

## Pupil Premium Strategy Statement – Shoreham Academy

This statement details our school's use of pupil premium (and recovery 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	1,500
Proportion (%) of pupil premium eligible pupils	
1	2021-2024
Date this statement was published	September 2023
Date on which it will be reviewed	February 2024
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>258</b>  Total allocation for the Deprivation Pupil Premium: <b>£267,030</b>
Recovery premium funding allocation this academic year	Recovery premium <b>£83,475</b>  School led tuition <b>£18,329</b>
Pupil premium (and recovery premium*) funding carried forward from previous years ( <i>enter £0 if not applicable</i> )	£ 0
<b>Total budget for this academic year</b>	<b>£368,834</b>

# Part A: Pupil premium strategy plan

## Statement of intent

At Shoreham Academy, we believe that students who join us who are PP eligible should make progress in-line with, or more than, their peers. 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 plan is to ensure that research-based approaches to improving teaching and learning are happening across all classrooms, while data-driven decisions surrounding intervention are put in place. Our tiered approach to strategies implemented through the funding of the Pupil Premium grant has been recommended by the EEF, and will involve focusing on excellent teaching, targeted support and effective wider strategies.

## Challenges

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

Challenge number	Detail of challenge
1	Post-COVID we are seeing similar issues in attendance as the National picture. Some of our children and families who are eligible for PP funding have struggled to adjust to normal routines. Many are suffering with significant mental health issues for which seeking external support from services is taking a considerable amount of time. We are this year reflecting on these difficulties and will take all actions possible to support these young people get back into education. Some of the ways we are breaking down barriers to attending school are through regular attendance strategy meetings, hold breakfast clubs to ensure food is had before school and implement intervention strategies around personal development and wellbeing such as Dare to Dream and Girls Network.
2	More students than ever before secured both their English and Maths GCSE grades allowing them to progress onto their next steps in their education (9-7 13%, 9-5 38%, 9-4 60%). This year we are taking steps to increase that even further, so more PP students have access to a wider range of post-16 options. We are organising opportunities to increase attainment through ensuring effective teaching is occurring in all classrooms while also organising small group sessions in core subjects.
3	In 2023, pupils in receipt of PP funding achieved +0.26* progress. This is well above national average progress for this cohort of students but again we remain determined to ensure that these students can achieve in-line their peers. We track and analyse data ever term to determine

	<p>which students across KS3 have not secured as much as expected so we can intervene quickly. We will be working closely with classroom teachers and parents to ensure time within lessons is being both effective and efficient, while securing high rates of homework completion. For those PP students who still need additional support we will organise efficacious intervention opportunities such as Action Tutoring for maths.</p>
4	<p>On a national scale, girls outperform boys when it comes to KS4 outcomes. Based off our internal data, we have had a similar trend occur here at Shoreham Academy. The KS2 data for our incoming Y7s show that a gap is already present before the students even join us. The average PP girls reading SAT for our Y7s is 102 with the PP boys coming in on an average of 99. Not only are the PP boys behind the PP girls, but they are also further behind the average for the cohort which stands at 105 for reading. One of the ways we are trying to increase literacy for PP boys is by increasing CPD for all staff so each lesson has consistent and research-driven approaches to teaching literacy and oracy across the board. We also will be using some of the PP funding towards our literacy specialist tutoring programme and developing our reading programme.</p>
5	<p>Students who are both eligible for PP funding, and on the SEND register, have even more obstacles to learning than those who are not. Post-COVID we have similar concerns here at Shoreham Academy that are visible on a national level. One of these concerns is the severe delay to students being properly assessed for ASD, EHCPs and other learning difficulties while the other is the difficulty accessing the curriculum. To support these students in the classroom, we work diligently to ensure consistency in the application of both the Rosenshine Principles and I/We/You approach to teaching and learning is applied across all subjects. The behaviour policy is also applied across the whole academy with reasonable adjustments evaluated frequently to ensure the correct support is in place for these students. To ensure an extra layer of support is in place, keyworkers are assigned to these students to ensure the needs of each child are being met, while ensuring each child is taking advantage of our supportive opportunities such as homework club.</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.

Intended outcome	Success criteria
PP eligible students attend school regularly.	Close the attendance gap by 3% or more during the 2023-2024 school year.
PP eligible students will receive excellent teaching in English and mathematics and	Our targets for attainment for our PP eligible are 9-4 66%, 9-5 44%, 9-7 10% for the 2023-2024.

make good progress through the Basics curriculum.	
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.
PP eligible students who are also on the SEND register will receive targeted intervention within the classroom, as well as bespoke intervention in addition.	Mid-year and end-of-year data will be assessed in KS3 and KS4 to demonstrate a decrease in learning gap between students who are both PP eligible and on the SEND register in comparison to their 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

Budgeted cost: £171,911

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
SEND tutors	Recruitment of specific tutors to support phonics and precision teaching students with EHCP with accessing the curriculum	2,3,4,5
Whole teaching staff, students and parents CPD linked with Action Your Potential (AYP)	CPD that develops strategies to overcome difficulties to embedding learning to long-term memory while breaking down barriers to attendance concerns.	1,2,3,4,5

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

Budgeted cost: £92,600

Activity	Evidence that supports this approach	Challenge number(s) addressed
Y7 Action Tutoring	As part of last years 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, 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	Our full-time employed Maths teacher 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
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
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. Disadvantaged students are supported as first priority.	1,2,4

Reading programme	All students participate in regular reading programme to develop literacy skills and promote a love of reading. 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 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 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
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
Homework support	Homework club provided with a member of staff who can help support the completion of homework	2,3,4,5

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

Budgeted cost: £104,323

Activity	Evidence that supports this approach	Challenge number(s) addressed
Breakfast club	Each academic year we have students attending breakfast club regularly. This ensures students are in school, with	1,2,3,4,5

	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	
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
External companies to support aspirations	Dare to dream, AYP, Girls Network, 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
Research school led programmes	New initiative this academic year. Working with PHD research students to support disadvantaged pupils with aspirations and cultural capital through engaging in research-based projects	1,4,5
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
Summer school	Summer school as part our transition programme for year 6 students joining the academy. Last academic year saw 90% of new cohort attends summer	1,4,5

	school. This in turn supported y7 attendance and transition in term 1	
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: £368,834**



## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

At Shoreham Academy, we are proud of our disadvantaged students' results for 2023 with a P8 score of +0.28\* which was above the Local Authority and National Average for all students:

#### SHOREHAM ACADEMY KS4 RESULTS OVERVIEW 2023

	All	PP
Basics 9-7	16%	13%
Basics 9-5	62%	38%
Basics 9-4	81%	60%
P8	+0.46*	+0.26*
A8	52.11	43.24
Ebacc 5+	28%	22%
Ebacc APS	4.78	3.9

\*P8 for 2023 results is an estimate which will be updated in Spring 2024 (IDSR)

We have taken steps assessing our provisions and strategies to determine which have the greatest impact and which needed reevaluating. Our current attendance strategies incorporate our Director of Pupil Premium being directly involved in all conversations and strategic actions. This enables us to continuously work towards our aim of having all disadvantaged students attend every day and around getting our disadvantaged students to participate in as many elements of school life as possible. We create bespoke and targeted approaches for each child demonstrating who needs it which has had a positive impact on our disadvantaged students attendance:

#### Attendance Figures

	2021/22		2022/23		2023/24 arrows identify direction of travel from previous year)	
	All	PA	All	PA	All	PA
<b>School</b>	91.4%	23.7%	91.9%	22.98%	92.48% ↑	19.26% ↓
<b>Local</b>	91%	26.5%	TBC	TBC	-	-
<b>National</b>	91%	27.7%	TBC	TBC	-	-
<b>PP</b>	85.94%	42.23%	86.61%	38.87%	87.53% ↑	34.53% ↓
<b>Disadvantaged</b>	86.3%	41.97%	86.82%	41.55%	87.59% ↑	34.94% ↓

The measures we have taken to remove barriers that aren't academic has also made a valuable impact on our disadvantaged students. By supporting with uniform discounts, equipment, revision guides and Chromebooks we can ensure our disadvantaged students are prepared for each day and accessing resources at home. We also have a significant amount of T&L CPD that enables us to have a more consistent and research-driven approach to teaching. This is all evidenced by a decrease in overall behaviour points, repetitive reflection room visits as well as a decrease in overall suspensions.

There are two areas we will look to change this year. Last year we created two Action Tutoring maths groups as we recognised that was the area needing more support for most of our disadvantaged students. This year with the review of the KS2 data and baseline scores of our incoming Y7 cohort, we have changed to having one maths group and one English group to ensure we help increase the literacy abilities of those students as quickly as possible.

We have previously used Fleet Tutoring as part of our small group provision during 2022-2023 but have decided this year to not continue with them as the increase in progress was minimal in comparison to Action Tutoring.

Overall, we are determined that the strategies provided in our Pupil Premium Strategy Statement will make a difference in not only creating better outcomes for our disadvantaged students but increase their cultural capital as well. We will continue to foster integrity, hard work and excellence into our students, as well as help to create life-changing results as outlined in this document.

## 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.*

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