategy plan

## Statement of intent

At Shoreham Academy we believe that social or financial disadvantage should never be an obstacle to a young person's life chances and that each pupil can achieve at the highest levels. Our Pupil Premium Plan uses every funding source and educational strategy to remove any barriers our pupils may face. We encourage every pupil to believe in themselves and to achieve their highest potential.

Our current Pupil Premium Strategy works towards achieving these objectives by identifying barriers to achievement our pupils are challenged by and ensuring we have research-informed solutions funded by our Pupil Premium grant. These are outlined in further detail with rationale below. As a starting point we have used the EEF recommendation of a tiered approach with a focus on teaching, targeted support, and wider strategies.

## Challenges

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

Challenge number	Detail of challenge
1	<b>Attendance</b> of disadvantaged students is less than that of peers. Our disadvantaged attendance figure from last year is 88.07% Although higher than national average from previous years, it is below that of non-disadvantaged peers and not in line with our ambition for our students. Our in-school evidence shows us that poor attendance directly correlates with negative progress and attainment.
2	<b>Attainment</b> of disadvantaged students in basics (English & Maths) is less than that of their peers. This academic year it continues to be a whole school priority to ensure teaching, curriculum, and wider support enables these students to still achieve their highest potential.
3	<b>Positive progress</b> for disadvantaged students in Y11. There continues to be a gap between disadvantaged students and their peers regarding progress. The last two years have seen positive progress for disadvantaged students; we want to maintain this and close the gap.
4	<b>SEND and PP</b> eligible students to perform in line with peers across all year groups. This academic year will be focused on streamlining the intervention support given to students with SEND and who are eligible for pupil premium funding. Regular review of progress, curriculum and intervention to be monitored each half term and informed by mid-year and end of year assessments at KS3.

5	<p><b>Catch up</b> of students in KS3 with a focus on Maths and English. Our EOY KS3 data demonstrates there are specific year group foci for intervention this academic year including Y8 Maths as a whole and students with high prior attainment in each KS3 year group.</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
PP-eligible pupils attend regularly. Students targeted by attendance improvement strategies increase their percentage attendance and PA amongst PP students drops.	Data shows that Pupil premium whole school attendance is at least 92% and demonstrates year on year improvement. The PA figure for PP students drops to below 20%
PP-eligible pupils experience excellent teaching in English and Math and make good progress through the Basics curriculum. Their work is of a high standard and compares favourably to that of non-PP peers.	Attainment of disadvantaged students in basics is at 9-4 60%, 9-5 37% 9-7 15% this academic year and improves year on year.
Disadvantaged students experience a broad and challenging curriculum. They receive excellent Information, advice and guidance and make progress in a range of subjects, including those within the EBacc suite	Disadvantaged students in Year 11 achieve positive Progress 8 score that improves year on year.
Students eligible for Pupil Premium funding who are also considered to have SEND receive a challenging curriculum, in line with their peers, suitably adapted in the classroom to meet their needs while enabling the best possible outcomes.	End of Year assessment data demonstrates the gap between these students is closing with a year-on-year improvement in all key stages
Students in KS3 eligible for Pupil Premium experience a broad and challenging curriculum, with a strong core that strengthens their ability to achieve well in all subjects. They build their knowledge and understanding over time and grasp key curriculum concepts, enabling them to demonstrate knowledge and skills confidently in a range of assessments, including summative tests.	Mid and End of year assessments alongside classwork demonstrates that disadvantaged students in KS3 achieve in line with peers and are catching up on learning gaps. Work in their books shows a growing body of knowledge and increasingly fluent application of skills, comparable to their non-disadvantaged peers.

## 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: £ 146,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
A whole staff CPD programme in line with Rosenshine Principles, TLAC and EEF toolkit that demonstrates strategies for all staff to use in supporting disadvantaged students	EEF teaching and learning toolkit demonstrates a wide range of strategies to be employed in order to support progress of students. The Principles behind Rosenshine and TLAC are in line with the majority of these approaches and reflect school priorities of Developing Literate Learners and High-quality teaching	2,3,4,5
Extra teachers in Maths and English	Small class sizes offer smaller ratios to support students learning the EEF toolkit cites this as adding 2 months progress to learners	2,3,4,5
Extra weekly lesson in Maths and English at Y11	Extra time with specialist subject staff to support learning gaps in targeted sessions. The EEF toolkits cites this as having 3 months progress to learners	2,3,4,5
SEND tutors	Recruitment of specific tutors to support phonics, precision teaching and students with EHCP with accessing curriculum	2,3,4,5
Whole teaching staff, student and parent CPD linked with Action Your Potential	CPD that develops teaching and well being strategies to support and inform cognitive learning and load	2,3,4,5

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

Budgeted cost: £ 134,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
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Y7 and Y10 Action Tutoring Maths	As part of last year's NTP programme we are employing Action Tutoring to support the learning and catch-up of Year 7 and Year 10 PP students in Maths. In the previous academic year, 67% of the students that participated in the tutoring improved their Maths EOY test scores. The EEF Toolkit cites individualised instruction as having 4 months progress on learners	5,2
School Led Maths specialist tutoring	Our full time employed Maths tutor supports students with learning gaps and extra intervention sessions across all key stages. The EEF Toolkit cites smaller groups learning as having 4 months progress on learners	5,2
School Led Literacy specialist tutoring	Our full time employed Literacy teacher support students with learning gaps and extra intervention session across all key stages. The EEF Toolkit cites smaller groups learning as having 4 months progress on learners. As part of the literacy programme our specialists in our SEN dept and Literacy team support students with phonics said to have 5 months progress on learners.	5,2
Y7 Action Tutoring Literacy	We are trialling a Literacy programme for Year 7 students this academic year with Action Tutoring based on our positive experience of using this company to support Maths	5,2
Academic mentoring	1:1 support with students to develop learning and organisational skills ensuring students are prepared for lessons and exams. The EEF toolkit cites academic mentoring as having 2 months progress on learners.	1,2,4,5,
Director of Pupil Premium	Full time member of leadership staff to monitor, track and support disadvantaged students. This member of staff meets regularly with students and parents which the EEF cites as having 4 months progress on learners	1,2,3,4,5
Careers interviews and mentoring programmes	Students are supported with clear pathways of progression setting aspirations and gaining an understanding of options available.	1,2,4,
Reading programme	All students participate in regular reading programme to develop literacy skills and promote a love of reading, while supporting gaps in cultural knowledge. The EEF cites this as having 6 months progress for learners.	2,3,4,5

Alumni Mentoring	Ex 6 <sup>th</sup> sixth form students employed to work specifically with groups of KS4 students in similar subjects they have just completed. The EEF cites this as having 5 months progress on learners	1,2,3,4,5
Girls Network	Mentoring from external female role models to support aspirations, organisation and attendance The EEF cites this as having 2 months progress on learners. Student voice from those who have completed the programme over the last three years is very positive on the experience.	1,2,3,4,5
Academic Mentoring	Joint project work with Carlo, founder of HumanUtopia to support and mentor students at KS4	1,2,3,4,5
IT support	Ensure students without access to suitable electronic devices at home are provided with a laptop or equivalent to support independent learning Removing this barrier ensured all students had access to home learning. Homework can add 5 months of progress to learners according to the EEF.	1,3,4,5
Baseline testing	NGRT and MidYis testing for KS3 to support understanding of pupil profile ensuring intervention is accurately targeted.	2,4,5
Numeracy support	Sparx programme at KS3 to support numeracy skills and independent learning Homework can add 5 months of progress to learners according to the EEF.	2,4,5
Literacy support	Sparx reader to support students with Reading at home The EEF cites this has 6 months progress for learners	2,4,5
Key workers for SEND students	Teaching assistants are assigned students as keyworkers. The EEF cites this has 4 months progress on learners	1,2,3,4,5

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

Budgeted cost: £ 128,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
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Breakfast club	Each academic year we have approximately 35- 40 students attending regularly. This ensures students are in school, with access to breakfast and ICT facilities to complete work with support. This year this has been expanded to all key stages and offered at 5 days a week	1,2,3,4,5
Attendance strategies	Pupil Premium, Pastoral and Attendance team to work collectively in ensuring first day response to any disadvantaged pupil absent in Y10 and Y11. Attendance initiatives inclusive of rewards, transport support, home visits and minibus pickups. Regular attendance is a key factor in improving attainment and life chances for students	1,2,3,4,5
Gateway	Satellite school on site to support students who have medical, mental and emotional health barriers. The Gateway provides smaller groups learning environment and specialist teachers	1,2,3,4
External companies to support aspirations	Dare to dream, Girls Network, Angling for Education Uni Connect Careers fair and Uni Connect mentoring are all programmes historically used that have seen improved attendance and attainment from students who participated in the programmes.	1,2,3
Enrichment	Subsidised trips and visits to develop cultural knowledge, capital and education with character.	1,4,5
Emotional Literacy	Small group support in resilience, social communication and literacy from specialist trained TA. The EEF cites learner make up to 4 months progress for social and emotional learning.	1,4,5
Ace's Club	Academic after school support for each year group offered three days a week with access to ICT facilities and TA support	1,2,3,4,5
Subject support	Subsidised materials for academic learning i.e. art materials, food tech ingredients, music lessons. Subsidised uniform and academic equipment. This supports our wider focus of education with character and removes barriers to academic learning. The EEF toolkit learners can make 3 months progress through participating in arts.	1,2,3,4,5
Summer school	Summer school as part our transition n programme for year 6 students joining the academy. Last academic year saw	1,4,5

	90% of new cohort attends summer school. This in turn supported y7 attendance and transition in term 1	
Holiday catch up	Interventions and family engagement sessions offered throughout the academic year during the holiday periods or the evenings. This is targeted to support students identified as needing extra support to catch up with learning	1,4,5

**Total budgeted cost: £ [£408,000]**

## 2021-2022 Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2021 to 2022 academic year.

Full details of our exam results and performance tables are available from the [Department for Education website](#).

### SHOREHAM ACADEMY KS4 RESULTS OVERVIEW 2022

	Whole school	PP
Progress 8 score	+0.42	-0.02
Attainment 8 score	55.4	42.7
% Grade 4 or above in English and Maths GCSE	83%	58%
% Grade 5 or above in English and Maths GCSE	65%	37%

Last academic year saw solid attainment outcomes for students eligible for Pupil Premium funding but both attainment and progress still below that of peers. This gap continues to be a priority for our Pupil premium strategy to close.

## 2021-2022 Externally provided programmes

Programme	Provider
Maths intervention - Year 8 Maths intervention - Year 9	My Tutor
Maths Intervention - Year 7	Action Tutoring



## 2020-2021 Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2020 to 2021 academic year.

Please see link to our Pupil premium plan from the academic year 2020-2021. This was updated due to the impact of Covid 19. The overall three-year strategic plan was also adapted due to Covid, but a review of strategies can be found below. Performance measures have not been published for 2020-2021 and are not to be used to hold schools to account but do support the narrative of the impact of our three-year strategic plan

**Insert link to three-year strategic plan updated from 2020 and 2021**

## 2020-2021 Externally provided programmes

Programme	Provider
Maths intervention - Year 8 Maths and English intervention - Year 9	Fleet Tutoring
Maths Intervention - Year 7 and Year 10	Action Tutoring

