

Pupil Premium Impact statement 2022-23

Pupil Premium funding received: £546, 261

Recovery Premium funding received: £152, 904

Total budget: £669, 165

In 2022-2023, we made highly effective use of our Pupil Premium funding in a variety of ways to strengthen provision for disadvantaged students. Some of our disadvantaged students struggled working from home during the lockdown periods of previous years and we used this funding alongside Recovery Premium to intervene where students needed support both academically and pastorally. As a result of this additional support, disadvantaged students of **all** abilities and ages were able to achieve success academically, enjoy learning and play an active role in the school community.

2022-23 outcomes for disadvantaged students

Below is a summary of headline figures for Sheffield Park Academy's Year 11 cohort who completed their GCSE courses in 2023.

Summary of headline measures for disadvantaged students

	SPA disadvantaged students in 2023	SPA non-disadvantaged students in 2023	SPA disadvantaged students in 2022	SPA non-disadvantaged students in 2022
Grade 5-9 (English & Maths)	19.8%	37.9%	29.3%	47.3%
Grade 4-9 (English & Maths)	33.3%	68.4%	45.7%	61.3%
Progress 8	-0.95	-0.58	-0.64	0.04
Attainment 8	28.05	40.85	34.89	45.86
EBacc entry	38.7%	66.3%	64.7%	86%
EBacc average point score	2.35	3.59	3.08	4.11

When comparing the progress and achievement of our disadvantaged cohort we compare them to our non-disadvantaged students because the aim is for there to be no difference in the outcomes of disadvantaged and non-disadvantaged students. Nationally non-disadvantaged students achieve much better than disadvantaged students. At SPA, the main aim is to reduce the gap between our disadvantaged and non-disadvantaged students.

It's positive that the Progress 8 gap between disadvantaged students and their non-disadvantaged peers at SPA has lessened since 2022 despite overall results not being as strong. The gap at 5+EM has stayed largely the same since 2022 which, again, is a positive results considering the drop in results.

Use of the Pupil Premium funding in 2022/23

At the beginning of 2022-23 we were allocated **£546,261** and **£152,904** Recovery Premium funding which totals **£699,165** to spend on disadvantaged students to break down the barriers they typically face and in doing so compensate for some of the gaps which may otherwise exist between their educational experiences and outcomes and those of their non-disadvantaged peers.

Our main aims were to:

- **Maximise progress and raise attainment**
- **Improve attendance**
- **Improve behaviour and engagement (where necessary)**
- **Increase participation in wider school life/extra-curricular activities**
- **Prepare students for the next step**

To achieve these aims we invested in:

- Physical resources
- Staffing and leadership to co-ordinate optimum support and enhance the curriculum
- Our pastoral, inclusion and attendance teams
- Extra-curricular provision for disadvantaged students.

Details of strategies and their impact

Teaching and Learning support: **£187,295.21**

We recognise that every student is different and therefore the timing and nature of support required needs to be bespoke to reflect that. We used Pupil Premium funding to ensure that all disadvantaged students received access to the key resources they needed to support strong teaching and learning which, in turn, leads to the strengthening of outcomes.

- Funding for the LRC, including access to Olivers Softlink to ensure students are able to use LRC resources to aid revision and support learning.
- Purchasing of revision guides for all Y11 disadvantaged students.
- Access to both Hegarty and Sparx Maths online learning platforms which are designed to allow each student to work on topics that they as an individual need support with through a careful programme that identifies areas of weakness and carefully introduces content for those areas to develop understanding.
- Resourcing for Technology and the Arts to allow our disadvantaged students access to a broad and balanced curriculum.

- Increased staffing to support SEND and EAL students to better support students both in lessons and outside of lessons. This has allowed an increase in the number of bespoke sessions that can be put on to support the individual needs of SEND students and those who have EAL.

Targeted academic support: £67,500.00

We used Pupil Premium funding to ensure that all disadvantaged students received timely and personalised intervention. This contributed significantly to outcomes (exam results) achieved by disadvantaged students in 2023 as they had received very specific subject support leading up to their final examinations.

- English and Maths small group intervention during Easter holidays, May half term and on various Saturday mornings to help prepare our disadvantaged Year 11 students for their exams (both internal PPEs and then external exams). This had direct impact as the students achieved greater success in their external exams than they would have done without the support.
- After school revision sessions in all subjects made available throughout the year to Year 11 students and to some Year 10 students where there were coursework deadlines.
- Improved curriculum offer (e.g. Tuition & out of hours support to allow students access to a full range of subjects when they might struggle without help outside of lessons).
- Where a specific need arose, funding was used to help support the cost of tuition for students in all year groups using My Tutor.
- A extensive mentoring programme for all Year 11 PP students which supported them in developing academically.

Wider strategies: £444,369.79

The strategies below were effective in allowing us to provide a well-rounded experience for our disadvantaged students that meant they were supported in all aspects of school life, including, but not limited to their attendance, career aspirations, extra-curricular opportunities and wellbeing.

- Students were provided with a wide variety of opportunities to take part in activities that widened their understanding of the types of careers they can progress into and raised their

aspirations for their life after SPA, for example Aspiration Day, trips to Universities and to Sheffield Chamber of Commerce and access to the Aspire programme.

- We part funded Alternative Provision placements for students with very complex needs. This allowed some level of re-engagement from those students (who struggled to cope in a school setting) & it equally allowed resources assigned within school to focus on the needs of the majority of disadvantaged students.
- We funded a variety of packages to support our young people's mental health and wellbeing including CAMHS, Unravel and the use of Educational Psychologists. This considerably increased our access to experts who could support the mental well-being of our students. There was a greater need for support resulting from 18 months of partial closures, students being required to isolate and wider effects of the pandemic.
- We partially funded the expansion of our attendance staffing, as well as specific rewards for disadvantaged students with consistently strong or much improved attendance and also funded access to the Think for the Future programme. All of which enabled us to drive attendance forward by encouraging students to access school every day and following up where this is not the case to work with students and parents/carers to get students into school.
- To help students experiencing financial hardship to access opportunities in and out of school and to have access to additional learning resources we allocated money to our hardship fund. The spending of this money was used to support students accessing curriculum enrichment opportunities and extracurricular activities they would otherwise have been unable to afford.
- We partially funded pastoral and behaviour staffing to support the well-being and progress of students in all year groups as well as a successful transition for Year 7 from primary school after disruption in their final years of primary phase.
- We funded a range of extra-curricular opportunities including trips and residential that enriched the school experience for our disadvantaged students and allowed them to experience things they may not have the chance to do otherwise.

Summary

Despite the additional challenges still posed as a result of Covid-19, data indicates that our disadvantaged students in all year groups were as well supported as possible to enable them to achieve. Our strategies all had impact but were adapted to increase their impact where necessary.