

Pupil premium strategy statement – Shelley College

This statement details our school's use of pupil premium (and recovery premium for the 2023-2024 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 outcomes for disadvantaged pupils last academic year.

School overview 2023-2024

Metric	Data
Number of pupils in school	1305
Proportion (%) of pupil premium (PP) eligible pupils	14%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2023-2024 2024-2025
Date this statement was published	20 th October 2023
Date on which it will be reviewed	February 2024
Statement authorised by	Mr Dave Wadsworth
Pupil premium lead	Mrs Claire Thompson
Governor / Trustee lead	Mrs Amy Mortimer

Funding overview 2023-2024

Pupil premium funding allocation this academic year	£187, 974.00
Tuition Grant this academic year	£10,347.00
Recovery premium funding allocation this academic year	£47, 850
Reserves from 22-23 Pupil Premium and Recovery	£84,355
Total budget for this academic year	£330, 526

Part A: Pupil premium strategy plan

Statement of intent

Our statement of intent focusses on the 3 key principles for this academic year;

- a) Teaching priorities
- b) Targeted academic support
- c) Wider approaches

Our ultimate objectives for disadvantaged students (DA) are as follows;

- Disadvantaged students, continue to be helped to learn and remember relevant knowledge and skills, via quality first wave teaching. If necessary, they are helped to catch up with any gaps via the 'Reading Recovery' programme and the Academic Tuition 'catch up' sessions. This will ultimately result in improvement progress due to the implementation of an ambitious curriculum for all (a, b and c).
- Attendance of disadvantaged students improves and the % of persistent absentees decreases (c).
- All staff have high expectations of students' behaviour and skilfully implement strategies to help eliminate low level disruption in the classroom and improve behaviour around school, particularly amongst disadvantaged students (a and c)
- All disadvantaged students feel a strong sense of 'belonging' to the Shelley College community and access a variety of extra-curricular activities. (a, b and c)

Our current pupil premium strategy plan works towards achieving these objectives by:

a) Teaching Priorities

Continue to improve the quality of curriculum implementation through the effective planning linked to 'Golden Knowledge' and the use of assessment, to ensure teachers respond to the identified gaps for disadvantaged students. Continued professional development (CPD) and Quality Assurance (QA) will focus on these areas

This will include continuing to develop the Teaching & Learning (T&L) team to support teachers in delivering quality first teaching and helping pupils learn and remember curriculum content as well as delivering a high quality Personal Development curriculum.

Disadvantaged pupils will be prioritised for Academic tuition catch up to ensure that any gaps in learning are addressed.

Where necessary, support teachers and leaders to ensure a high level of ambition for disadvantaged students. This will be linked to the curriculum they study, but also the ambition of all teachers. If required, leaders will amend their curriculum plans to help long term retention.

Staffing costs linked to teaching priorities:

- Partial funding of a Lead Practitioner of Maths (£23,341)
- Partial funding of an Assistant Director of English (£29, 570)
- Partial funding of Excellent Practitioners x 3 to support the progress of disadvantaged students (£6090)

b) Targeted Academic Support

Continue our school led tutoring programme. The programme will use our own expert teachers to help students reduce gaps in knowledge and skills.

Groups will be a maximum of six students to maximise impact, as recommended by the DfE and all sessions will continue to run as a six-week block.

Impact will be measured after each block.

£12,863 allocated this year.

Staffing costs linked to targeted academic support:

- Partial funding of the Assistant Principal responsible for overseeing Pupil Premium and Quality of Education (DA focus) (£48,437)

c) Wider Approaches

These will focus on improving attendance of DA, supporting students' social, emotional and mental health (SEMH), improving behaviour and reducing the number of students in the disadvantaged cohort receiving fixed term suspensions. Disadvantaged pupils will be prioritised for extra -curricular activities such as trips, visits and clubs. The Reading Recovery programme will provide targeted support for identified students, following standardised testing. Funding of the Attendance Officer, counselling, use of external agencies, Student Engagement and SEMH lead, rewards, boxing sessions and academic life coaching.

Staffing costs linked to wider approaches:

- Partial funding of Student Engagement and SEMH lead - deliver 1 to 1 or group sessions to improve and support students with their emotional wellbeing with a particular focus on DS with SEMH needs (£8,000)
- Partial funding of the Attendance Officer role (£21,478)
- School Improvement Leader responsible for wider approaches to Personal Development (DA focus) (£2559)

- School Improvement Leader responsible for Reading Recovery (£2692)

Challenges

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

Challenge number	Detail of challenge															
1. Low reading ages, limiting access to the curriculum. This includes how reading is embedded into the curriculum and delivered skilfully.	<p>Reading recovery programme has identified and supported pupils via the phonics package, reading friends and extra support from staff. The next phase includes</p> <ul style="list-style-type: none"> • triaging new intake so that they get they are access a suitable reading pathway • incorporating further reading strategies across the curricula • implementing strategies to encourage reading for pleasure especially amongst DA pupils. 															
2. Attendance and Persistent Absence of DA students	<p>DA attendance remains significantly below non-disadvantaged.</p> <p>Persistent absence of DA students remains significantly higher than non-disadvantaged.</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>Shelley College</th> <th>National</th> </tr> </thead> <tbody> <tr> <td>Whole School Attendance</td> <td>95.14%</td> <td>90.7%</td> </tr> <tr> <td>Disadvantaged attendance</td> <td>89.65%</td> <td>88.6%</td> </tr> <tr> <td>Whole school persistent absence</td> <td>10.6%</td> <td>28.3%</td> </tr> <tr> <td>Disadvantaged persistence absence</td> <td>29.4%</td> <td>40%</td> </tr> </tbody> </table>	2022-23	Shelley College	National	Whole School Attendance	95.14%	90.7%	Disadvantaged attendance	89.65%	88.6%	Whole school persistent absence	10.6%	28.3%	Disadvantaged persistence absence	29.4%	40%
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3. Engagement in Personal Development activities	<p>Some disadvantaged pupils are less likely to engage in Personal Development activities, including extra-curricular compared with non-DA pupils. This contributes to some DA students saying they don't feel as if they belong.</p>															
4. Attendance academic tuition sessions and the consistency of tuition sessions across school.	<p>Some DA pupils are less likely to engage in after school intervention or tuition. DA pupils are more likely to have problems with transport after school and other family commitments.</p> <p>DA students are less likely to understand the benefits of attending tuition sessions.</p>															
5. Students' SEMH although improving, continue to be a challenge.	<p>Pupils (particularly DA) who struggle with social, emotional and mental health including unhealthy sexual relationships, need further support to ensure that their needs don't impact on their learning and progress.</p>															
6. Low level disruption and negative behaviour	<p>Some DA pupils are more likely to engage in negative behaviours. Suspension rates are higher for disadvantaged pupils.</p>															

	<p>Rate of suspensions from September 2022 to July 2023 = 6.11% (National average 2019 - 5.36%)</p> <p>Rate of 1+ suspensions from September 2022 to July 2023 = 3.19% (National average 2019 - 2.44%)</p> <p>Rate of suspensions for DA from September 2022 to July 2023 = 21.93%</p> <p>Rate of 1+ suspensions for DA from September 2022 to July 2023 = 10.16%</p>
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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
Disadvantaged students, are prioritised for reading and academic catch up.	<ul style="list-style-type: none"> • The reading recovery strategy will show that phonics, reading fluency and reading ages have improved for DA students. At least 80% of DA pupils will graduate from the phonics programme. • At least 50% of DA students will attend Academic Tuition sessions. • Students' work will show that they have covered any missed topics and outcomes provide evidence that they have learnt and remembered relevant knowledge and skills. This will be evident in QA and outcomes of assessments and monitoring.
Outcomes for disadvantaged pupils at least match, or if not exceed those of non-disadvantaged across the curriculum.	<ul style="list-style-type: none"> • Progress 8 score for disadvantaged will be > +0.2 • Quality assurance will show that disadvantaged pupils study and engage with an ambitious

	<p>curriculum. In QA discussions, pupils will say that they find lessons challenging and that they work hard in lessons. Books and lesson drop-ins will confirm this.</p> <ul style="list-style-type: none"> • Other than a very small number who require intense support, all disadvantaged students will complete a full National Curriculum Key Stage 3 • The proportion of DA students successfully completing EBacc at the end of KS4 will increase to >45% for leavers 2026
<p>Attendance and Persistent Absence of disadvantaged students improves.</p>	<ul style="list-style-type: none"> • Attendance of DA students will improve to at least 92% • The percentage of Persistent Absence for DA students will reduce to <20%
<p>DA students benefit from a comprehensive Personal Development curriculum</p>	<ul style="list-style-type: none"> • 100% of disadvantaged pupils will have taken part in at least three activities from the Shelley Scholars programme. • All school trips will have a high % of DA pupils taking part. Trip leaders and admin team will ensure DA pupils have priority when places are limited. Places will be funded (50%)
<p>Behaviour of DA students, particularly boys will improve.</p>	<ul style="list-style-type: none"> • Identified pupils will have access to the curriculum that meets their needs and abilities. • QA will show that instances of low-level behaviour are low and decrease during the year

	<ul style="list-style-type: none"> • Classroom removals for DA students will reduce throughout the year. • Suspension rates for DA students will reduce from 21.93 to <15.00
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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) Lead: JWT/CTM

Budgeted cost: £59,002.00

Activity	Challenge number(s) addressed
<ul style="list-style-type: none"> • All teachers will implement curriculum content skilfully, with a focus on the disadvantaged. • All teachers will follow their program of study and implement the curriculum skilfully. • All teachers will take part in bespoke, high quality CPD in order to implement the above activities. 	1 and 4
<ul style="list-style-type: none"> • Recruitment of Excellent Practitioners to support teachers and leaders in optimising the impact of curriculum implementation. • Funding for leaders to help plug identified gaps in knowledge and skills in English and Maths. • Training on drop ins, work scrutiny, student voice and triangulation of data for the Excellent Practitioner team including the quality assurance of academic tuition sessions. 	1 and 4
<ul style="list-style-type: none"> • Review and embed current approaches to QA to ensure that feedback is useful and effective. • Leaders and Excellent Practitioners to oversee evidence based CPD to help teachers deliver high quality lessons. This will focus on the science of learning and a sense of belonging for DA students. 	1 and 4

<ul style="list-style-type: none"> • Key strategies will be in place to make disadvantaged pupils feel involved in all their lessons, including live marking, friendly greeting at the door by the teachers, praise and feedback. 	
<ul style="list-style-type: none"> • QA mechanisms and activities to include opportunities to evaluate how gaps in knowledge are being addressed through the design and implementation of curriculum plans, including the use of academic tuition for the disadvantaged students. 	1 and 4

Evidence that supports this approach

*The_EEF_guide_to_supporting_school_planning_-_A_tiered_approach_to_2021.pdf
(educationendowmentfoundation.org.uk)*

The best available evidence indicates that great teaching is the most important lever schools have to improve outcomes for their pupils. This was true before the Covid-19 pandemic and it will continue to be vital throughout this academic year.

Prioritising high quality instruction in the classroom setting has new-found logistical barriers, but the principles of great teaching remain unchanged. Our recent review of the evidence on ‘Special Educational Needs in Mainstream Schools’ found strong evidence that explicit instruction, scaffolding, flexible grouping and cognitive and metacognitive strategies are key components of high-quality teaching and learning for pupils. Having deep subject knowledge and a flexible understanding of the content being taught is clearly important.

Other subject specific EEF guidance reports will be useful here in identifying apt approaches. High-quality assessment is essential to great teaching so that misconceptions can be diagnosed swiftly and any gaps in knowledge addressed.

Targeted diagnostic assessments can support teachers to monitor pupils’ progress, particularly as they maintain classroom routines and recover any learning loss. Schools may also consider how they assess pupils’ engagement with school and their well-being. This may prove useful diagnostic information, whilst also support establishing new habits and behavioural routines.

Whole-school planning that focuses on high-quality teaching requires the support factor of sustained professional development. Focused spending on improving teaching in the coming year may include training and support for early career teachers in particular.

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

Budgeted cost: £ 89, 800

Activity	Challenge number(s) addressed
<ul style="list-style-type: none"> • Continue to deliver a school led Academic Tuition Programme for Years 9 to 11 using our own specialist teachers, with a focus on disadvantaged pupils. • Pay our own expert teachers to deliver effective tuition sessions after school to groups of maximum 6 pupils (as per DFE guidance) Impact will be measured after 6 weeks and only continued if there is evidence of progress. • Financial support for DA who need transport home to maximise attendance. • Rewards for students to maximise attendance. Sessions will be quality assured to maximise impact as per last academic year. 	<p>4</p> <p>4</p>
<ul style="list-style-type: none"> • Provide funding for departments to buy specialist equipment, resources and revision materials for DA pupils. 	<p>1 and 4</p>

Evidence that supports this approach

The_EEF_guide_to_supporting_school_planning_-_A_tiered_approach_to_2021.pdf
 (educationendowmentfoundation.org.uk)

Tuition group size research.pdf

Evidence consistently shows the positive impact that targeted academic support can have, including for those pupils who are not making good progress across the spectrum of achievement. Considering how classroom teachers, teaching assistants and external partners can provide targeted academic support, including how to link structured one to one or small group intervention to classroom teaching, is likely to be a key component of effective planning for this academic year. Approaches to interventions, such as one to one and small group tuition, require close attention to effective implementation, ensuring sessions are explicitly linked to the content of daily lessons and that effective feedback structures are in place. Such interventions are typically maintained over a sustained period and require careful timetabling and associated training so that delivery is consistent for staff and pupils.

Wider strategies (for example, related to attendance, behaviour, wellbeing) Lead: GC/KM

Budgeted cost: £102,444.00

Activity	Challenge number(s) addressed
<ul style="list-style-type: none"> • Partial funding of the Attendance Officer; to work with DA students whose attendance is, or has previously been, a cause for concern, putting in support and challenge to improve attendance outcomes • Rewards system for DA students (internal rewards, external/extra-curricular rewards) • In school support mechanisms such as assertive mentoring, peer mentoring and SEMH support to remove any barriers to attendance • Engaging with external agencies to support families in removing barriers to education (BASE, Counselling, Integrate therapy etc) 	<p>2</p> <p>4, 5</p>
<ul style="list-style-type: none"> • Preventative work to improve behaviour and attitudes and reduce the number of suspensions for DA students. • Use of external mentors to provide support for students who need to develop management of their behaviour and emotions. • Use of one-page profiles to help staff better understand interests of DA pupils to help build relationships • Partial funding of the Student Engagement and SEMH lead, focussing on targeted workshops. 	<p>6</p> <p>5,6</p> <p>5</p> <p>6</p> <p>5,6</p>
<p>To reward disadvantaged students for positive attendance and effort in school by implementing:</p> <ul style="list-style-type: none"> • Voucher schemes • Low stakes rewards • Trips and visits • Work experience reward visits to raise aspirations; • External guest speakers to raise aspirations 	<p>1,2,4,6</p>
<ul style="list-style-type: none"> • School Improvement Lead responsible for reading recovery with a focus on embedding the reading recovery programme, including phonics and 'Reading Friends'. 	<p>1</p>
<ul style="list-style-type: none"> • School Improvement Lead responsible for Personal Development will oversee the extra-curricular provision, including trips and visits with a particular focus on DA students. • School Improvement Leaders responsible for Personal Development to ensure that disadvantaged pupils have access to, and take an active part in the Scholars programme. 	<p>3</p>

Evidence that supports this approach

The_EEF_guide_to_supporting_school_planning_-_A_tiered_approach_to_2021.pdf
(educationendowmentfoundation.org.uk)

Wider strategies relate to the most significant non-academic barriers to success in school, including attendance, behaviour and social and emotional support. These local needs and challenges will be different for every school community. Continuing to re-establish the routines of the classroom, and of school, will likely prove beneficial for pupils. Supporting pupils' social, emotional and behavioural needs, primarily as part of good teaching, is likely to prove an effective strategy to support learning. Regional lockdowns plus self-isolation has continued to disrupt attendance in some schools with a likely disproportionate impact on disadvantaged pupils. Attendance is likely to continue to be problematic throughout the academic year. It is also likely to have a disproportionate impact on disadvantaged pupils. Some parents and carers may continue to be hesitant about their children attending school.

Total budgeted cost: £ 246,151

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 2022-2023 academic year.

Review: last year's aims and outcomes

The school led Academic Tuition Programme will continue to tutor our most vulnerable students, particularly DS, with new tuition protocol following the successful tuition in particular subjects last academic year

There was a total of 1502 hours school led tuition throughout the year, with 71 disadvantaged students attending these sessions.

In line with national research and DfE guidance, our approach to tuition was amended during the year. This included reducing the number of students attending each session and tutors prioritising identified gaps in knowledge.

Quality assurance evidence, including student feedback and observations of sessions were positive. Although it is hard to measure the overall impact of the tuition, the overall progress of disadvantaged students who regularly attended was more positive than those who did not.

Disadvantaged students, continue to be helped to catch up on learning missed through school closures, which will ultimately result in improvement progress due to the implementation of an ambitious curriculum for all.

Quality assurance shows that curriculum plans are ambitious for disadvantaged students.

Disadvantaged students achieved a positive Progress 8 score in a number of subjects, including maths, science, dance, music and drama. Overall progress for disadvantage was lower than previous years (-0.32). Five students who were dual registered due to medical needs, or whose attendance was very low, had a significant impact on overall progress. With these students removed, the overall progress would have been positive.

Attendance of disadvantaged students improves and the % of persistent absentees decreases

2022-23	Shelley College	National
Whole School Attendance	95.14%	90.7%
Disadvantaged attendance	89.65%	88.6%
Whole school persistent absence	10.6%	28.3%
Disadvantaged persistence absence	29.4%	40%

All staff have high expectations of disadvantaged students' behaviour and skilfully implement strategies to help eliminate low level disruption in the classroom and improve behaviour around school.

Quality assurance, including behaviour reviews and learning walks provide evidence of positive behaviour in lessons and around school. The vast majority of disadvantaged students behave well and the longer they attend Shelley, the better they behave. This is evidenced by the reduction in classroom removals, isolations and suspensions in Year 11 compared to Year 9

The vast majority of feedback from students, parent and staff surveys are positive about behaviour in lessons and around school.

Promote our reading and literacy recovery strategy using the development of phonics through the new reading friends programme with a focus on disadvantaged, particularly those with a reading age below expected level.

The reading friends programme was highly successful with 91% of students making at least expected progress. 40% of students 'graduated' from the programme with a reading age at or above their chronological age.

Phonics support also had a positive impact, with 86% of students making at least expected progress and 57% 'graduating'.

Extracurricular and personal development opportunities will be promoted with a particular focus on our disadvantaged students by offering trips across the curriculum to raise aspiration through the development of a personal development package ('The Scholar Programme').

Disadvantaged students benefit from an extensive extra-curricular offer, including music, sport, drama, dance, maths challenges, eco club, chess club, reading club, LGBTQ+ club, science week and reading friends. A significant number of disadvantaged students attend residential trips to experience a range of different cultures including Paris (x2), Barcelona (x2), London, Amsterdam and Wimbledon.

They also visited local theatres, art galleries and museums.

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
Commissioned Nursing Service	Locala
Boxing Club	Private boxing coach
Academic Life Coaching	Counselling service
Integrate Therapy	Counselling service