

Pupil premium strategy statement – Shelley College

This statement details our school's use of pupil premium (and recovery premium for the 2025-26 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 2025-26

Metric	Data
Number of pupils in school	1087 (years 9-11)
Proportion (%) of pupil premium (PP) eligible pupils	14.3%
Academic year/years that our current pupil premium strategy plan covers	2023-2024 2024-2025 2025-2026
Date this statement was published	October 2025
Date on which it will be reviewed	February 2026
Statement authorised by	Mr David Wadsworth
Pupil premium lead	Mrs Claire Thompson
Governor / Trustee lead	Mrs Stephanie Singleton

Funding overview 2025-2026

Pupil premium funding allocation this academic year	£179,781
Reserves from 24-25 Pupil Premium and Recovery	£7,000
Accounting Adjustment	£29, 946
Total budget for this academic year	£216,727

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. This will ultimately result in improvement progress due to the implementation of an ambitious curriculum for all. (a and b)
- Attendance of disadvantaged students improves to above 90% and persistent absence decreases to below 15% (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 DA (a and c)
- All disadvantaged students have support with SEMH needs to ensure these are not a barrier to learning or attending school. (c)
- All disadvantaged students feel a strong sense of 'belonging' to the Shelley College community and access a variety of extra-curricular activities and experiences. (a 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 the Components of Learning. 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.

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:

Item	Cost
Funding of Assistant Principal	£83000
Funding of an Excellent Practitioner to support progress of disadvantaged pupils	£2030
Total	£85030

b) Targeted academic support

The Reading Recovery programme will help pupils improve their reading. Reading for pleasure will be promoted with all pupils but especially the disadvantaged.

Disadvantaged pupils will be prioritised for subject intervention and staff will be remunerated accordingly.

Item	Cost
Partial Funding of Reading Improvement Lead	£2030
Partial funding of holiday subject intervention	£4000
Department specialist equipment, resources and revision materials	£8000
Transport	£2000
Brilliant Club Spring Term	£2600
Total	£18,630

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 suspensions.

Disadvantaged pupils will be prioritised for extra -curricular activities such as trips, visits and clubs. Funding of the Attendance Officer, SEMH co-ordinator, pastoral support assistant and student engagement officer.

Item	Cost
Partial Funding of SEMH lead (2 days)	£14000
Partial funding of Attendance Officer	£28000
Pastoral assistant	£15000
SEMH support (external agencies)	£20000
Trips and visits	£10000
Rewards	£2000
Music Lessons/Choir	£2,400

Boxing	£3500
Breakfast/Break grant	£18000
Total	£112,900

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.	Reading is a barrier to learning for 40% DA pupils -5.5% of total cohort. Research shows that if pupils do not have a reading age of 15 years by the time they reach year 11 they will struggle to access GCSE exams. Reading is a vital skill for life.															
2. Disadvantaged pupils do not achieve as well as non-disadvantaged pupils	Attainment for DA pupils decreased this year from 42.1 to 38.1 DA pupils are less likely to engage with interventions and revision. APS for English and maths DA is 4. These subjects will be prioritised for intervention as receiving a strong pass would improve the life chances for pupils. Progress of DA students in Business studies, Computing, MFL and Humanities was low compared with other subjects															
3. Attendance and Persistent Absence of DA students	<p>DA attendance is below non-disadvantaged. Persistent absence of DA students is higher than non-disadvantaged. Pupils who attend well achieve higher outcomes.</p> <table border="1"> <thead> <tr> <th></th> <th>All</th> <th>DA</th> <th>National All</th> <th>National DA</th> </tr> </thead> <tbody> <tr> <td>Attendance</td> <td>94%</td> <td>86.25%</td> <td>91.4%</td> <td>86.2%</td> </tr> <tr> <td>PA</td> <td>16.6%</td> <td>44.5%</td> <td>25.1%</td> <td>41.9%</td> </tr> </tbody> </table>		All	DA	National All	National DA	Attendance	94%	86.25%	91.4%	86.2%	PA	16.6%	44.5%	25.1%	41.9%
	All	DA	National All	National DA												
Attendance	94%	86.25%	91.4%	86.2%												
PA	16.6%	44.5%	25.1%	41.9%												
4. Engagement in Personal	According to a 2024 report by the Education Policy Institute, vulnerable pupils, including those who receive free school meals are less likely to attend sports, arts, and hobby clubs than															

Development activities	their peer thus are less likely to gain the skills needed to become socially mobile.
5. Students' SEMH although improving, continues to be a challenge.	Data from shows that disadvantage pupils are more likely to suffer from emotional, and mental health including unhealthy sexual relationships and require further support to ensure that their needs don't impact on their learning, progress and attendance.
6. Low level disruption and negative behaviour	DA pupils are more likely to engage in negative behaviours. Suspension rates are higher for disadvantaged pupils. In 2024-25 the suspension rate for DA students was 23.7% compared with 7.7% for all students.

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"> • There will be no students identified with a phonics deficit at the end of key stage 3. • From 70% of the DA cohort reading at expected age on entry in year 9, 100% will be reading in line with their chronological age by Year 11. • 100% of pupils will graduate from the phonics programme within 6 months. 100% of pupils will move from adult reader to reading friends within 12 months. 100% of pupils will be at the age appropriate level by the March of year 11. • 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 any

	<p>QA and outcomes of assessments and public exams.</p>
<p>Outcomes for disadvantaged pupils at least match, or if not exceed those of non-disadvantaged across the curriculum.</p>	<ul style="list-style-type: none"> • Attainment 8 score for disadvantaged will improve from 38.1 to 42 • Quality assurance will show that disadvantaged pupils study and engage with an ambitious curriculum. In QA discussions, pupils will say that they find lessons challenging and they work hard in lessons. • Books and lesson drop-ins will confirm this. There will be no difference in quality of work in DA pupils and non-DA pupils. • Other than a very small number who require intense support, all disadvantaged students continue to complete a full National Curriculum Key Stage 3 • Ensure that the curriculum is optimal for our DA students so that they are given the best possible opportunity to achieve highly in qualifications that enable them to be socially mobile, including maths and English. The whole school targets are as follows: <ul style="list-style-type: none"> • Attainment 8 of > 42 • At least 40 % to achieve a strong pass in both maths and English (29% this year) • At least 50% to achieve a pass in both maths and English (38% this year)

<p>Attendance and Persistent Absence of disadvantaged students improves.</p>	<ul style="list-style-type: none"> • Attendance of DA students will improve from 86.2% to at least 93% • The percentage of Persistent Absence for DA students will reduce from 44.9% to 30%
<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 of the activities from the Shelley Scholars Club programme. • All school trips will have at least 20 % 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% as a minimum.
<p>Behaviour of DA students, particularly boys will improve.</p>	<ul style="list-style-type: none"> • DA pupils will have access to the curriculum that is commensurate to their needs and abilities. • QA will show that instances of low-level behaviour are rare • B3 removals for DA students will reduce so that they are significantly less than last year when 78% of removals were DA students. This year our target is to reduce this to below 50%. • Suspension rates for DA students will reduce from 23.3 to below 15.

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: £85,030

Activity	Challenge number(s) addressed
<ul style="list-style-type: none"> • Allocation of leadership time to identify and isolate the right strategies for the right pupils right across the curriculum. • All teachers will implement curriculum content skilfully, with a focus on the disadvantaged ensuring that they know the disadvantaged pupils in their classes, that they are seated according to guidance and are prioritised for retrieval, questioning and feedback each lesson. • All teachers will ensure that they prioritise disadvantaged pupils when contacting home for positive praise as well as keeping parents up to date with any intervention required. • All teachers will take part in bespoke, high quality CPD to implement the above activities. 	1 and 2
<ul style="list-style-type: none"> • Continuation of the the role of Excellent Practitioner from September 2025 into 2026 to support teachers and leaders in optimising the impact of curriculum implementation for the disadvantaged. • Refresher on drop ins, work scrutiny, student voice and triangulation of data to commence for the Curriculum Leaders and Excellent Practitioner team 	1 and 2
<ul style="list-style-type: none"> • Review and embed current approaches to QA to ensure that feedback is useful and effective with a focus on improving outcomes for the disadvantaged. • Leaders and Excellent Practitioners to oversee evidence based CPD to help teachers deliver high quality lessons. This will focus on the strategies that research tells us will have the most impact, for example, providing live feedback and developing relationships. • Key strategies will be in place to make disadvantaged pupils feel involved in all their lessons – live marking, friendly greeting at the door by the teachers, praise, cold-call questioning and feedback. 	1 and 2
<ul style="list-style-type: none"> • QA mechanisms and activities to include opportunities to evaluate how gaps in knowledge of disadvantaged pupils are being addressed through practice, assessment and feedback. 	1 and 2

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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 must improve outcomes for their pupils.

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.

Targeted academic support (for example, tutoring, interventions and removing barriers to attendance) Lead: CTM

Budgeted cost: £18,630

Activity	Challenge number(s) addressed
<ul style="list-style-type: none"> • Continue to deliver intervention sessions for our disadvantaged pupils to address gaps in knowledge as well as support for revision and exam preparation. • Financial support for DA who need transport home to maximise attendance. 	4
	4

<ul style="list-style-type: none"> Rewards for students to maximise attendance via the 'Progress Champions' programme. Sessions will be quality assured to maximise impact as per last academic year. 	
<ul style="list-style-type: none"> Provide funding for departments to buy specialist equipment, resources and revision materials for DA pupils. 	1 and 4
<ul style="list-style-type: none"> School Improvement Lead responsible for reading recovery with a literacy focus with the development of the 'Reading Friends' Programme. 	2

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: £112,900

Activity	Challenge number(s) addressed
<ul style="list-style-type: none"> Partial funding of the Attendance Officer; to work DA students whose attendance is, or has previously been, a cause for concern, putting in support and challenge to improve attendance outcomes of a key cohort of pupils with attendance between 94 and 96.5% through the 'Progress Champions' rewards programme. 	3
<ul style="list-style-type: none"> Allocation of leadership time to identify and replicate best practice from similar schools across the region. 	3,4,5,6
<ul style="list-style-type: none"> Rewards system for DA students (internal rewards, external/extra-curricular rewards) including the year 11 Progress Champions programme which will reward attendance, effort in lessons and engagement in intervention. 	5

<ul style="list-style-type: none"> • 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) 	
<ul style="list-style-type: none"> • Preventative work to improve behaviour and attitudes and reduce the number of suspensions for DA students, particularly boys. • 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. 	6 5,6 5,6
<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 	1,2,3,4,5 6
<ul style="list-style-type: none"> • School Improvement Leaders responsible for Personal Development to ensure that disadvantaged pupils have access to and take an active part in the Scholars programme. 	4

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: £216,560

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 2024-2025 academic year.

<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 50% of DA year 9 reached SAS of 100 53% of DA year 10 reached SAS of 53% 100% of DA year 11 reached SAS of 100% All DA pupils on phonics program progressed onto the next stage within one term All DA pupils either progressed onto the next stage or reached age-appropriate reading stage within the academic year.
<ul style="list-style-type: none"> Attendance of disadvantaged students improves, and the % of persistent absentees decreases. 	<ul style="list-style-type: none"> Overall DA attendance rose slightly from 85.6% in 2023–24 to 86.25% in 2024–25. Persistent absentees rose from 29.4% in 2023-24 to 44.5% in 2024-25
<ul style="list-style-type: none"> 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 DA 	<ul style="list-style-type: none"> Suspension rates for DA pupils decreased from 39% in 2023-24 to 23% in 2024-25 QA evidence shows that staff do not ignore poor behaviour and low-level disruption to learning is rare.

<ul style="list-style-type: none"> All disadvantaged students feel a strong sense of 'belonging' to the Shelley College community and access a variety of extra-curricular activities 	<p>Extra-curricular participation rates have improved this year:</p> <table border="1" data-bbox="790 280 1228 481"> <thead> <tr> <th>Year</th> <th>All</th> <th>Disadvantaged</th> </tr> </thead> <tbody> <tr> <td>9</td> <td>95%</td> <td>100%</td> </tr> <tr> <td>10</td> <td>78%</td> <td>85%</td> </tr> <tr> <td>11</td> <td>84%</td> <td>74%</td> </tr> </tbody> </table>	Year	All	Disadvantaged	9	95%	100%	10	78%	85%	11	84%	74%
Year	All	Disadvantaged											
9	95%	100%											
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11	84%	74%											

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
Boxing Club	Private boxing coach