

Pupil premium strategy statement – Sheffield Park Academy

This statement details our school's use of pupil premium (and recovery premium) 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

Detail	Data
Number of pupils in school	1098 - Y7-11
Proportion (%) of pupil premium eligible pupils	58%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended – you must still publish an updated statement each academic year)	2024-2027
Date this statement was published	December 2024
Date on which it will be reviewed	September 2025
Statement authorised by	Mr B Hesketh Principal
Pupil Premium Lead	Mrs D Munro Vice Principal
Governor / Trustee Lead	Kathryn Rangeley Governor

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£618,450
Recovery premium funding allocation this academic year <i>Recovery premium received in academic year 2023/24 cannot be carried forward beyond August 31, 2024.</i>	£0
Pupil premium funding carried forward from previous years (<i>enter £0 if not applicable</i>)	£0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£618,450

Part A: Pupil premium strategy plan

Statement of intent

Our intent at Sheffield Park Academy, is that all students regardless of their background, make good progress leading to strong academic outcomes across a curriculum that suits their needs, have high aspirations for their future education and employment, are given opportunities to participate in a wide variety of activities through the personal development curriculum and are safe, happy and supported to succeed.

The focus of our pupil premium strategy is to ensure our disadvantaged students are supported, both academically and pastorally, so that they are able to achieve at least in line with national average of their non-disadvantaged peers. We consider all possible barriers our disadvantaged students may face, such as a lack of high-quality IT provision at home, below average progress in primary school (including literacy), poor attendance at school and low self-esteem or mental wellbeing. In most circumstances, one specific strategy is not enough to address the needs of an individual or group of students. Our strategy aims to align a number of actions, prioritising approaches that research/evidence shows have the largest impact on student achievement.

Within our community, there are many barriers faced by our disadvantaged cohort. A lack of history of success at school in previous generations has an impact on how our students and parents engage with school and there can be a lack of aspiration from families as a result of this. We have a significant number of disadvantaged students who fall into persistent absence, which contributes towards the attainment gap between them and their non-disadvantaged peers, can often result in low self-esteem and feeling like they are not capable of succeeding in school. All of these barriers have been considered in the planning of this strategy.

Whilst the intended outcomes of the pupil premium strategy are to improve attainment for disadvantaged students, this is not to the detriment of non-disadvantaged students and many of our approaches, such as our focus on effective teaching and learning will benefit all students in school whilst closing the disadvantaged attainment gap.

Our approach takes into consideration the significant disruption caused by the pandemic and the effects that the closure of schools is still having on students in all year groups. Our strategy acknowledges this and the resulting need for a wide variety of support related to mental health, emotional wellbeing and behaviour regulation.

With 2024-25 being the first year, post pandemic, without the additional funding from the National Tutoring Programme, our strategy also acknowledges that there is still a need for targeted support for disadvantaged students, whose education was largely the worst affected.

To ensure our strategy is effective we will act as early as possible in all interventions and adopt a whole school approach in which all staff know who their disadvantaged students are and take daily steps to prioritise these students in everything they do.

Challenges

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

Challenge number	Detail of challenge
1	<p>Attainment, Progress and Progression.</p> <p>Attainment and progress remain below national average with disadvantaged students being outperformed by their non-disadvantaged peers.</p>
2	<p>Attendance at school and high numbers of PA.</p> <p>Attendance data over time shows that the attendance of disadvantaged students is consistently below that of their non-disadvantaged peers and that disadvantaged students make up a significant proportion of the school's persistent absentees.</p>
3	<p>The number of students with a reading age significantly below their chronological age.</p> <p>Poor levels of reading remain one of our biggest challenges relating to achievement of students. Difficulty reading impacts student's ability to access key texts in lessons, interpret and answer questions in assessments and examinations and often effects student's self-esteem.</p>
4	<p>Emotional wellbeing and mental health of students.</p> <p>National data has highlighted that, since the pandemic, mental health and wellbeing of students has been significantly affected and, within this, disadvantaged students have been disproportionately affected.</p> <p>Since the pandemic concerns relating to anxiety, depression and low self-esteem have increased and thus, the need for further support within school has also increased.</p>
5	<p>Equal access to enriching experiences and extra-curricular opportunities.</p> <p>We believe that all students should have access to a variety of opportunities including trips to places of cultural significance, residential and other experiences and clubs within school.</p> <p>We recognise that disadvantaged students often face barriers to participating in extracurricular activities, which can widen the cultural</p>

	divide between them and their peers so it is crucial that we implement strategies that ensure all students have equal access to experiences.
6	Behaviour for learning Disadvantaged students are over-represented in negatives behaviours, suspensions and permanent exclusions. We recognise we need to support our disadvantaged students to engage more in their education through positive experiences and interventions

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 attainment and progress for disadvantaged students by the end of KS4.	By the end of 2026, the attainment of disadvantaged students has improved to be in line with national average at all measures (English and Maths at 4+, 5+, 7+ and progress scores). All students have a identified and suitable post-16 progression route.
Improved attendance for disadvantaged students in all year groups.	Attendance and persistent absence of all disadvantaged students increases to national average.
Improved reading ages of disadvantaged students.	The percentage of students whose reading age is below their chronological age is in line with non-disadvantaged students (nationally). Sparx reader completion rates are up to 90% each week
Improved mental health and wellbeing of disadvantaged students.	Qualitative stakeholder voice data shows improved wellbeing amongst all students, including disadvantaged. Records on CPOMs show reduced numbers of concerns of this type.
Improved participation in extra-curricular activities and improved sense of belonging.	The percentage of disadvantaged students engaging in in the United Learning Pupil Charter in is line with whole school attendance. All enrichment activities have a proportion of disadvantaged participants that is at least representative of the school cohort.
Reduce negative behaviours, suspensions and permanent exclusions	By improving positive experiences negative behaviours, suspension and

	permanent exclusions are all reduced year by year
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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)

Budgeted cost: £310, 661

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase additional resources that support reading including NGRT tests and LRC resources. (£4,625)	Reading comprehension strategies can add an additional 6 months to student progress according to evidence from EEF.	1,3,6
Increased staffing to support the tracking and implementation of the school reading strategy – a TLR for Reading strategy, staffing of school LRC and a Lead Practitioner in charge of improving literacy of disadvantaged students. (£68,439)	Comprehension, vocabulary and other literacy skills are all proven to be linked to student’s attainment in English and maths. Students with lower reading ages are statistically more likely to be poor attenders and to suffer with low self-esteem. This suggests that improvement in students’ literacy can go to improving school attendance and EWB, as well as overall attainment and progress.	1,2,3,4,6
Investment in online learning tools (Sparx, Seneca and Language Nut) that support teaching and learning and student retention of key information by giving them access to appropriate learning platforms outside of school. (£4,897)	Students who regularly complete home learning are proven to make more progress than those who do not. For example, studies show students using Sparx Maths made 83% more progress with just 15 minutes of practice (in comparison to those who did no homework). For each further 15 minutes of practice they made 67% more progress. The EEF Teaching & Learning Toolkit suggests that use of digital technology can add an average of 4 months additional progress and that completion of homework can add an additional 5 months.	1,4,6
Providing resources that reduce the barriers to disadvantaged students participating in Technology and Arts (£30,226)	The EEF Teaching & Learning Toolkit suggests that participation in Arts can add an average of 2 months additional progress.	1,5,6

Partial staffing of leadership positions such as Lead Practitioners, Assistant Principal T&L, Vice Principal T&L who have responsibility for the quality of education for disadvantaged students and Assistant Principal and Vice Principal Raising Achievement who have responsibility for the outcomes of disadvantaged students. (£84,774)	Senior Leaders with responsibility for the quality of education for disadvantaged students means that there is accountability present and that teaching and learning and achievement of these students is being made a priority.	1,2,4,6
CPD on quality first teaching across the whole school with a specific focus on disadvantaged students through The SPA Way, PSPs and The Blue Zone.	The T&L strategies introduced are based on research into how best to teach disadvantaged students to ensure progress is made for that group of students. The DfE has made clear that professional development should be underpinned by evidence and expertise and should focus on improving student outcomes. It also stated that professional development must be a priority for school leaders to ensure students are supported through quality first teaching.	1,3,6
Teaching & Learning budget (£5,500)		1,3,6
Continued subscriptions to data analysis software such as 4Matrix and Sistra (£2,200) to enable careful analysis of data that underpins academic interventions.	John Dunford's research into disadvantaged students outlines that effective use of data is key to managing interventions and their impact.	1,6
Access to Alternative Provisions for students who struggle to access mainstream education to ensure these students can access teaching in an environment that enables them to succeed. (£110,000)	Access to key social and emotional learning approaches at Alternative Provisions such as those targeted at students with specific emotional needs have a positive impact, on average, of 4 months' additional progress in academic outcomes over the course of an academic year according to the EEF.	1,2,4,6

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

Budgeted cost: £127,728

Activity	Evidence that supports this approach	Challenge number(s) addressed
Staffing and training of Reading Mentors to run reading interventions, such as LEAP and Lexonic, with disadvantaged students to improve their reading ages. (£39,184)	<p>Reading comprehension strategies can add an additional 6 months to student progress according to evidence from EEF.</p> <p>Comprehension, vocabulary and other literacy skills are all proven to be linked to student's attainment in English and maths.</p> <p>Students with lower reading ages are statistically more likely to be poor attenders and to suffer with low self-esteem. This suggests that improvement in students' literacy can go to improving school attendance and EWB, as well as overall attainment and progress.</p>	1,2,3,4,6
Partial funding of staffing for small group interventions in literacy and numeracy for disadvantaged SEND learners and in EAL for disadvantaged EAL students. (£20,000)	Both one to one and small group tuition targeted at specific needs and gaps in understanding, has been proven, based on evidence from the EEF, to support student attainment.	1,3,6
School led tuition in a variety of subjects for disadvantaged students outside of the normal school day including during the school holidays and Saturday Schools (£25,000)		1,6
Additional tuition in Core subjects for disadvantaged students via external tuition agencies Action Tutoring and MyTutor. (£15,166)		1,6
Achievement Rewards and Mentoring programme for Year 11 disadvantaged students to support with achievement, attendance and wellbeing. (£4,172)	<p>Data from Sutton Trust indicates that students who have low confidence and low self-esteem can underachieve.</p> <p>Within our context, we know that feelings of low confidence are common in our disadvantaged students and that relationships with key adults in school can increase confidence and, in turn, raise attendance and thus achievement.</p> <p>Short, regular mentoring sessions of 30 mins per fortnight over a long period of time are shown to have impact on student achievement (EEF).</p> <p>An extensive rewards programme for students encourages aspirations that, we know in our context can be lacking.</p>	1,2,4,6

<p>Careers advice and support for underperforming disadvantaged students via our Careers Lead. (£24,206)</p>	<p>We know that there are high levels of unemployment amongst young people in this country and that, in our context, disadvantaged students can be in danger of becoming NEET after they leave Year 11.</p> <p>The EEF states that evidence indicates that the relationship between aspirations and attainment is complex but that some studies have shown that much underachievement results not from low aspiration but from a gap between aspirations and the knowledge, skills, and characteristics required to achieve them. This demonstrates the importance for clear careers support and guidance for all students.</p>	<p>1,6</p>
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £180,061

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Partial funding of staffing of additional attendance roles to drive disadvantaged attendance. (£10,000)</p>	<p>The DfE's advice to schools on improving attendance talks about the importance of early identification resulting in intervention. Additional staffing and support with implementing whole school attendance systems is proven to be effective against poor attendance.</p>	<p>2,4</p>
<p>Partial funding of additional staffing to support disadvantaged students pastorally such as Pastoral Heads of Year, Behaviour Managers, Safeguarding Leads and School Nurse. (£24,625)</p>	<p>Evidence suggests that behaviour interventions can produce moderate improvements in academic performance (EEF).</p>	<p>1,4,6</p>
<p>Partial funding of staffing of leadership positions such as Assistant Principal and Vice Principal Pastoral who have responsibility for the behaviour and pastoral</p>	<p>Senior Leaders with responsibility for pastorally supporting disadvantaged students means that there is accountability present and that the behaviour and barriers to learning of these students is being made a priority.</p>	<p>4,6</p>

support for disadvantaged students. (£24,625)		
Partial funding of staffing of Lead Practitioner in charge of Student Charter. (£24,625)	A study by The Education Policy Institute finds that vulnerable students were less likely to attend both sports clubs and clubs for hobbies, arts and music, when compared to their peers.	4,5,6
Transportation costs such as taxis, minibus running costs and coaches to enable students to access a range of activities outside of school. (£22,220)	We want to remove the barriers to participation that our students face such as travel and equipment costs, to ensure all our extra-curricular activities have a proportion of disadvantaged pupils that is representative of our school community.	4,5,6
Funding to remove the barriers that disadvantaged students face in participating in trips and extra-curricular activities such as equipment and tickets to events. (£15,000)	It also states that students who attend clubs have a higher probability of progressing to higher education and being in employment.	4,5,6
Contribution to collaboration with The National Breakfast Programme charity that aims to provide disadvantaged students with a free breakfast every day. (£3,000)	Evidence shows that eating a full breakfast before learning or before an examination enables students to concentrate for longer and thus, perform better.	1,2,4,6
Providing a free breakfast for Year 11 disadvantaged students before every external examination. (£2475)		1,2,4,6
Additional Support (Hardship) Fund (£10,000)	We know that the community we serve is made up of families who can, at times, experience financial barriers to learning such as purchasing the correct uniform or equipment such as stationery. We aim to support families financially by providing items that will ensure students are ready for learning each day.	1,2,4,6
Uniform expenditure to allow disadvantaged students access to the correct uniform to reduce removals from lessons due to non-adherence to uniform policy. (£6,000)		1,2,4,6
Access within school to counsellors and external agencies that support disadvantaged students with their emotion wellbeing and mental health such as Unravel, Healthy Minds, Adira, Think for the Future, amongst others. (£37,491)	Social and emotional learning approaches such as those targeted at students with specific emotional needs have a positive impact, on average, of 4 months' additional progress in academic outcomes over the course of an academic year according to the EEF.	4,6

Total budgeted cost: £ 618,450

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Data from 2023-24 demonstrates that outcomes for disadvantaged students have improved since 2022-23 but that there remains a gap between our disadvantaged students and their non-disadvantaged peers.

	SPA Disadvantaged 2024	SPA Non-Disadvantaged 2024	SPA Disadvantaged 2023
4-9 basics	37.0%	66.4%	33.3%
5-9 basics	22.0%	47.7%	19.8%
A8	27.90	41.14	28.07
P8	-1.30	-0.49	-0.95
Ebacc APS	2.48	3.85	2.35

The National Tutoring Programme was used in full to improve outcomes in English, Maths and Science with all three subjects improving outcomes at 4+, 5+ and 7+ from that of 2022-23, both for all students and disadvantaged.

However, all measures are still below national and local averages and improvements still need to be made in attainment of disadvantaged students and the gap between them and their non-disadvantaged peers.

	English (Best)		Maths		Basics	
	SPA 2024	SPA 2023	SPA 2024	SPA 2023	SPA 2024	SPA 2023
%1-9	90%		89%			
%4-9	61.8%	59.2%	56.5%	55.3%	52.2%	49.5%
%5-9	47.3%	46.1%	41.5%	32.0%	35.3%	28.2%
%7-9	16.9%	16.5%	11.6%	11.7%	7.2%	6.3%

An extensive programme of support was offered to support student mental health and emotional wellbeing. Of all of these types of interventions that took place over the course of the 2023-24 school year, 64% were undertaken by disadvantaged students which is higher than the school proportion of disadvantaged vs non disadvantaged.

Some of the types of interventions funded through the PP budget and utilised by our disadvantaged students were:

- 1 day per week *Clinical Psychologist on site (bought in from CAMHS)
- 2 days per week Emotional & Behavioural Psychologists (2 practitioners bought in from Unravel)
- 1 day Education Mental Health Practitioner
- 1 day per week Golddigger Mentor/s (2 Practitioners that deliver group work and provide 1:1 specialist mentoring)

This provision has many further advantages and has a huge impact on our disadvantaged students. It brings CAMHS expertise into school on a consultation basis with no waiting list, allows parents to meet with Psychologists without travelling far, therefore removing accessibility obstacles, 'taboo' and mistrust of services often associated with our community. Students who accessed these services found they were able to build trust with the staff they were working with, they felt that their teachers had a better understanding of their needs and that this support helped them to be more successful in school.

The previous strategy was specific to 2022-23 and some aspects of that strategy need to be further developed and addressed further in our new three-year strategy. This includes attendance.

Outcomes this year have outlined reading as a further area for development. How this will be addressed is outlined above in our strategy statement and plans for 2024-2027.

Further information (optional)

The Education Endowment Foundation's Teaching and Learning Toolkit [Teaching and Learning Toolkit | EEF \(educationendowmentfoundation.org.uk\)](https://www.educationendowmentfoundation.org.uk/teaching-learning-toolkit) has been a key source in ensuring strategies have the largest impact.