

# Pupil premium strategy statement – Sheffield Park Academy

*Before completing this template, read the Education Endowment Foundation’s guidance on [using your pupil premium funding effectively](#) and DfE’s [using pupil premium guidance](#), which includes the ‘menu of approaches’. It is for school leaders to decide what activity to spend their pupil premium (and recovery premium) on, within the framework set out by the menu.*

*All schools that receive pupil premium (and recovery premium) are required to use this template to complete and publish a pupil premium statement on their school website by 31 December every academic year.*

*If you are starting a new pupil premium strategy plan, use this blank template. If you are continuing a strategy plan from last academic year, you may prefer to edit your existing statement.*

*Before publishing your completed statement, delete the instructions (text in italics) in this template, including this text box.*

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	1214
Proportion (%) of pupil premium eligible pupils	53%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2023-24
Date this statement was published	10/10/23
Date on which it will be reviewed	31/8/24
Statement authorised by	R Freeman
Pupil premium lead	D Munro
Governor / Trustee lead	K Rangeley

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£593, 055
Recovery premium funding allocation this academic year	£152, 904
<p>Pupil premium (and recovery premium*) funding carried forward from previous years <i>(enter £0 if not applicable)</i></p> <p><i>*Recovery premium received in academic year 2021 to 2022 can be carried forward to academic year 2022 to 2023. Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.</i></p>	£0
<p><b>Total budget for this academic year</b></p> <p><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></p>	£745, 959

# Part A: Pupil premium strategy plan

## Statement of intent

Our main aims each year are 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 overcome the challenges that our disadvantaged students face, we will invest in:

- Physical resources
- Staffing and leadership to support and enhance the curriculum
- Staffing in our pastoral and inclusion structure
- Extra-curricular provision for disadvantaged students

## Challenges

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

Challenge number	Detail of challenge
1	A lack of high-quality IT provision at home
2	Support for study (and with home learning) at home might be difficult for parents/carers to provide
3	A lack of history of success at school in previous generations and a possible lack of aspiration from families
4	Poor progress at primary school including in reading, speaking and writing
5	Historically poor attendance at school including from primary school
6	A narrow diet of experience in extracurricular and social opportunities
7	Low self-esteem

## 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 outcomes for disadvantaged students	Disadvantaged students achieve in line with their non-disadvantaged peers
Improved attendance for disadvantaged students	Attendance for disadvantaged students is in line with their non-disadvantaged peers
Improved destinations for disadvantaged students	All disadvantaged students have a destination secured for September 2024.

## 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: £187,295

Activity	Evidence that supports this approach	Success Criteria	Challenge number(s) and core school value addressed
<b>Home Learning –</b> Access to Seneca, Sparx Maths and Sparx reader to ensure home learning is easy and accessible for all	Home learning can greatly improve student's chances of achieving at GCSE and disadvantaged students historically struggle to complete home learning more than their non-disadvantaged peers.	All PP students have access to Seneca, Sparx Maths and Sparx reader via a suitable device	1, 2, 3, 4 Knowledge
<b>Curriculum –</b> Resources to allow the teaching of subjects such as	All students should have access to a broad and balanced curriculum that is	PP students have resources provided for them such as the ingredients to	3, 4 Knowledge

<p>Technology and the Arts.</p> <p>The introduction of an additional class in Year 11 English and maths to reduce students-teacher ratios.</p> <p>Access to a wide range of courses to ensure students come out with a range of qualifications that will enable them to access next steps e.g. Statistics GCSE.</p>	<p>designed to enable success.</p>	<p>participate in Food Technology</p> <p>Teaching groups in Y11 Maths and English are smaller meaning staff can better apply the school's 'first, first, first' approach to supporting PP students.</p> <p>All PP students have access to courses in which they are able to be successful and achieve a grade.</p>	
<p><b>Resources –</b></p> <p>Providing revision guides for all PP students in Year 11.</p> <p>Ensuring the LRC is equipped with everything it needs to support students both during the school day and before/after school.</p>	<p>Disadvantaged students can often lack access to key resources that would support their learning.</p>	<p>All Y11 PP students have revision guides for every subject they study.</p> <p>All Y11 PP students are provided with a calculator.</p> <p>LRC is fully resourced and open at appropriate times.</p>	<p>1, 2, 3, 4 Knowledge</p>

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

Budgeted cost: £67,500

<b>Activity</b>	<b>Evidence that supports this approach</b>	<b>Success Criteria</b>	<b>Challenge number(s) and core school value addressed</b>
<p><b>Intervention –</b> Use of full National Tutoring Programme funding to facilitate both school-led tutoring and work with external tuition agencies such as Action Tutoring.</p> <p>Extensive programme of school-led tutoring to support students whilst using staff who are familiar to them and understand their needs. This includes Saturday School and Holiday sessions.</p> <p>Y11 residential visit to Thornbridge to aid revision for English and Maths (whilst also allowing the opportunity for students to access extra-curricular opportunities.</p>	<p>Support for disadvantaged students in all subjects including with coursework completion in order to raise achievement.</p>	<p>All PP students will have some form of intervention in English and maths by the end of Y11.</p> <p>Action Tutoring programme set up for PP students to support English and maths.</p> <p>Thornbridge residential goes ahead with key PP match students to support English and maths.</p> <p>MyTutor programme set up to support Core and EBacc progress for PP students, specifically HPA and key match students.</p>	<p>2, 3, 4 Knowledge</p>
<p><b>Mentoring –</b> All Y11 disadvantaged students to be</p>	<p>To support disadvantaged students in making the right choices, how to revise, raising ambition and</p>	<p>All PP Y11 students will be assigned an Assertive Mentor</p>	<p>2, 3, 5, 7 Determination &amp; Ambition</p>

assigned a mentor.	generally providing additional support that, in some cases, may not be available to them outside of school.	who will meet them each week.  Attendance at school, attendance at general interventions and overall progress will increase for those students.	
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### Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £491,164

Activity	Evidence that supports this approach	Success Criteria	Challenge number(s) and core school value addressed
<p><b>Attendance –</b> Use of Think for the Future.</p> <p>Partial funding of additional staffing capacity in attendance in order to work with families of students who are PA.</p> <p>Rewards for attendance to motivate students and raise attendance of disadvantaged cohort.</p>	Disadvantaged students have a higher proportion of persistent absence (PA) than their non-disadvantaged peers.	<p>PP students participating in Think for the Future</p> <p>Attendance team are focusing efforts on PP students in all year groups.</p> <p>Improved PP attendance (in line with Non PP).</p> <p>PP students are prioritised for pop rewards.</p>	5 Determination

<p><b>Careers –</b> Access to key programmes such as Aspire.</p> <p>Running of Ambition Day for all students to raise ambition and encourage students to think about future careers.</p>	<p>To raise aspirations where family history of education is poor and/or where there is little knowledge around what students can do and how they can get there.</p>	<p>All Y11 PP students have a careers interview before Jan 2024.</p> <p>All Y10 PP students have a careers interview before Summer 2024.</p> <p>All PP students attend Ambition Day.</p>	<p>3, 6, 7 Ambition</p>
<p><b>Mental Health and Wellbeing –</b> Use of external agencies such as CAMHS and Educational Psychologists.</p> <p>Funding of Alternative Provision places to support students who struggle to access a mainstream school setting.</p>	<p>Extensive support both within school and through external agencies to raise self-esteem and support students when there are struggles surrounding emotional wellbeing and mental health.</p>		<p>7 Determination</p>
<p><b>Enrichment –</b> Support for PP students to be able to attend a variety of trips some of which are abroad.</p> <p>Extra-curricular projects and events that provide opportunity for students to</p>	<p>To broaden the range of opportunities that disadvantaged students are offered in order to raise their cultural capital and encourage engagement with the world around them.</p>	<p>A variety of trips abroad run with PP students able to access e.g. South Africa.</p> <p>PP attendance at extra-curricular clubs and events is monitored.</p> <p>PP students are directly invited to attend extra-</p>	<p>6 Ambition</p>

experience something they've never done before such as dance workshops, residential visits, etc.		curricular clubs and events to boost attendance.	
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**Total budgeted cost: £745, 959**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

	SPA disadvantaged students in 2023
Grade 5-9 (English & Maths)	19.8%
Grade 4-9 (English & Maths)	33.3%

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.

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.