



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	825
Proportion (%) of pupil premium eligible pupils	51.7%
Academic year/years that our current pupil premium strategy plan covers	2025 - 2026
Date this statement was published	September 2025
Date on which it will be reviewed -	September 2026
Statement authorised by	Mr Myton (Principal)
Pupil Premium lead	Mrs Thomas (Assistant Principal)
Governor / Trustee lead	Ms K Stewart

Funding overview

Detail	Amount
Pupil Premium funding allocation this academic year	£407,500
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	£407,500



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	Academic progress in line with those from different backgrounds
2	Attendance and punctuality issues.
3	Lack of resources eg. technology, books and other study materials.
4	Limited parental engagement and support.
5	Low aspirations for future careers.
6	Mental health and wellbeing concerns caused by poverty, unsatisfactory housing and nutrition.
7	Lack of cultural capital and enrichment opportunities.



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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
Successful academic outcomes	A8 of PP students to be at a minimum of a grade 4.
Access to the same resources as their peers.	All PP students have access to computer rooms at lunch and after school to complete their work. Subject teachers ensure all PP students have the required study materials.
Access to enrichment opportunities.	PP students go on at least one trip a year, which is funded by the school.
Improved attendance and punctuality	90% attendance of PP students. Last year 85.48%
Stronger parental engagement	Parental meetings and home visits.
Improved aspirations	0% PP are NEET 95% of PP go on to further education or apprenticeships.

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: £154,850

Activity	Evidence that supports this approach	Challenge number(s) addressed
AI packages	Research by the EEF highlights how technology can be used to improve the impact of pupil practice https://d2tic4wvo1iusb.cloudfront.net/production/eef-guidance-reports/digital/EEF_Digital_Technology_Guidance_Report.pdf?v=1758021685	1, 3 and 7
Staff CPD on adaptive teaching and differentiation / using data forensically to inform interventions	EEF Pupil Premium Guide https://educationendowmentfoundation.org.uk/public/files/Publications/Pupil_Premium_Guidance_iPDF.pdf In house CPD allows staff to acquire new teaching and learning techniques and share best practice. In house CPD is targeted at	1, 2, 3, 5 6 and 7



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	<p>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>	
Subject specific CPD via the National College plus training on working with pupils from PP background	<p>EEF research shows that effective CPD will increase the impact on PP pupils</p> <p>https://d2tic4wvo1iusb.cloudfront.net/production/eef-guidance-reports/effective-professional-development/EEF-Effective-Professional-Development-Guidance-Report.pdf</p>	1, 2, 3, 5 6 and 7

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

Budgeted cost: £114,100

Activity	Evidence that supports this approach	Challenge number(s) addressed
Online tutoring	<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> <p>Pupils have access to learning and revision software 24 hours.</p>	1 and 3
Revision workbooks and guides	<p>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</p>	1, 3, 4, 5 ,6 and 7



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Intervention sessions	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)	All
Homework club	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, 3, 5,6 and 7
Loan laptops	Bank of laptops that can be loaned to PP pupils to ensure that they can access work and revision materials at home, particularly throughout their examination series. Research by the EEF highlights how technology can be used to improve the impact of pupil practice https://d2tic4wvo1iusb.cloudfront.net/production/eef-guidance-reports/digital/EEF_Digital_Technology_Guidance_Report.pdf?v=1758021685	1, 3 and 7
Lexia and Bedrock to improve literacy	Bedrock Learning promotes and improves students' vocabulary and language acquisition. It also promotes reading and the improvement of reading comprehension skills. https://bedrocklearning.org/what-is-bedrock-learning/research-and-results/ Lexia is an online program, which supports Pupil Premium students to improve their foundational reading skills. Research from the EEF shows that students receiving Lexia make greater progress than their peers with particular benefits for disadvantaged children.	1

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

Budgeted cost: £138,550

Activity	Evidence that supports this approach	Challenge number(s) addressed
Mentoring and counselling	Work with pupils to overcome behaviour barriers that may result in missed learning opportunities.	All



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	Behaviour interventions can have significant impact on attainment based on the EEF research and toolkit.	
ELSA Training	An ELSA helps Pupil Premium students by providing personalised support to manage emotions, develop self esteem and coping strategies, which removes barriers to learning and improves academic outcomes. The EEF supports the use of SEL intervention, including those provided by ELSAs.	1,2,5 and 6
Behaviour mentoring	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 to 6
Greenhouse mentoring	Using the Greenhouse team (Basketball) to provide mentoring for bespoke PP pupils with a particular focus on Key stage 3.	All
Attendance rewards	Rewarding pupils every term with Amazon vouchers as an incentive to encourage pupil premium students to attend school.	1 and 2
Attendance Welfare Officer	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. AWO works with pastoral leads and LST to provide timely interventions to maintain and improve attendance. Strong links with local authorities.	1,2 , 4 and 6
Additional attendance administrator	Additional support to allow accurate data plus increase the capacity of the AWO to improve attendance via face to face meetings and home visits.	1, 2 and 3
Mental Health counsellors and First Aiders. School counselling service to provide	School counsellors (external) work with students with emotional and mental health needs to provide strategies and support to students identified as in need.	1 to 6



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emotional support to students.		
On site alternative provision used to support all students who face challenges with behaviour management in mainstream school including helping them to improve attendance.	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 to 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.	All
Careers Guidance and advice	Pupil Premium students are prioritised for careers guidance.	5 and 6
Dedicated Cultural Capital week plus Trips	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, 2, 4, 5, 6 and 7
Specific department IT software and 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
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.	2, 4, 5 6 and 7

Total budgeted cost: £407,500

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 2024 to 2025 academic year.



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A8 of PP was 39.00, higher than the like for like national attainment which was 34.56.

Pupils achieving 5+ in English and Maths was 26%, which was in line with the PP national average.

62% of pupils achieved a Grade 4 or above within online maths tuition

95% of pupil premium students in year 11 attended a free team building and core subjects revision residential, which helped to increase enthusiasm and commitment to their studies.

English Literature A8: 4.15 in part to the work carried out on developing oracy within the classroom.

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
Maths	Maths AI
Science	Seneca
Physical Education	EverLearner
GCSE online revision	GCSEPod
Literacy	Bedrock

Further information (optional)

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

