



SHIRLEY HIGH SCHOOL PERFORMING ARTS COLLEGE

Our Vision:

To develop aspirational learners who strive for excellence academically, creatively and culturally, benefitting from a wide range of opportunities led by inspirational educators.

This statement details our school's use of Pupil Premium (and Recovery Premium for the 2024 to 2025 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	793
Proportion (%) of pupil premium eligible pupils	Awaiting census
Academic year/years that our current pupil premium strategy plan covers	2024 - 2025
Date this statement was published	October 2024
Date on which it will be reviewed -	September 2025
Statement authorised by	Mr Myton (Principal)
Pupil Premium lead	Mrs Afriye
Governor / Trustee lead	Ms K Stewart

Funding overview

Detail	Amount
Pupil Premium funding allocation this academic year	£380,000
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	£380,000



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	Attendance
2	Attainment and Progress
3	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.
4	Staffing



	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.
5	<p>Literacy</p> <p>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.</p>
6	<p>Behaviour for Learning</p> <p>According to the EEF Toolkit Behaviour interventions help to improve attainment. These interventions will help to reduce low level disruption, violence, bullying and general anti-social activities.</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
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	<p>Bedrock literacy programme engagement and progress data is positive and reflects an increase in student engagement and progress.</p> <p>Improved reading and spelling ages.</p> <p>More students accessing the newly refurbished school library.</p>
Improved attitude and behaviour for learning	<p>Improved attendance and punctuality figures</p> <p>Increase in number of pupils completing homework and independent learning activities.</p> <p>Student participation in targeted interventions.</p>



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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.

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: £144,400

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>CPD</p> <ul style="list-style-type: none"> National College subscriptions for all teaching and learning support staff. Staff referral to external subject specific CPD Weekly in house staff CPD to address identified areas of need in teaching and learning Coaching systems and process to support the consistent development of teaching and learning. 	<p>EEF Pupil Premium Guide https://educationendowmentfoundation.org.uk/public/files/Publications/Pupil_Premium_Guidance_iPDF.pdf</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>	2 and 5
CPD - StepLab	Internal coaching with expert teachers within the school will help to raise individual teaching performance and help the attainment and progress of PP pupils.	2, 4
Recruitment	EEF Pupil Premium Guide	2, 4



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<ul style="list-style-type: none"> ● Reinforcing and expanding the LP team to support teacher development and pupil outcomes. ● Provide Literacy responsibility to part of the whole school Lead Practitioner development team. ● Specialist maths HLTA to support key students not working at an age related level ● Increase teaching classes of Deputy SENCO to ensure SEND with PP make progress. 	<p>https://educationendowmentfoundation.org.uk/public/files/Publications/Pupil_Premium_Guidance_iPDF.pdf</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>	
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £106,400

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)	1, 2 and 4
One -to -one tuition - Face to face, Online and educational software.	<p>One to one tuition is offered via our own teaching staff and external agencies. This happens during the extended day and weekends.</p> <p>The EEF highlights the impact that this provision can have on pupil attainment and progress.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition</p>	2 and 6



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	Pupils have access to learning and revision software 24 hours.	
Bedrock Learning programme	<p>Bedrock Learning promotes and improves students' vocabulary and language acquisition. It also promotes reading and the improvement of reading comprehension skills.</p> <p>https://bedrocklearning.org/what-is-bedrock-learning/research-and-results/</p>	2, 3, 5 and 6
KS3 and KS4 Literacy, numeracy.	<p>Tutor time literacy activities to help promote and support the development of literacy and numeracy in KS3 and KS4 students.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks3-ks4</p> <p>As per EEF Literacy Recommendation 7.</p> <p>Reciprocal reading is promoted throughout the school during lessons and explicitly at Key Stage 3 during Tutor Time. This promote independence, reading resilience and stamina.</p> <p>Read Up challenge helps build a strong relationship between literacy and outcomes.</p>	2, 5
Whole school NGRT testing to inform reading and literacy interventions	<p>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.</p> <p>https://www.gl-assessment.co.uk/assessments/trusts/evidencing-impact/</p>	2, 5
Purchase software to monitor homework, behaviour, rewards and improves communication to help engage pupils via technology (Use of mobile phones and apps)	<p>Evidence of engagement and benefits of good behaviour as stated in the EEF Toolkit can have 4+ months of impact.</p> <p>Homework has a positive impact on pupil progress and outcomes (+5 months) (EEF Homework Toolkit)</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/homework?utm_source=/education</p>	2, 6



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	-evidence/teaching-learning-toolkit/homework&utm_medium=search&utm_campaign=site_search&search_term=homework	
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	1, 2, 6
Greenhouse Mentoring	Using the Greenhouse team (Basketball) to provide mentoring for bespoke PP pupils with a particular focus on Key stage 3.	1, 2, 3, 4, 6
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	1, 2, 3, 6
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.	1, 2, 3, 4, 5, 6

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

Budgeted cost: £129,200

Activity	Evidence that supports this approach	Challenge number(s) addressed
Attendance and Welfare Officer (AWO)	<p>Attendance post COVID is a massive barrier. Dedicated member of staff to improve whole school attendance. Role is to help reduce the mental health aspect of low attendance and remove all other barriers of attendance.</p> <p>Evidence from the Nuffeirl national report highlights the impact of attendance on outcomes. As the national DfE program to help get pupils back into schools.</p>	1, 2, 6



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	AWO works with pastoral leads and LST to provide timely interventions to maintain and improve attendance. Strong links with local authorities.	
Behaviour Mentor	Work with pupils to overcome behaviour barriers that may result in missed learning opportunities. Behaviour interventions can have significant impact on attainment based on the EEF research and toolkit.	1, 2, 6
Mental Health counsellors and First Aiders. 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.	1, 2, 3, 5, 6
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, 3, 4, 5, 6
Pastoral Support Team	Mentoring service available for targeted Year students weekly. Behaviour mentors allocated to designated PP students and meetings are held weekly. Trained ELSAs used to provide educational psychology informed intervention for students with social, emotional and mental health needs and barriers.	1, 2, 3, 4, 6
Careers Guidance	Pupil Premium students are prioritised for careers guidance.	1, 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.	1, 3
Academic and Well-being residentials. (Outdoor adventurous Learning)	Academic focus trip for key pupils to reconnect them with education and provide a constructive social environment to	1, 2, 3, 4, 6



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	enhance their well-being and develop social skills that will aid them in the future. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit	
Extensive Extra-Curricular programme.	Ensure PP students have access to a wide range of extra-curricular and enrichment opportunities. This includes targeted clubs that will help with their physical, social and mental well-being such as Boxing and Boxercise.	1, 6

Total budgeted cost: £380,000

Part B: Review of outcomes in the previous academic year

Outcomes for disadvantaged pupils

This details the impact that our pupil premium activity had on pupils in the 2023 to 2024 academic year.

Supported in 100% of pupils being offered university places. with a significant school increase in those going to a Russell Group university.
Helped to maintain levels of E&M attainment at approx pre pandemic levels.
More PP pupils attending cultural capital events. With 42% attending the school EC provision.
School attendance is approximately in line with the national average.

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	My Maths
GCSE online revision	GCSEPod
Literacy	Bedrock
Revision Techniques	Elevate



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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:

