

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 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	1471
Proportion (%) of pupil premium eligible pupils	21% (311 students)
Academic year/years that our current pupil premium strategy plan covers	2021-22 2022-23 2023-24
Date this statement was published	September 2021
Date on which it will be reviewed	February 2022
Statement authorised by	Jim Coupe
Pupil premium lead	Suzi Butler
Governor / Trustee lead	Kay Haffenden

Funding overview

Detail	Amount		
	Group	No.	Amount
Pupil premium funding allocation this academic year	CLA	18	£42,210
	SGO ADFC	9	£21,105
	Service	4	£1,240
	Ever 6	280	£267,400
	TOTAL		£331,945
	Recovery premium funding allocation this academic year	£ 45,095	
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	£ 377,040		

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	Attendance of disadvantaged students is less than that of peers, the last national average for FSM students reported in 2018- 2019 was 90.8%. This is in comparison to our disadvantaged attendance figure of 91.1% Although higher than national average, it is below that of non-disadvantaged peers. Our in-school evidence shows us that poor attendance directly correlates with negative progress and attainment. Analysis of last year's outcomes demonstrates that 78% students with 95% attendance or more achieved grade 4 or above in Maths and English. This is in comparison to only 40% of students achieving the same grades with 90% attendance.
2	Attainment of disadvantaged students in basics (English & Maths) is less than that of their peers. The impact of Covid 19 has created a further risk to disadvantaged students falling further behind their peers. As evident in our Covid 19 catch up plan seen here . Every effort was made to ensure the gap between these learners did not widen. However, there were factors beyond our control. This academic year it is a whole school priority to ensure teaching, curriculum, intervention and wider support enables these students to still achieve their highest potential.
3	Positive progress for disadvantaged students in Y11. There continues to be a gap between disadvantaged students and their peers regarding progress. The last two year have seen positive progress for disadvantaged students; we want to maintain this and close the gap.

4	SEND and PP 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	Catch up 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.

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 %age 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 Mathematics 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 <table border="1" data-bbox="831 1167 1078 1294"> <tr> <td>7+</td> <td>5%</td> </tr> <tr> <td>5+</td> <td>34%</td> </tr> <tr> <td>4+</td> <td>59%</td> </tr> </table> this academic year and improves year on year	7+	5%	5+	34%	4+	59%
7+	5%						
5+	34%						
4+	59%						
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 suit	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	Mid and End of year assessment 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,						

confidently in a range of assessments, including summative tests.	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

Budgeted cost: £ 143,087

Activity	Evidence that supports this approach	Challenge number(s) addressed
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	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

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

Budgeted cost: £ 98,600

Activity	Evidence that supports this approach	Challenge number(s) addressed
Y7 Action Tutoring	As part of last year's NTP programme we are employing Action Tutoring to support the learning and catch-up of Year 7 PP students in Maths. In the previous academic year, 58% of the students that participated in the tutoring improved their Maths EOY test scores.	5,2

	The EEF Toolkit cites individualised instruction as having 4 months progress on learners	
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.	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 th 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	1,2,3,4,5

	over the last three years is very positive on the experience.	
Boys Mentoring	Joint project with Sussex University to support aspirations and Education with Character. The EEF cites this as having 2 months progress on learners	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
Common Lit	The common Lit website supports students in English homework weekly and ensures all students gain frequent feedback from their teachers. 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: £ 135,353

Activity	Evidence that supports this approach	Challenge number(s) addressed
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	1,2,3,4,5

	<p>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</p>	
Gateway	<p>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</p>	1,2,3,4
External companies to support aspirations	<p>Dare to dream, Girls Network, UNLOCK, 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.</p>	1,2,3
Research school led programmes	<p>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</p>	1,4,5
Enrichment	<p>Subsidised trips and visits to develop cultural knowledge, capital and education with character.</p>	1,4,5
Emotional Literacy	<p>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.</p>	1,4,5
Subject support	<p>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.</p>	1,2,3,4,5
Summer school	<p>Summer school as part our transition programme for year 6 students joining the academy. Last academic year saw 90% of new cohort attends summer school. This in turn supported y7 attendance and transition in term 1</p>	1,4,5

Total budgeted cost: £ 377,040

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.

Please see link to our Pupil premium plan from the academic year 2020-2021 on the website page. 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

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