

## Pupil Premium Strategy Statement – Shoreham Academy

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.

### School overview

Detail	Data
Number of pupils in school	1,509
Proportion (%) of pupil premium eligible pupils	18%
Academic year/years that our current pupil premium strategy plan covers	2024-2027
Date this statement was published	December 2024
Date on which it will be reviewed	July 2025
Statement authorised by	Jim Coupe
Pupil premium lead	Kendall Elliott
Governor / Trustee lead	Kay Haffenden

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	Total number of pupils eligible for the Deprivation Pupil Premium: <b>279</b>  Total allocation for the Deprivation Pupil Premium: <b>£301,990</b>
Pupil premium funding carried forward from previous years	£0
<b>Total budget for this academic year</b> <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>	£301,990

# Part A: Pupil premium strategy plan

## Statement of intent

At Shoreham Academy, we believe that all students deserve the best education possible as we know the life changing differences a great education can make on future outcomes. Our intent is that students who join us who are PP eligible should make progress in-line with their peers as a minimum expectation, in order to compete amongst most post-16 options. Our Pupil Premium Plan is put in place to ensure all funding available is utilised to remove as many barriers, and obstacles, as possible to ensure that progress is made. It is through integrity and hard work that we then achieve, and expect, excellence.

Our Pupil Premium strategy is grounded in educational research that emphasizes the transformative impact of high-quality teaching, strong attendance, and enhanced literacy on student outcomes. Central to our approach is a commitment to improving teaching and learning, as studies consistently show that effective classroom practice benefits all students, particularly those from disadvantaged backgrounds. We prioritize evidence-based professional development and targeted support to elevate instructional quality across the school.

Attendance is a cornerstone of our strategy, recognizing the strong correlation between regular school attendance and academic achievement. By addressing barriers to attendance through tailored interventions and fostering a culture of belonging and pride, we aim to ensure that every pupil can succeed.

Furthermore, we place a significant focus on literacy, as research highlights its critical role in unlocking learning across the curriculum. Through targeted reading programs, vocabulary development, and robust interventions, we seek to close gaps and empower pupils with the skills they need to thrive academically and beyond.

## Challenges

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

Challenge number	Detail of challenge
1	<p>At Shoreham Academy, we are seeing similar issues around attendance as seen by the national picture. Many PP students have a range of mental health issues for which they are seeking external support from services for, but the waiting lists are taking a considerable amount of time. Some of the ways we are breaking down barriers to attending school are through:</p> <ul style="list-style-type: none"><li>• Regular attendance strategy meetings with certain staff going through EBSA training</li></ul>

	<ul style="list-style-type: none"> <li>• Breakfast club to ensure food is had before school as well as support with homework</li> <li>• Creating a Y11 PP mentor group with a targeted group of students with attendance concerns last year</li> <li>• Implementing intervention strategies around personal development and wellbeing such as Action Your Potential (AYP), professional 1-to-1 coaching, Dare to Dream and Girls Network</li> </ul>
2	<p>Pupil Premium students often face significant challenges in attainment, particularly those with lower prior attainment, due to a range of complex and interconnected factors. Research highlights that these pupils are more likely to experience barriers such as limited access to resources, lower levels of parental engagement in education, and reduced cultural capital, which can hinder academic progress.</p> <p><b>GCSE Y11 PP Targets for English/Maths:</b>  65% will get 9-4  39% will get 9-5  13% will get 9-7</p> <p>Our approach to addressing this includes:</p> <ul style="list-style-type: none"> <li>• Year 11 maths, English and science intervention to help close gaps in final year of GCSE for those core subjects</li> <li>• Action Tutoring in year 10 for both maths and English</li> <li>• Small group maths intervention to address misconceptions and get more targeted feedback</li> <li>• Assertive mentoring to provide a targeted and structured approach academic barriers and maximise potential</li> <li>• High-quality teaching as it's the most significant lever schools have to improve outcomes for all students, particularly for those from disadvantaged backgrounds</li> </ul>
3	<p>Breaking down as many socio-economic barriers as possible for PP students is crucial to ensuring equal educational opportunities for all children. These barriers often limit access to essential resources, such as books, technology, and extracurricular activities, which are vital for academic success. By addressing these disparities, we can create a more inclusive and supportive learning environment that enables all students to reach their full potential. This not only benefits the individual students by enhancing their academic achievements and future prospects but also contributes to a more equitable and prosperous society.</p> <p>Our efforts to address this involve:</p> <ul style="list-style-type: none"> <li>• Discount on school trips/experiences, as well as securing places to allow families of PP students to gather the funding if necessary</li> <li>• Help with mandatory equipment</li> <li>• Discount on school uniform</li> </ul>

	<ul style="list-style-type: none"> <li>• Chromebooks to take home to allow completion of homework, as well as revision, if needed</li> <li>• Breakfast club to start the day with food as well as homework support</li> <li>• Breaktime vouchers if needed for extra food and drink</li> </ul>
4	<p>Boys eligible for free school meals often represent the lowest-performing demographic when compared to both their female counterparts and non-free school meal peers. We see the same trends here at Shoreham Academy. This attainment gap can be attributed to a range of barriers, including lower levels of engagement with literacy, reduced motivation, and a lack of positive male role models in education. These students may also experience social and emotional challenges that impact their ability to focus and thrive in the classroom. Additionally, societal stereotypes about masculinity can discourage academic effort, particularly in areas such as reading and writing, which are often perceived as less “masculine.”</p> <p>To tackle these challenges, we have implemented strategies such as:</p> <ul style="list-style-type: none"> <li>• Providing targeted boys mentoring programmes</li> <li>• Fostering a culture of high expectations for all</li> <li>• Ensuring our literacy initiatives are boy-friendly</li> <li>• Building strong, supportive relationships with key students who require additional guidance to meet behavioural and academic expectations</li> </ul>
5	<p>Pupil Premium students often join Shoreham Academy with reading ages and oracy skills below their non-PP peers, creating a significant barrier to accessing the curriculum and achieving academic success. Limited exposure to rich vocabulary, structured dialogue, and reading opportunities at an early age can contribute to these gaps, which, if unaddressed, may widen over time.</p> <p>We are taking steps to resolve this through:</p> <ul style="list-style-type: none"> <li>• Targeted literacy interventions, including phonics</li> <li>• Guided reading sessions, including weekly reading in mentor time</li> <li>• Whole-school oracy strategy equipping teachers with strategies to model and scaffold language consistently across each classroom</li> </ul>

## 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 students attend school regularly.	Close the attendance gap by 3% or more between PP and non-PP students

	by the end of the 2024-2025 school year.
PP eligible students will receive excellent teaching in English and mathematics and make good progress through the Basics curriculum.	Our targets for attainment for our PP eligible are 9-4 65%, 9-5 39%, 9-7 13% for 2024-2025.
PP eligible students in Y11 will decrease the gap in developed knowledge in comparison to their peers, especially PP boys.	Mid-year and end-of-year data will be assessed in KS3 and KS4 to demonstrate a decrease in learning gap between PP boys, PP girls and their non-PP peers.
FSM boys will receive targeted intervention within the classroom, as well as bespoke intervention in addition to.	We will see a decrease in behaviour points, including suspensions, for FSM boys in Year 8 and 9 compared to our previous school year.
All students, especially our PP students, are given a multitude of opportunities to enrich their cultural capital and increase their character education.	At least 90% of our Pupil Premium students will participate in at least one enrichment activity (trip, club, etc.) by the end of the school year.

## 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: £160,900

Activity	Evidence that supports this approach	Challenge number(s) addressed
CPD programme involving the development of the Rosenshine Principles, TLAC, Teach Like a Champion, Literacy strategies, as well as the EEF toolkit.	EEF teaching and learning toolkit demonstrates a wide range of strategies to be employed to support progress of students. The Principles behind Rosenshine and TLAC are in line with the majority of these approaches	2,3,4,5
Retain small class sizes in maths and science at key stage 4	Smaller class sizes allow teachers to have high quality interactions and ensure pupils are receiving targeted support.	2,4,5
Whole teaching staff, students and parents	CPD that develops strategies to overcome difficulties to embedding	1,2,3,4,5

CPD linked with Action Your Potential (AYP)	learning to long-term memory while breaking down barriers to attendance concerns.	
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## Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £100,045

Activity	Evidence that supports this approach	Challenge number(s) addressed
Y10 Action Tutoring	We are employing Action Tutoring to support the learning and catch-up of Year 10 PP students in English and maths. In the previous academic year, 58% 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
Maths specialist tutoring	We've employed a professional maths tutor to support 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
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
Assertive mentoring	1:1 support with students to develop learning and organisational skills ensuring students are prepared for lessons and assessments. 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 including attendance. 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. Disadvantaged students are supported as first priority.	1,2,3,4
Reading programme	All students participate in regular reading programme during mentor time to develop literacy skills, promote a love of reading as well as support closing the gaps in cultural knowledge. The EEF cites this as having 6 months progress for learners.	2,3,4,5
Girls Network and Dare to Dream	Mentoring from external role models from professional industries 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
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 ensures all students had access to home learning, especially as most homework is. Homework can add 5 months of progress to learners according to the EEF.	1,2,3,4,5
Baseline testing	NGRT and MidYis testing for KS3 to support understanding of pupil profile ensuring intervention is accurately targeted.	2,4,5
Key workers for PP students who are also SEND	Teaching assistants are assigned students as keyworkers and have regular check ins. The EEF cites this has 4 months progress on learners.	1,2,3,4,5

Homework support	Homework club provided with a member of staff who can help support the completion of homework	2,3,4,5
Scholars Programme through The Brilliant Club	Small group intervention with a PhD tutor to help develop the knowledge, skills and confidence necessary to secure a place at a competitive university	2,3,4

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

Budgeted cost: £41,045

Activity	Evidence that supports this approach	Challenge number(s) addressed
Professional Mentor and Coach	Small group and 1:1 coaching targeting subjects such as mental health & wellbeing, bullying, being your authentic self and academia. This includes our first launch of the Shoreham Academy Boys Impact Programme. Behaviour interventions can add at least 4 months of progress for learners according to the EEF.	1,2,3,4,5
Breakfast club	Each academic year we have students attending breakfast club regularly. This ensures students are in school, with access to food 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 pick-ups. 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 which are affecting attendance. The Gateway provides smaller groups learning environment and specialist teachers	1,2,3,4



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
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
AYP 1-on-1 tutoring	1-on-1 sessions for students, and sometimes with both student and parent, that enables them to develop strategies to overcome difficulties to embedding learning to long-term memory while breaking down barriers to attendance concerns.	1,2,3,4,5

**Total budgeted cost: £301,990**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

- **PP GCSE Results 2022:** 9-7 22%, 9-5 37%, **9-4 58%**
- **PP GCSE Results 2023:** 9-7 13%, 9-5 38%, **9-4 60%**
- **PP GCSE Results 2024:** 9-7 3%, 9-5 35%, **9-4 62%**

The previous Pupil Premium (PP) strategy focused on targeted interventions and support systems aimed at improving Grade 9-4 outcomes in English and Maths. While the plan was successful in achieving this primary goal, with a notable uplift in the proportion of students attaining Grades 9-4, it did not deliver the desired progress in other critical measures, particularly for our higher-attaining students. This review reflects on the successes and limitations of the plan and outlines our strategic focus moving forward.

The implementation of small-group tutoring, subject-specific mentoring, and targeted revision sessions contributed to a measurable increase in Grade 9-4 attainment. These interventions were particularly effective for students who had been identified as "borderline" based on prior attainment data, helping them secure foundational qualifications. We also have created a robust data tracking system for precise identification of students requiring additional support.

Despite overall gains in 9-4 outcomes, the plan did not significantly improve the number of students achieving Grades 9-7, indicating a gap in challenge and support for higher-attaining students. Interventions largely targeted low to middle attainers, leaving a gap in enrichment opportunities for our high achievers. This is why we've introduced The Scholars Programme this year run by The Brilliant Club as a way to combat that. Research shows a strong correlation between attainment and attendance figures and out PP students with lower attendance rates were less likely to benefit from interventions, which highlights our need to make attendance our main priority for our new cycle of our Pupil Premium strategic plan.

The next phase of our PP strategy will build on the gains achieved in the last cycle while addressing the limitations. With attendance as a foundation, we aim to not only sustain improvements in 9-4 outcomes but also push the boundaries for higher attainment and whole-school progress.

## Externally provided programmes

*Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.*

Programme	Provider
N/A	