

# Pupil premium strategy statement – Shrewsbury 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	829
Proportion (%) of pupil premium eligible pupils	37.03%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended – you must still publish an updated statement each academic year</b> )	2023/ 2024 to 2025/ 2026
Date this statement was published	13/12/2023
Date on which it will be reviewed	October 2024 and 2025
Statement authorised by	Mr Jim Taylor Acting Headteacher
Pupil premium lead	Miss Julia Pickering Assistant Headteacher/ DRSL
Governor / Trustee lead	Tracy Booth and Lisa Williams

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 300,425
Recovery premium funding allocation this academic year <i>Recovery premium received in academic year 2023/24 cannot be carried forward beyond August 31, 2024.</i>	£ 0
Pupil premium funding carried forward from previous years ( <i>enter £0 if not applicable</i> )	£ 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>	£ 300,425

# Part A: Pupil premium strategy plan

## Statement of intent

Our intention is that every student at Shrewsbury Academy, irrespective of their background, starting points or the challenges they face, will achieve the very best possible outcomes in progress and attainment. The focus of our pupil premium strategy is to support all disadvantaged pupils to achieve that goal, including those who are already high attainers.

We aim to remove any potential barriers to attendance, participation, and inclusion in the full life of our school community by identifying and addressing the individual needs of all our vulnerable pupils, disadvantaged or otherwise, so that each of them feels valued and truly part of the school. There will be a culture of belonging where every student feels like an important part of our school community and is both nurtured and challenged to experience “achievement through caring”.

This will be developed through building positive routines, relationships, and responses, supported by ongoing CPD for all staff and clear communication of these to pupils and families. If required, further support for social and emotional issues, behaviour and additional learning needs will be provided by the staff in our Hub and or RAISE provision.

Our core values of Excellence, Integrity, Empathy, Creativity and Equality will be manifest in action every day and will shape our strategy and approaches. High aspirations will be the core of this approach, where the success of each child will be celebrated by all, both within and outside school.

All staff will take responsibility for disadvantaged pupils’ outcomes and for raising expectations of what they can achieve.

High quality teaching and learning is at the heart of this approach, with a focus on the needs of our disadvantaged cohort. The attainment and progress of our non-disadvantaged pupils will be sustained and improved alongside that of their disadvantaged peers. There will be high expectations for all, with carefully targeted, timely support to provide all our pupils with equitable access to the curriculum.

Our continuous professional development and strategic decision-making will be supported by our Teaching and Learning team, to ensure that every teacher and member of support staff is trained in evidence-based approaches which will make the most impact on the positive outcomes of our learners.

Our curriculum will be ambitious, broad, and inclusive in order to meet the needs of all our pupils.

## Challenges

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

Challenge number	Detail of challenge
1	Observations, assessments, and discussions have evidenced that the reading comprehension and inference skills of many of our disadvantaged learners are under-developed, make accessing complex written texts, and some exam style questions, more challenging. Their reading for understanding skills and vocabulary knowledge need additional support to help them achieve better outcomes.
2	The attainment of many of our disadvantaged pupils is, on average, lower than that of our non-disadvantaged pupils when they join us in Year 7. Without early identification of barriers to learning and appropriate intervention our disadvantaged learners may struggle to access the curriculum and therefore achieve lower GCSE outcomes.
3	Attendance data shows that absenteeism from school, individual lessons and 'desktop truancy' is impacting negatively on the progress of our disadvantaged cohorts. This is a complex and nuanced challenge which often requires an individual approach and therefore, more investment of time and staffing.
4	Some of our more disadvantaged pupils feel less connected to the wider school community. We want to foster a greater sense of belonging and inclusion for every child, with no child feeling marginalised due to the challenges they face.
5	Observations and discussions with pupils and families indicates that some of our disadvantaged pupils need support to widen their aspirations, both in school and beyond. We need to offer them wider enrichment opportunities that enable them to aim high and at the same time, be motivated to succeed academically.
6	We recognise that the emotional regulation and resilience of many of our learners, especially our most disadvantaged, needs strengthening and supporting. Not all of our disadvantaged pupils have a range of cognitive and metacognitive strategies to use when they are dealing with challenging academic work or in other social situations.

## 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
Improved reading comprehension among disadvantaged pupils across both key stages, with a particular focus on KS3.	By the end of our current plan in 2025/6, reading age results in KS4 will show a smaller difference between the scores of disadvantaged pupils and their non-disadvantaged peers, as well as sustained improvements in comprehension, inference, and student confidence.
Improved attainment among disadvantaged pupils across the curriculum at the end of KS4, particularly in EBacc subjects and with a focus on English and Maths.	By 2025/6, KS4 outcomes of our disadvantaged cohorts will have improved and will approach the levels of their non-disadvantaged peers.
To improve attendance and engagement in learning for all pupils, in particular our disadvantaged pupils.	The percentage of all pupils who are persistently absent will have reduced and the overall attendance and punctuality of disadvantaged pupils will show a sustained improvement by 2025/6. Behaviour for learning will have improved and be at a similar level similar for our disadvantaged and non-disadvantaged cohorts.
To improve the wellbeing and participation of all pupils, and their families, including our disadvantaged cohort. The work done, and support given by, RAISE positively impacts on the wellbeing and participation of our disadvantaged or vulnerable pupils and families.	Qualitative student, parent and teacher voice will consistently demonstrate high levels of wellbeing in all cohorts. Participation rates in both school events and enrichment activities will increase, especially for our disadvantaged cohort.
To increase the promotion of further education opportunities, and investment in enhanced post-16 careers education, leading to positive destinations for all learners.	The destinations of our disadvantaged cohort will be as aspirational as their non-disadvantaged peers by the end of the current plan.
To improve metacognitive and self-regulatory skills among our pupils, particularly our disadvantaged cohort, in all year groups. To develop our school culture and expectations so that every student, and every family, feels valued and an important part of our school community.	Student voice, learning walks and lesson observations will demonstrate that pupils are more able to regulate their own learning. Student and family voice will also show a greater sense of belonging.

## Activity in this academic year

This details how we intend to spend our pupil premium funding **this academic year** to address the challenges listed above.

### Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 120,170

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Improving literacy in all subject areas in line with recommendations in the EEF Improving Literacy in Secondary Schools guidance.</p> <p>We will fund professional development and instructional coaching focussed on each teacher's subject area.</p>	<p>Acquiring disciplinary literacy is key for pupils as they learn new, more complex concepts in each subject.</p> <p>Reading comprehension, vocabulary and other literacy skills are heavily linked with access to the curriculum and attainment in all subjects.</p> <p><a href="https://educationendowmentfoundation.org.uk/improving-literacy-in-secondary-schools/">Improving Literacy in Secondary Schools   EEF (educationendowmentfoundation.org.uk)</a></p> <p><a href="https://educationendowmentfoundation.org.uk/reading-comprehension-strategies/">Reading comprehension strategies   EEF (educationendowmentfoundation.org.uk)</a></p> <p><a href="https://oup.com/cn/word-gap.pdf">word-gap.pdf (oup.com.cn)</a></p> <p><a href="#">Oracy Across the Curriculum: The Evidence - Voice 21</a></p>	1, 2, 3, 4, 5
<p>Recruitment and retention of high quality, specialist teaching and pastoral staff.</p>	<p>Teacher quality is a key influence on pupil attainment (<a href="#">Coe et al., 2020</a>), second only to pupil background (<a href="#">OECD, 2018</a>) and sustained access to high quality teachers is a significant challenge across England.</p> <p><a href="#">Teacher Recruitment and Retention Strategy; Supporting teachers to make a difference (publishing.service.gov.uk)</a></p> <p><a href="#">Teacher-quality-recruitment-and-retention-lit-review-Final.pdf (d2tic4wvo1iusb.cloudfront.net)</a></p>	2

Investment in developing metacognitive and self-regulation skills in our pupils. This will involve ongoing teacher training and support.	Teaching metacognitive strategies to pupils can be an inexpensive method to help pupils become more independent learners.  <a href="https://www.teachermagazine.com/disadvantage-hindering-social-and-emotional-development/">Disadvantage hindering social and emotional development (teachermagazine.com)</a>  <a href="https://educationendowmentfoundation.org.uk/metacognition-and-self-regulation/">Metacognition and self-regulation   EEF (educationendowmentfoundation.org.uk)</a>  <a href="https://educationendowmentfoundation.org.uk/metacognition-and-self-regulated-learning/">Metacognition and Self-regulated Learning   EEF (educationendowmentfoundation.org.uk)</a>	2, 6
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### Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £ 105,149

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase and strategic use of standardised diagnostic assessments, with a particular focus on Year 7. Training will be provided for staff to ensure assessments are implemented and interpreted correctly to inform wider teaching and learning strategies and early, targeted classroom and external interventions.	When used effectively, diagnostic assessments can indicate areas for development for individual pupils, or across classes and year groups.  <a href="https://d2tic4wvo1iusb.cloudfront.net/EEF-Diagnostic-Assessment-Tool.pdf">EEF-Diagnostic-Assessment-Tool.pdf (d2tic4wvo1iusb.cloudfront.net)</a>  <a href="https://d2tic4wvo1iusb.cloudfront.net/School_Planning_Guide_2022-23.pdf">School Planning Guide 2022-23.pdf (d2tic4wvo1iusb.cloudfront.net)</a>  <a href="https://educationendowmentfoundation.org.uk/blog/learning-recovery-and-the-role-of-diagnostic-assessments/">EEF Blog: Learning recovery and the role of diagnostic...   EEF (educationendowmentfoundation.org.uk)</a>	1, 2
Engaging with the National Tutoring Programme. A significant	Tuition targeted at specific needs can be an effective method to support low attaining pupils, those with identified knowledge gaps, or at risk of (or	1, 2, 3

proportion of the pupils who receive tutoring will be disadvantaged, including those who are high attainers.	<p>already) falling behind. It can also be used to support or boost attendance for some of our more vulnerable pupils.</p> <p><a href="https://educationendowmentfoundation.org.uk/one-to-one-tuition/">One to one tuition   EEF</a> (<a href="https://educationendowmentfoundation.org.uk">educationendowmentfoundation.org.uk</a>)</p> <p><a href="https://educationendowmentfoundation.org.uk/small-group-tuition/">Small group tuition   EEF</a> (<a href="https://educationendowmentfoundation.org.uk">educationendowmentfoundation.org.uk</a>)</p>	
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## Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 76,106

Activity	Evidence that supports this approach	Challenge number(s) addressed
Developing our whole-school culture through positive routines, relationships and responses.	<p>Culture and behaviour programmes are crucial to underpin high quality teaching and learning. They take time and investment to implement well and are more likely to have an impact on attainment outcomes when implemented at a whole-school level.</p> <p>The foundation of securing both improved attendance and outcomes is that school is a calm, orderly, safe, and supportive environment where pupils want to be and are keen and ready to learn.</p> <p><a href="#">WHEN THE ADULTS CHANGE   Paul Dix</a></p> <p><a href="#">Sam Strickland's Leadership Blog (wordpress.com)</a></p> <p><a href="#">Teach Like a Champion 3.0   Teach Like a Champion</a></p> <p><a href="#">Research to understand successful approaches to supporting the most academically able disadvantaged pupils (publishing.service.gov.uk)</a></p>	2, 3, 4, 5

	<a href="https://educationendowmentfoundation.org.uk/Improving-Behaviour-in-Schools/">Improving Behaviour in Schools   EEF (educationendowmentfoundation.org.uk)</a>  <a href="https://educationendowmentfoundation.org.uk/behaviour-interventions/">Behaviour interventions   EEF (educationendowmentfoundation.org.uk)</a>	
Continued work on engagement, support, and building positive relationships with families to improve wellbeing and school attendance.	<p>The barriers to accessing education are wide and complex, both within and beyond the school gates, and are often specific to individual pupils and families. Removing barriers to attendance involves building strong, trusting relationships, and working together. Strategies and actions to improve school attendance must involve a concerted effort across all teaching and non-teaching staff, the governing body, Local Authority, and other local partners.</p> <p><a href="https://www.gov.uk/working-together-to-improve-school-attendance">Working together to improve school attendance - GOV.UK (www.gov.uk)</a></p> <p><a href="https://educationendowmentfoundation.org.uk/attendance-interventions-rapid-evidence-assessment/">Attendance interventions rapid evidence assessment   EEF (educationendowmentfoundation.org.uk)</a></p> <p><a href="https://eif.org.uk/adolescent-mental-health-a-systematic-review-on-the-effectiveness-of-school-based-interventions/">Adolescent mental health: A systematic review on the effectiveness of school-based interventions   Early Intervention Foundation (eif.org.uk)</a></p>	3, 4
Enrichment and participation in artistic and creative activities	<p>Arts participation approaches are valuable in and of themselves and can also have a positive impact on academic outcomes in other areas of the curriculum, particularly literacy and mathematics.</p> <p><a href="https://www.gov.uk/an-unequal-playing-field-extra-curricular-activities-soft-skills-and-social-mobility">An unequal playing field: extra-curricular activities, soft skills and social mobility - GOV.UK (www.gov.uk)</a></p> <p><a href="https://educationendowmentfoundation.org.uk/arts-participation/">Arts participation   EEF (educationendowmentfoundation.org.uk)</a></p>	1, 2, 4, 5
Further development of careers education, including work experience opportunities, to help improve	<p>High quality careers education can be crucial in developing the knowledge, confidence and skills young people need to make well-informed, relevant choices and plans for their future. Evidence suggests that it can have double the</p>	2, 5



aspirations and outcomes for our pupils.	<p>impact for young people from disadvantaged backgrounds, some of whom are less likely to have family or friends with the insight and expertise to offer advice.</p> <p><a href="#">To what extent can careers education tackle disadvantage?   The Careers and Enterprise Company</a></p> <p><a href="#">Careers_review.pdf (d2tic4wvo1iusb.cloudfront.net)</a></p> <p><a href="#">SYM873648 Careers-Education-Infographic (d2tic4wvo1iusb.cloudfront.net)</a></p>	
Contingency fund for acute issues.	Based on our experiences and those of schools similar to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.	ALL

**Total budgeted cost: £ 300,425**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

We have analysed the performance of our school's disadvantaged pupils during the 2022/ 23 academic year using key stage 4 performance data and our own internal assessments.

For 2023, the Progress 8 score (which is a measure of how much progress pupils at this school made across 8 qualifications between the end of KS2 and the end of KS4, compared to other similar pupils nationally) for our disadvantaged pupils was -1.15, for non-disadvantaged it was -0.95.

Whilst these figures show that there is still a significant amount of work to be done in improving attainment across our entire cohort (the average Progress 8 achieved nationally was -0.03 overall, and -0.57 for disadvantaged pupils), the gap between our disadvantaged cohort and their non-disadvantaged peers is narrower.

Attainment 8 (which is a measure of GCSE attainment across 8 subjects) was 34.70 for our disadvantaged pupils, compared to 44.20 for their non-disadvantaged peers. Both figures are in line with national average.

2% of our disadvantaged pupils were entered for the English Baccalaureate, or EBacc, (which is a measure of educational performance taking account of GCSE marks in English, mathematics, history or geography, science, and a language), compared to 15.4% of our non-disadvantaged cohort. Of those entered, the average points score for our disadvantaged learners was 1.98, compared with 3.19 for non-disadvantaged. All these measures are significantly below national averages, although the gaps between cohorts are broadly in line with national figures.

(Note that comparison to national averages should be viewed with caution due to the ongoing impacts of the COVID-19 pandemic, which affected schools, and pupils, differently.)

The performance of our pupils, including our disadvantaged cohort, in terms of progress and attainment is disappointing when compared to national figures, and did not meet expectations.

In-school evaluation tells us that some of this is due to the ongoing impact of the COVID-19 pandemic, particularly on wellbeing, mental health, and attendance. However, it is also clear that some of our previous Pupil Premium strategies are not having the impact we had hoped for.

Our evaluation of the approaches delivered last academic year indicates that although limited progress has been made, there is still work to be done in all strands of our strategy.

The intended outcomes, planned activities, and budget allocations for 2023 - 2026 and beyond have therefore been refined and strengthened, with key evidence-based initiatives identified and highlighted for implementation, to help to support improved KS4 performance measures in the coming years.

A continual review process, including an objective evaluation of both implementation and impact of the strategy, will underpin our efforts to improve outcomes for our disadvantaged pupils, and this document will be regularly updated to reflect the findings and any planned adjustments.

## 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

## Service pupil premium funding (optional)

*For schools that receive this funding, you may wish to provide the following information:* **How our service pupil premium allocation was spent last academic year**

<b>The impact of that spending on service pupil premium eligible pupils</b>

**Further information (optional)**