

Pupil Premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 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	Sheffield Park Academy
Number of pupils in school	1209
Proportion (%) of pupil premium eligible pupils	50.8%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2024
Date this statement was published	September 2022
Date on which it will be reviewed	March 2023
Statement authorised by	Roland Freeman, Principal
Pupil premium lead	Kirk Burdett, Associate Vice Principal
Governor / Trustee lead	Kathryn Rangeley, Governor with Pupil Premium oversight

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£546,261
Recovery premium funding allocation this academic year	£152,904
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	£699,165

Part A: Pupil premium strategy plan

Statement of intent

Our aim is to improve the future life chances of Pupil Premium students, enabling them to play an active and positive role in modern British society. This will be achieved through reducing the achievement gap, improving attendance, reducing suspensions and permanent exclusions. We aim to provide disadvantaged students with the cultural capital and access to a diverse range of enrichment experiences to increase their future ambitions.

Our Pupil Premium strategy is built around promoting our four core school values of ambition, determination, knowledge, and leadership. We aim to promote ambition through increased attendance, determination through improved behaviour, knowledge through greater progress and attainment, and leadership through greater cultural capital and enrichment.

We aim to use evidence-based approaches based around the 3 pillars from the EEF framework – supporting teaching, targeted academic support, and wider strategies.

Our targeted academic support strategies focus on the use of tutoring, academic mentoring, and small group intervention.

Our teaching support strategy focuses on retention of specialist teaching and support teams focused on disadvantaged micro populations, supporting teaching departments with resourcing, and provision of staff CPD to enable a shared understanding of the emotional wellbeing of disadvantaged students.

Our wider strategies focus on supporting specialist behaviour and attendance teams focused on disadvantaged micro populations, supporting wellbeing and aspirational mentoring, and supporting provision of a diverse range of enrichment.

We aim to support all Pupil Premium learners but have a particular focus on those with middle and higher prior attainment, following the evidence that this is frequently the cohort with the widest attainment gap.

Challenges

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

Challenge number	Detail of challenge
1	<p>Progress gap: Our exam results in 2021-22 show a progress gap between Pupil Premium and non-Pupil Premium students. Non-Pupil Premium students on average on average showed an (estimated) Progress 8 value of +0.32 higher than their Pupil Premium counterparts.</p>
2	<p>Attainment gap: Our exam results in 2021-22 show an attainment gap between Pupil Premium and non-Pupil Premium students. Non-Pupil Premium students had an average Attainment 8 value of 39.61 compared to 34.77 for their Pupil Premium counterparts.</p>
3	<p>Suspensions: In 2021-22, Pupil Premium students made up 79.3% of suspensions. This is an overrepresentation compared to their 55% of the cohort. This suggests Pupil Premium students are more likely to face behavioural challenges, and consequently more likely to be excluded.</p> <p>Absence due to suspensions is likely to compound the gap in achievement as it will lead to gaps in knowledge and access to our strategies to support teaching and targeted academic support.</p>
4	<p>Attendance gap: In 2020-21, Pupil Premium attendance was 1.95% lower than non-Pupil Premium attendance. This suggests that Pupil Premium students are more likely to experience barriers to attendance.</p> <p>This attendance gap is likely to compound the gap in achievement as non-attendance will lead to gaps in knowledge and access to our strategies to support teaching and targeted academic support.</p>
5	<p>Cultural capital and enrichment gap: Our Pupil Premium population is drawn from a community with significant disadvantage. Many of our disadvantaged students experience reduced access to cultural capital and enrichment in their home life and come from families without prior experience of higher education.</p> <p>This places our Pupil Premium students at a disadvantage in trying to achieve their aspirations.</p>

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
Increased Progress 8 for Pupil Premium students	<p>By 2023: Reduce Progress 8 gap by half (+0.15) from 2021-22 baseline.</p> <p>By 2025: Remove Progress 8 gap for Pupil Premium vs Non-Pupil Premium students.</p>
Increased Attainment 8 for Pupil Premium students	<p>By 2023: Reduce Attainment 8 gap by half (2.42) from 2020-21 baseline.</p> <p>By 2025: Remove Attainment 8 gap for Pupil Premium vs NPP students.</p>
Reduced suspensions for Pupil Premium students	<p>By 2023: Percentage of Pupil Premium students represent in suspensions reduced by half (40%) from 2021-22 baseline.</p> <p>By 2025: Suspensions for Pupil Premium students minimised to very low numbers.</p>
Improved attendance for Pupil Premium students	<p>By 2023: Attendance gap is halved between Pupil Premium and Non-Pupil Premium students from 2021-22 baseline.</p> <p>By 2025: No significant attendance gap between PP and NPP students.</p>
Greater access to enrichment activities to raise aspirations and provide cultural capital for Pupil Premium students	<p>By 2023: All Pupil Premium students have had access to a range of enrichment activities. All Pupil Premium students to have been offered visits to promote access to Higher Education.</p> <p>By 2025: A rich enrichment programme that enables all Pupil Premium students to experience a diverse range of cultural experiences across their education. Post-16 and post-18 destinations show an increased number of Pupil Premium students accessing Further and Higher Education.</p>

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: £158,605.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
Supporting provision of "The Bridge" – an internal specialist unit of experienced teachers and HTLAs supporting disadvantaged EAL and SEN students	Teaching assistant interventions have a 4+ month impact in the EEF toolkit. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions	1,2,3,4
Supporting resourcing for teaching technology and the arts to promote a diverse curriculum	Arts participation has a 3+ month impact in the EEF toolkit. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation	1,2,5
Supporting resourcing of textbooks and revision guides for all departments to maximise attainment	Access to adequate resources for students is essential to enable pre-examination home learning. Homework/home learning has a 5+ month impact in the EEF toolkit. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/homework	1,2
Supporting costs of online tools to supplement teaching including Seneca and Hegarty Maths	Homework has a 5+ month impact in the EEF toolkit.	1,2

	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/homework	
Resourcing of learning resource centre including staffing retention to support literacy of disadvantaged students	<p>Provision of a suitable context for reading activities to take place is essential for student progress.</p> <p>Many reading strategies have very high impacts in the EEF toolkit – for example reading comprehension strategies have a 6+ month impact.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</p>	1,2,5

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

Budgeted cost: £67,500.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
Ensure KS4 High and Middle Prior Attainer Pupil Premium students have access to English and Maths tutoring.	<p>Small group tuition has a 4+ month impact in the EEF toolkit.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</p>	1,2
Ensure KS4 High and Middle Prior Attainer Pupil Premium students have access to intervention and Saturday School in core subjects.	<p>Individualised instruction has a 4+ month impact in the EEF toolkit.</p> <p>Extending school time (after school interventions) have a 3+ month impact in the EEF toolkit.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/extending-school-time</p>	1,2

<p>Ensure KS3 & KS4 High and Middle Prior Attainer Pupil Premium students have access to mentoring from experienced teachers and peers combined with bespoke packages of support.</p>	<p>Individualised instruction has a 4+ month impact in the EEF toolkit.</p> <p>Mentoring has a 2+ month impact in the EEF toolkit.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mentoring</p>	<p>1,2,3,4</p>
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £471,176.96

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Supporting provision of a dedicated attendance team.</p>	<p>Attendance is essential to student progress. DfE research (2016) estimates that Pupils with no absence are 2.2 times more likely to achieve 5+ GCSEs A*- C or equivalent including English and mathematics than pupils that missed 15-20% of KS4 lessons.</p> <p>https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/183445/DFE-RR171.pdf</p>	<p>4</p>
<p>Supporting provision of Pastoral Heads of Year to support with wellbeing and behaviour.</p>	<p>Behaviour interventions have a 4+ month impact in the EEF toolkit.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions</p>	<p>3,4</p>
<p>Supporting provision of dedicated behaviour team to provide corridor support and Continuity of Learning room.</p>	<p>Behaviour interventions have a 4+ month impact in the EEF toolkit.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions</p>	<p>3,4</p>

<p>Support with provision of School Nurse, Clinical Psychologist and Safeguarding Manager to support physical and mental wellbeing needs of students.</p>	<p>Social and emotional learning has a 4+ month impact in the EEF toolkit.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</p>	<p>3,4</p>
<p>Supporting alternative provision for students with very complex needs.</p>	<p>Students with very complex needs may need additional support to access education and avoid reduced attendance and behaviour issues. Attendance is essential to student progress (see DfE evidence summary above)</p> <p>Behaviour interventions have a 4+ month impact in the EEF toolkit.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions</p>	<p>3</p>
<p>Supporting mental health and wellbeing programmes including CAHMS, Unravel, Gold Digger, Love Life Sports Mentoring and Educational Psychologist sessions.</p>	<p>Social and emotional learning has a 4+ month impact in the EEF toolkit.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</p> <p>Metacognition and self-regulation have a 7+ month impact in the EEF toolkit.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation</p>	<p>3,4</p>
<p>Supporting costs of enrichment activities including minibuses to ensure disadvantaged students have access to wider cultural experiences.</p>	<p>Case studies in the “EEF guide to the pupil premium” highlight the positive impact of enrichment activities on student progress.</p> <p>https://educationendowmentfoundation.org.uk/public/files/Publications/Pupil_Premium_Guidance.pdf</p>	<p>5</p>

Provision of high-quality Physical Education resources and sports mentoring.	Physical activity has a 1+ month impact in the EEF toolkit. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/physical-activity	5
Careers support to meet Gatsby criteria for disadvantaged students including provision of dedicated careers advisor, support from Sheffield Futures, Aspire careers software and Aspiration Day.	The Good Career Guidance Report (Gatsby, 2013) outlines the importance of providing high quality careers guidance to disadvantaged student aspiration. https://www.gatsby.org.uk/uploads/education/reports/pdf/gatsby-sir-john-holman-good-career-guidance-2014.pdf	5
Provision of pre-exam breakfasts and breakfast clubs.	There is significant evidence breakfasts lead to improved academic performance – for example Adolphus et al., 2013 https://pubmed.ncbi.nlm.nih.gov/27184287/	1,2
Supporting hardship fund to enable students to purchase uniform and other essentials to access education.	For students to access the school curriculum appropriate uniform is required. Providing uniform to disadvantaged students reduces the likelihood of this causing an attendance issue - attendance is essential to student progress (see DfE evidence summary above).	4

Total budgeted cost: £697,281.96

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 to 2023 academic year.

In our 2021-22 pupil premium plan, we focused on the following challenges:

Reducing the progress and attainment gaps between pupil premium and non-pupil premium students. We had a particular focus on the attainment **of middle prior attaining pupil premium students**, especially in English and Maths.

Providing **greater cultural capital** to our pupil premium students – particularly given the impact of COVID-19 on enrichment programmes. We also aimed to increase the aspirations of our pupil premium students to give them the best possible outcomes.

By focusing on the mental health, wellbeing, and providing suitable provision for our pupil premium students, we aimed to **reduce gaps in attendance and behaviour**.

We aimed to do this through:

Provision of **high-quality teaching** – including investing in staff CpD, resourcing of our key departments for revision guides and key materials, ensuring we had appropriate specialist support for (PP) SEND students. We also supported the use of online home learning tools using pupil premium funding.

Provision of **high-quality academic support**. We coordinated our pupil premium funding with the different tutoring funding routes available. We focused our tutoring and PP funding on English, Maths and Science attainment. We also supported Saturday schools, summer schools and staff-provided intervention using pupil premium funding. We also ran a residential for Year 11s focusing on core subjects, combined with confidence building through outward bounds activities.

Through **wider strategies**. We focused on providing students appropriate support, particularly with wellbeing. We supported dedicated attendance, behaviour and wellbeing teams through pupil premium funding. We also accessed external wellbeing mentoring and providers. We also aimed to give students high aspirations and greater cultural capital, and supported careers and enrichment programmes for this purpose.

The impact of these is summarised below.

We had significant positive impact on the **attainment and progress** of our middle prior attaining students. When compared to 2019 results (the last full exam series prior to

COVID-19), estimated progress of this cohort rose by 0.39 (SISRA estimate) and attainment 8 score by 7.29. Very large gains were made in English and Maths Match, with an increase at 4+ of 28.4%, 5+ of 17.5%, and 7+ of 2.1%. For our overall PP cohort, progress and attainment outcomes were more like prior results; however, very significant gains were seen in the English and Maths match, with increases at 4+ of 6.5%, at 5+ of 7.8%, and at 7+ of 2.3%. These gains show the success of our relentless focus on high quality teaching and targeted academic support, including our English, Maths and Science tutoring, English and Maths focused summer schools, and English, Maths and Science focused interventions and Saturday schools. We also supported provision of the Bridge, a SEND focused unit serving a significant number of PP SEND students, from PP funding. We also saw an increase in attainment and English and Maths match for our SEND students – at 4+ 15.1%, at 5+ 6%, and at 7+ 9.1%. As our gains are more significant for middle prior attaining pupil premium students than the overall pupil premium cohort, high-prior attaining pupil premium students have been identified as an area of focus for our school development and pupil premium planning moving forward.

We also aimed to raise the **cultural capital** of our students. The majority of departments ran a trip or enrichment activity focused on pupil premium students, supported by pupil premium funding. We supported pupil premium students on an incredibly diverse range of enrichment, including sports coaching, music lessons, trips abroad, outward bounds residentials, rewards trips, trips to local Science museums, Maths-focused code breaking, dance workshops, and visits to the theatre. This significantly increased the enrichment offer available to our pupil premium students. Internal student surveys showed an increase from 39% to 48% of students saying they regularly take part in extracurricular activities over the course of the year.

We also ran a range of **careers programmes** to increase the aspirations of our students, including the Aspire programme, an Aspiration Day, and various careers mentoring programmes, and visits to major universities. The impact of this is clear from our destinations data. At VI form level, comparing 2019 to 2022 destinations, we have risen from 73% to 96% of our VI form students going into further and higher education, including a rise from 14% to 40% going to Russell Group universities. We have significantly greater retention from KS4 to VI form internally, rising from 35% in 2019 to 45% in 2022, with a consistent 93% of our students continuing in further education post-16.

We aimed to reduce the attendance and fixed term exclusion gap between pupil premium and non-pupil premium students. Although we have made significant interventions in supporting the attendance and behaviour of many pupil premium students, they continued to be overrepresented in the 2021-22 fixed-term exclusions and were more likely to have lower attendance. This will remain an area of focus in school development and pupil premium planning. For the 2022-23 academic year so far, we are seeing the longer-term impact of this spending – fixed term suspensions for

PP students were 85 vs 159 in the equivalent point 2021-22. The impact of spending on attendance intervention was an improvement in PP attendance from 87.7% for the academic 2020-2021 to 88.5% for the academic year 2021-2022. This will continue to be a focus for this academic year.

The impact of reading interventions was that KS3 students made an accelerated reading age progress of 9.1 months, with a total progress of 18.1 months across the academic year.

Externally provided programmes

Programme	Provider
English, Maths and Science Online Tutoring	TLC Tutoring
Careers Support	Sheffield Futures
Aspire Careers Programme	Aspire
Mind Management Skills for Life	Chimp Management
Psychology Support	Sheffield CAMHS
Psychology Support	Unravel
Psychology Support	Healthy Minds
Mentoring	Golddigger
Mentoring	Think for the Future
Sports mentoring	Love Life
Sports mentoring	Links Partnership
Alternative Provision	MyLife
Mental Health and Online Safety	The Prime Agency

Service pupil premium funding (optional)

Measure	Details
How did you spend your service pupil premium allocation last academic year?	Service premium was not received at Sheffield Park Academy last academic year.
What was the impact of that spending on service pupil premium eligible pupils?	N/A

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.