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 for the 2026 to 2027 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	809 (Inc Post-16)
Proportion (%) of pupil premium eligible pupils	53%
Academic year/years that our current pupil premium strategy plan covers	2026/2027
Date this statement was published	September 2026
Date on which it will be reviewed -	July 2027
Statement authorised by	Tyrone Myton (Principal)
Pupil Premium lead	Sophia Thomas (Assistant Principal)
Governor / Trustee lead	Karen Stewart

Funding overview

Detail	Amount
Pupil Premium funding allocation this academic year	£432,660
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	£432,660

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Part A: Pupil Premium strategy plan

Statement of intent

At Shirley High School, we are committed to ensuring that all students, regardless of their background, have equal access to a high-quality education and every opportunity for success by providing targeted support that meets their individual academic, social, and emotional needs.

Challenges

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

Challenge number	Detail of challenge
1	Academic progress to be in line with the national average
2	Attendance and punctuality issues.
3	Lack of resources eg. technology, books and other study materials, suitable study space at home.
4	Limited parental engagement and support.
5	Low aspirations for future careers.
6	Mental health and wellbeing concerns caused by poverty, poor housing and nutrition.
7	Lack of cultural capital and enrichment opportunities.

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 the national average. Reduce the performance gap between PP and NPP students.
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 necessary study materials.
Access to enrichment opportunities.	PP students go on at least one trip a year, which is funded by the school. 85% of PP students attend extra curricular activities at school

Improved attendance and punctuality	Attendance of PP students to be at least in line with the national average.
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: £161,076

Activity	Evidence that supports this approach	Challenge number(s) addressed
CPD via the National College, including working with PP students	High quality teaching strategies are embedded and consistently applied across classrooms to improve engagement and participation of disadvantaged pupils. EEF research shows that effective CPD will increase the outcomes of PP pupils https://d2tic4wvo1iusb.cloudfront.net/production/eef-guidance-reports/effective-professional-development/EEF-Effective-Professional-Development-Guidance-Report.pdf	1, 2, 3, 5 6 and 7
Using digital technology to improve learning, such as Mathletics, Bedrock and Lexia, including AI.	EEF research shows pupils show higher engagement when using digital resources. https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/digital-technology-2019	1,2,3,4
Deployment of support staff, such as pastoral and attendance staff and SSAs	Greater support for attendance of our most vulnerable pupils and enjoying their health, safety and a sense of belonging while in school. EEF research shows the impact of effectively using TAs.	1,2,3,5,6,

	https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants	

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

Budgeted cost: £127,812

Activity	Evidence that supports this approach	Challenge number(s) addressed
Careers Guidance and advice	Pupil Premium students are prioritised for careers guidance.	5 and 6
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
Online tutoring	One to one tuition is offered by external agencies, such as My Tutor after school or the evening. The EEF highlights the impact that this provision can have on pupil attainment and progress. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition	1,2,3,4,5,6
Revision workbooks and guides	Departments use internal data to identify specific support and resources that will help students with particular topics. Additional revision resources will also be identified for those in their final exam year.	1, 3, 4, 5 ,6 and 7
Intervention sessions	Staff provide extra lessons for students at the end of the school day, on a saturday morning or during school holidays.	All
Peer tutoring	Evidence suggests peer tutoring is an effective means for pupils to learn. Successful year 13 Maths students tutored year 11 pupils.	1,2,3,5

	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/peer-tutoring	

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

Budgeted cost: £143,772

Activity	Evidence that supports this approach	Challenge number(s) addressed
Greenhouse mentoring	Using the Greenhouse team to provide mentoring for bespoke PP pupils with a particular focus on Key stage 3.	All
Attendance rewards	Rewarding pupils with prizes to encourage them to attend school.	1,2
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 to 6
Dedicated Cultural Capital days	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 take part in enrichment opportunities.	1, 2, 4, 5, 6 and 7
Extensive Extra-Curricular programme.	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.	2, 4, 5 6 and 7
Bespoke support to allow access to opportunities from external agencies and professional organisations	Identified PP pupils will be provided with additional support should they have a talent is areas outside of school that will enhance their life chances	2, 4. 5, 6 and 7

Total budgeted cost:

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 2025 to 2026 academic year.

A8 of PP (3.96) was well above the national average (34.6)
72% of pupils achieved a Grade 4 or above within online maths tuition
75% of pupils achieved a grade 4 or above with Maths peer tuition
All pupils attended one trip, which was paid for or significantly subsidised.

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	Mathletics
Science	Carousel
GCSE online revision	GCSEPod
Literacy	Bedrock
Literacy	Lexia
Staff CPD	National College

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

