



This statement details our school's use of Pupil Premium (and Recovery Premium for the 2023 to 2024 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	Shirley High School
Number of pupils in school	817
Proportion (%) of pupil premium eligible pupils	52%
Academic year/years that our current pupil premium strategy plan covers	2023 - 2024
Date this statement was published	October 2022
Date on which it will be reviewed	September 2024
Statement authorised by	Tyrone Myton (Principal)
Pupil Premium lead	Donna Afriyie

### Funding overview

Detail	Amount
Pupil Premium funding allocation this academic year	£380,000
Recovery premium funding allocation this academic year	£100,602
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	£480,602



## Part A: Pupil Premium strategy plan

### Statement of intent

Our key objective in using the Pupil Premium Grant is to narrow any gaps in achievement between students from deprived backgrounds and their more affluent peers to allow them to leave our school as well-rounded individuals with a wide range of options in their progression to adulthood. Through targeted interventions we will work to eliminate barriers to learning and progress and provide our students with a high quality education thereby 'improving young people's life chances, enabling them to progress into adulthood with the skills and confidence for success.' DfE. We have high aspirations and ambitions for all of our students and we are committed to ensuring that our pupils are supported in their efforts to realise their full academic potential.

We aim to meet our pupils at their various needs and provide timely and effective intervention where necessary. As a school, we ensure that all staff are aware of the importance of narrowing the attainment gap. Teaching staff and support staff are committed to demonstrating this awareness in their support of our disadvantaged pupils.

We will support our disadvantaged pupils by:

- Prioritising the delivery of Quality First teaching for our pupils
- Maintaining a robust support system that responds to the social emotional and mental health needs of our disadvantaged pupils
- Supporting pupils in accessing resources and experiences which will enrich their academic experiences
- Providing our disadvantaged pupils with the knowledge of and access to aspirational academic goals
- Improving the language, oracy and reading and writing skills of our pupils.

### Challenges

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

Challenge number	Detail of challenge
1	As identified in the EEF Pupil Premium Guide, "ensuring an effective teacher is in front of every class, and that every teacher is supported to keep improving, is the key ingredient of a successful school and should rightly be the top priority for Pupil Premium spending." The school is proactive in staff recruitment and professional development activities to ensure that Quality First teaching and effective academic provision is consistent across the school and available to disadvantaged students.
2	As highlighted by Barry and Matthew Carpenter in their thinkpiece, "Recovery Curriculum: Loss and Life for our Children and Schools Post Pandemic." Covid and Lockdown have had a significant impact on pupils and their families. Their wellbeing, resilience, emotional and mental health has been affected and we have observed that pupils are struggling with the routines and high expectations of the school community. Pupils have also struggled with returning to a school without bubbles during a significant time away from school due to Lockdown. This has affected their attitudes and behaviours for learning (e.g. punctuality to lessons, homework



	completion, attendance to targeted interventions, independent learning, revision etc) which has had the inevitable effect on progress and attainment.
3	According to a report by The Resolution Foundation, “educational disadvantage starts early and these gaps are particularly pronounced in early language and literacy.” Assessments, book scrutinies and student work is evidence of this language and literacy gap between our pupil premium and non-pupil premium students. The average pupil premium student at SHS is reading at 16 months below their reading age.
4	Attendance has been affected by Covid and systems to address persistent absenteeism have been limited by Covid restrictions and the strain on GPs preventing them from supporting schools and families by providing medical evidence.
5	Disadvantaged pupils lack the resources and the cultural capital available to their peers. This impacts on their academic experiences, attainment, progress and the ability to work independently away from the classroom.

### 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 teaching practices across the school to ensure a rich academic experience for our PP Pupils.	Observation records show that teachers are meeting the expectations of SHS. Improved student outcomes. Positive feedback from student voice surveys.
Disadvantaged pupils are supported in acquiring the resources and experiences to enrich their cultural capital and academic experience.	Where needs and barriers have been identified the school has responded by supporting pupils in accessing provisions and experiences.
Continue to improve reading comprehension, oracy, language and literacy skills	Bedrock literacy programme engagement and progress data is positive and reflects an increase in student engagement and progress. Improved reading and spelling ages. More students accessing the newly refurbished school library.
Improved attitude and behaviour for learning	Improved attendance and punctuality figures Increase in number of pupils completing homework and independent learning activities. Student participation in targeted interventions.
Improved attendance	Reduction in the number of persistent absentees. Improved attendance data.
To maintain the reduction in the attainment gaps between key groups of students and to remove the barriers to success and achievement	Reduction in attainment gap remains either in line with or below national average.



<p>Pupils at all levels of prior attainment are stretched and challenged to realise their full potential</p>	<p>Observation records reflect suitable challenge and differentiation in lessons. Student voice feedback. Improved pupil outcomes</p>
--	---

**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: £180,334**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><b>CPD</b></p> <ul style="list-style-type: none"> <li>National College subscriptions for all teaching and learning support staff.</li> <li>Staff referral to external subject specific CPD</li> <li>Weekly in house staff CPD to address identified areas of need in teaching and learning</li> <li>Coaching systems and process to support the consistent development of teaching and learning.</li> </ul>	<p>EEF Pupil Premium Guide <a href="https://educationendowmentfoundation.org.uk/public/files/Publications/Pupil_Premium_Guidance_iPDF.pdf">https://educationendowmentfoundation.org.uk/public/files/Publications/Pupil_Premium_Guidance_iPDF.pdf</a></p> <p>In house CPD allows staff to acquire new teaching and learning techniques and share best practice. In house CPD is targeted at areas of need specific to our needs and informed by quality assurance results.</p> <p>External CPD allows for staff to learn from and collaborate with colleagues from outside the school community and bring fresh ideas to inform teaching and learning with colleagues at school.</p> <p>Subject specific CPD allows for informed pedagogical practice.</p>	<p>1, 2</p>
<p><b>Recruitment</b></p> <ul style="list-style-type: none"> <li>Establishing a dedicated teaching and learning team and a coaching model to support the development of teaching and</li> </ul>	<p>Coaching model allows for a more collaborative and supportive model of developing teaching and learning. External consultant provided training on Andy Buck’s BASIC method of coaching. <a href="https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/327944/coaching-for-teaching-and-learning.pdf">https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/327944/coaching-for-teaching-and-learning.pdf</a></p>	<p>1,2</p>



<p>learning across the school.</p> <ul style="list-style-type: none"> <li>• The recruitment of a designated literacy lead to lead on the whole school literacy strategy.</li> <li>• Specialist maths HLTA to support key students not working at an age related level</li> </ul>	<p>Recruitment of dedicated literacy lead to ensure the proper management and monitoring of the whole school literacy strategy to ensure that literacy is a whole school focus.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks3-ks4">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks3-ks4</a></p> <p><a href="https://literacytrust.org.uk/resources/literacy-leadership-secondary-schools/">https://literacytrust.org.uk/resources/literacy-leadership-secondary-schools/</a></p>	
<p>Observations using data to inform the evaluation of teaching and learning of disadvantaged pupils.</p>	<p>Observations of teachers allows for timely intervention to support staff and the progress and attainment of students (where necessary); or the sharing of good practice among colleagues.</p> <p><a href="https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/teacher-observation">https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/teacher-observation</a></p>	<p>1, 2, 3</p>
<p>Whole school independent learning and student metacognition initiative.</p>	<p>Initiative designed to foster independent learning skills in students and encourage students to proactively engage in reviewing their learning styles and efficiency. Encouraging teachers to foster a love of learning, independence, higher order thinking and enquiry in all pupils. Promotion of independent learning in schools supports accelerated progress of pupils.</p> <p><a href="http://www.curee.co.uk/files/publication/[site-timestamp]/Whatisindependentlearningandwhatarethebenefits.pdf">http://www.curee.co.uk/files/publication/[site-timestamp]/Whatisindependentlearningandwhatarethebenefits.pdf</a></p>	<p>1,2,3, and 5</p>
<p>Whole school curriculum review</p>	<p>Extensive a robust review and design of all curriculum maps across all departments. Medium term plans allow for reflective practice and timely response to any identified need for interventions or reviews. Curriculum maps include a keen focus on embedded cultural capital opportunities for disadvantaged students in our commitment to have cultural capital at the centre of teaching and learning.</p> <p><a href="https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/963625/Research_for{EIFframework_updated_references_22_Feb_2021.pdf">https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/963625/Research_for{EIFframework_updated_references_22_Feb_2021.pdf</a></p>	<p>1,3, and 5</p>

**Targeted academic support (for example, tutoring, one-to-one support structured interventions)****Budgeted cost: £133,364**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Saturday Schools and half term interventions , after school intervention classes.	Intervention classes are led by staff from SHS as research shows that these interventions have more impact when students are known to the staff teaching them (EEF)	2, 3, 4 and 5
One -to -one tuition - Face to face, Online and educational software.	One-to-one tuition to help fill gaps in knowledge for disadvantaged pupils. <a href="https://educationendowmentfoundation.org.uk/guidance-for-teachers/covid-19-resources/national-tutoring-programme-evaluation-year-1?utm_source=/guidance-for-teachers/covid-19-resources/national-tutoring-programme-evaluation-year-1&amp;utm_medium=search&amp;utm_campaign=site_search&amp;search_term=tuition">https://educationendowmentfoundation.org.uk/guidance-for-teachers/covid-19-resources/national-tutoring-programme-evaluation-year-1?utm_source=/guidance-for-teachers/covid-19-resources/national-tutoring-programme-evaluation-year-1&amp;utm_medium=search&amp;utm_campaign=site_search&amp;search_term=tuition</a>	2, 3, 4 and 5
Bedrock Learning programme	Bedrock Learning promotes and improves students' vocabulary and language acquisition. It also promotes reading and the improvement of reading comprehension skills. <a href="https://bedrocklearning.org/what-is-bedrock-learning/research-and-results/">https://bedrocklearning.org/what-is-bedrock-learning/research-and-results/</a>	1,3,4, and 5
KS3 and KS4 Literacy, numeracy	Tutor time literacy activities to help promote and support the development of literacy and numeracy in KS3 and KS4 students.	1,3,4, and 5
Accelerated Reader	Literacy support to ensure that pupils are reading at the appropriate reading age and being challenged in their reading skills.	1,3,4 and 5
Whole school NGRT testing to inform reading and literacy interventions	Reading ages data allows for timely intervention with pupils with below average reading age and comprehension. The data allows for targeted intervention and informs teachers' practice and differentiation for pupils. <a href="https://www.gla-assessment.co.uk/assessments/trusts/evidencing-impact/">https://www.gla-assessment.co.uk/assessments/trusts/evidencing-impact/</a>	2,3,4 and 5
Purchase and use of Class Charts to monitor homework and	Homework has a positive impact on pupil progress and outcomes (+5months) (EEF Homework Toolkit)	2,4,5 and 5



independent learning. Also allows for more effective communication with parents and timely interventions.	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/homework?utm_source=/education-evidence/teaching-learning-toolkit/homework&amp;utm_medium=search&amp;utm_campaign=site_search&amp;search_term=homework">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/homework?utm_source=/education-evidence/teaching-learning-toolkit/homework&amp;utm_medium=search&amp;utm_campaign=site_search&amp;search_term=homework</a>	
Supervised study support	As identified by the EEF (see above), some disadvantaged pupils lack the resources to learn or complete homework at home. We offer a lunchtime and afterschool homework and study club, as well as a Wednesday lunchtime literacy support club.	2,4 and 5
Whole school HPA initiative and related interventions	Appointment of designated staff member to lead on improving the academic experience and raising the attainment of higher ability pupils <a href="https://www.suttontrust.com/wp-content/uploads/2019/12/PotentialForSuccess.pdf">https://www.suttontrust.com/wp-content/uploads/2019/12/PotentialForSuccess.pdf</a>	1,2,3,4,5,
Greenhouse Mentoring	Using the Greenhouse team to provide mentoring for bespoke PP pupils with a particular focus on Key stage 3.	3,4 and 5
Departmental resources	Departments using internal information and tracking to identify specific support and resources that will help students reconnect with particular topics post lockdown and remote learning. Additional revision resources will also be identified for those in their final examination year	2,3, 5
Contingency fund for acute issues	Based on our experience and those similar schools to ours, we have identified a need to set aside a small amount of funding to respond quickly to needs that have not yet been identified.	All
Literacy policy edited and updated to provide tiered support for students with low literacy levels. Pupil premium students are highly represented in this group.	<a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks3-ks4">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks3-ks4</a> As per EEF Literacy Recommendation 7.	2,3 & 5



**Wider strategies (for example, related to attendance, behaviour, wellbeing)****Budgeted cost: £166,904**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Attendance and Welfare Officer (AWO)	AWO works with pastoral leads and LST to provide timely interventions to maintain and improve attendance. Strong links with local authorities.	2, 4 and 5
On site alternative provision used to support KS3 students who face challenges with behaviour management in mainstream school.	Alternative provision allows for pupils to be kept in a safe and nurturing environment and avoids the need for exclusion or referral to external pupil referral units. Students remain part of the school community while working on their behaviour and or learning needs. Pupils benefit from being taught by qualified teachers (SHS staff) in small groups and receive support with behaviour management	1, 2,4,5
School counselling service to provide emotional support to students.	School counsellors (external) work with students with emotional and mental health needs to provide strategies and support to students identified as in need.	2, 5
Assistant Heads of years provide intervention groups to support pupils according to their pastoral needs.	Mentoring service available for targeted Year students weekly. Behaviour mentors allocated to designated PP students and meetings are held weekly.	2, 5
Careers Guidance	Pupil Premium students are prioritised for careers guidance.	2,3
Dedicated Cultural Capital week	Students are offered a range of activities to engage in to develop their cultural capital. The school subsidises these activities to allow for disadvantaged students to partake in enrichment opportunities.	5
Academic and Well-being residential. (Outdoor adventurous Learning)	Academic focus trip for key pupils to reconnect them with education and provide a constructive social environment to enhance their well-being and develop social skills that will aid them in the future.  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit</a>	5
Extensive Extra-Curricular programme.	Ensure PP students have access to a wide range of extra-curricular and enrichment opportunities. This includes targeted clubs	1,2,3,4 and 5





	that will help with their physical, social and mental well-being such as Boxing and Boxercise.	
Assistant Heads of Year	A new role has been created and staff have been employed to support heads of years with the growing pastoral needs of our students. The support they offer includes: Mentoring	2, 4 &5
Emotional Literacy Support Assistants	Trained ELSAs used to provide educational psychology informed intervention for students with social, emotional and mental health needs and barriers.	2 & 4

**Total budgeted cost: £480,602**



## 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 2021 to 2022 academic year.

The school has been rigorous and robust in its priorities of improvement. This led to an Ofsted grade of “Good” during inspection. More pupils from a disadvantaged background now attend a “Good” school.

PP pupils achieved 5+ in E&M of 33% improving on the 2019 attainment by 13%. At 4+ E&M 53% achieved this benchmark which was also 13% up in 2019. Our internal data shows that PP students continue to make progress (8) as those nationally.

Further impact of actions the school has taken to ensure successful progression is demonstrated by the government data that shows that 97% of students stayed in education or employment, which is 3% above the latest national average.

Internal data shows that of PP pupils that are able to attend additional clubs there is a total of 47% attended a club and more took part in house competitions. These sessions were designed to engage and promote physical, mental and social well-being, plus provide opportunities for students to develop a love for learning in interested subject areas.

Whole school attendance slightly below the national average however this was part of a national trend of post pandemic behaviour. PP attendance was 89% and new actions and plans have been put in place to restore attendance to pre pandemic levels.

### Externally provided programmes

*Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England*

Programme	Provider
Maths	MyTutor
Revision Techniques	Elevate
Maths, English and Science tuition	Bedrock
Accelerated Reader	



### Further information (optional)

Students are aware of the whole school catch up programme and information is shared with parents / carers. Student/parental voice to be collected to gauge impact, enjoyment and areas for improvement.

Well-being: Ensure students are aware of well-being programme and external agencies that can offer support with well-being and mental health: <https://www.gov.uk/guidance/mental-health-and-wellbeing-support-in-schools-and-colleges#MHST> Posters and information to be displayed around the school for all year groups.

Maintain high levels of extra-curricular clubs and engage the software to monitor attendance and engagement of PP students.

Curriculum: Ensure that the curriculum is reviewed and engages learners from all backgrounds.

Regular review our PP strategy through outside external reviews

We want all at SHS to believe in and maintain the values of our school:

