

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	Sharples School
Number of pupils in school	1207
Proportion (%) of pupil premium eligible pupils	366 (30.3%)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022/2023 to 2024/2025
Date this statement was published	November 2023
Date on which it will be reviewed	July 2024
Statement authorised by	Ann Webster, Headteacher
Pupil premium lead	Farzana Khan, Assistant Headteacher
Governor / Trustee lead	Julia Head

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£362,768
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0.00
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	£362,768

Part A: Pupil premium strategy plan

Statement of intent

Our whole-school core priorities outline our aim for all pupils, including those who are disadvantaged. We have an aspirational culture, encouraging our students to be ambitious and providing them with the building blocks to fulfil their potential. Therefore, our ultimate objective is that socio-economic status has no impact on pupils' academic outcomes or access to wider opportunities.

We are a vibrant learning community and we work in partnership with all families to ensure every pupil feels they belong. Teaching and learning is at the heart of all we do and is the most important aspect of our pupil premium strategy. We have created a culture where staff work to continually improve their teaching, have high expectations for all pupils and are adept at scaffolding learning to include everyone. Subject curriculums carefully map key concepts so assessments reveal knowledge gaps and intervention can be put in place early.

Rather than see disadvantaged pupils as a homogenous group, we focus on the needs of individuals. This includes support from a highly-trained pastoral team to promote positive wellbeing for all. Our pupils enjoy a wide range of enrichment opportunities and we ensure access to these is not dependent on family resources or income.

During the three-year strategy, we will focus on key challenges that prevent some pupils from achieving their best.

Challenges

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

Challenge number	Detail of challenge
1	Assessments and observations indicate that disadvantaged pupils generally have lower levels of decoding skills, reading comprehension and numeracy than peers. This impacts their progress in all subjects.
2	Deficits in cultural and social capital are evident in lesson visits and student voice. Students gaps here inhibit access to the curriculum in terms of previous knowledge being limited.
3	Attendance and persistent absence
4	A large proportion of our pupils with special educational needs are disadvantaged (45%) and observations show that these pupils are more likely to have social and emotional and self-confidence needs.
5	Our assessments, observations and discussions with pupils and families have identified that some disadvantaged pupils lack the knowledge and

	resources for self-management of their learning, including home study and revision.
6	Our pastoral records show some of our disadvantaged pupils will require additional support for (anxiety, self-esteem, behaviour management) and will require further support from school.

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
Continue to raise attainment and academic progress through a challenging curriculum for all. Improve outcomes and narrow gaps between disadvantaged students in key cohorts e.g. Most Able, Boys, SEND	KS4 outcomes demonstrate that disadvantaged pupils' attainment is in-line with national outcomes for non-disadvantaged pupils.
Pupils have opportunities to develop their reading skills across the curriculum, with targeted intervention accelerating the progress of the weakest readers.	Reading diagnostic tests demonstrate improved comprehension skills among disadvantaged pupils and a smaller disparity between the scores of disadvantaged pupils and their non-disadvantaged peers. Observation and work scrutiny show that pupils have reading opportunities across the curriculum and are explicitly taught reading strategies and tier 2/3 vocabulary.
Average attendance of disadvantaged students in-line with non-disadvantaged peers. Holistic pastoral supports pupils to attend and enjoy school.	Gap in attendance of non-disadvantaged and disadvantaged pupils reduced to below 2%
To improve the progress of SEND pupils, with particular focus on those who are also disadvantaged.	KS4 outcomes demonstrate that disadvantaged pupils' attainment is in-line with national outcomes for non-disadvantaged pupils. The progress 8 score for SEND pupils continues to improve.
Pupil premium students' experiences build their cultural capital and are able to transfer this to their learning and build confidence.	100% of pupil premium pupils participate in two experiences annually that boost their cultural capital. Disadvantaged pupils are prioritised for support with CEIAG provision.

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: £201,902

Activity	Evidence that supports this approach	Challenge number(s) addressed
Enhancement of our core subject teaching and curriculum planning. A particular focus on assessment and home learning to ensure teachers identify gaps in knowledge and can put in place effective intervention and pupils know their areas for development in each subject.	EEF High Quality Teaching 1. High-quality teaching EEF (educationendowmentfoundation.org.uk)	1,2,4,5
Enhancement of our SEND provision through training of SEND leaders, including a new SENCO. We will fund teacher release time to embed key elements of best practice into school and to access SEND Hub resources and CPD. A significant proportion of our pupils with SEND needs are also Disadvantaged.	The EEF report Special Educational Needs in Mainstream Schools advises placing support for pupils with SEND at the heart of school priorities: https://d2tic4wvo1iusb.cloudfront.net/eeef-guidance-reports/send/EEF_Special_Educational_Needs_in_Mainstream_Schools_Guidance_Report.pdf	4
Barriers removed for pupils in accessing the curriculum and home learning: <ul style="list-style-type: none"> chromebooks provided for home use HLTAs funded to provide lunchtime homework clubs All ingredients for Food Technology provided (funded through PP funding and voluntary parent payments) 	EEF High Quality Teaching 1. High-quality teaching EEF (educationendowmentfoundation.org.uk)	2,4,5

<ul style="list-style-type: none"> Resources provided in lessons, e.g. set texts in English Literature 		
<p>Staff work to continually improve their teaching of all pupils, including disadvantaged, through participation in instructional coaching and teaching and learning Professional Development Communities.</p> <p>We will strengthen the leadership of the pupil premium strategy through training and development for Assistant Headteacher in charge of Pupil Premium Strategy and the Diminishing the Differences Coordinator. Each department has a Diminishing the Differences representative to sustain improvement in all subject areas.</p>	<p>High quality teaching is proven to have the highest impact on students: 1. High-quality teaching EEF (educationendowmentfoundation.org.uk)</p> <p>It is important for school leaders to continually monitor the progress of the pupil premium strategy and provide support for staff implementing new initiatives so they can take ownership and deliver them successfully: https://d2tic4wvo1iusb.cloudfront.net/documents/guidanceForTeachers/EEF-Guide-to-the-Pupil-Premium-Autumn-2021.pdf</p>	All
<p>There is an explicit focus on the development of whole school literacy through Reading using the Sharples 4 Pillars.</p>	<p>Reading comprehension strategies EEF (educationendowmentfoundation.org.uk)</p>	1

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

Budgeted cost: £124,415

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Adopting a targeted reading teaching programme (Reading Wise) as intervention for disadvantaged pupils who need additional help to comprehend texts and address vocabulary gaps, phonics, decoding and comprehension.</p>	<p>Reading comprehension strategies can have a positive impact on pupils' ability to understand a text, and this is particularly the case when interventions are delivered over a shorter timespan: Reading comprehension strategies Toolkit Strand Education Endowment Foundation EEF</p>	1,4

<p>Adopting targeted numeracy teaching programmes (White Rose Maths, Times Tables Rock Stars) as intervention for disadvantaged pupils who need additional help to build foundational Maths knowledge.</p>	<p>The DfE non-statutory KS3 guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches:</p> <p>Teaching mathematics at key stage 3 - GOV.UK (www.gov.uk)</p> <p>To teach maths well, teachers need to assess pupils' prior knowledge and understanding effectively, employ manipulatives and representations, teach problem solving strategies, and help pupils to develop more complex mental models:</p> <p>KS2 KS3 Maths Guidance 2017.pdf (educationendowmentfoundation.org.uk)</p>	<p>1,4</p>
<p>Funding of Flash Academy to support INA pupils. These pupils have 1:1 and small group support from the INA Coordinator.</p>	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one:</p> <p>One to one tuition EEF (educationendowmentfoundation.org.uk)</p> <p>And in small groups:</p> <p>Small group tuition Toolkit Strand Education Endowment Foundation EEF</p>	<p>1</p>
<p>We will continue to develop our programme of targeted intervention through CPD and development of HLTAs.</p>	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one:</p> <p>One to one tuition EEF (educationendowmentfoundation.org.uk)</p> <p>And in small groups:</p>	<p>1,4</p>

	Small group tuition Toolkit Strand Education Endowment Foundation EEF	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £34,450

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>A strong pastoral team (5 year coordinators, SLT link for each year group, Behaviour Mentor, Inclusion Manager, Attendance Officer and form tutors) who provide intervention and support for specific pupils with emotional and behavioural difficulties.</p> <p>GL PASS testing used to identify pupils for further support, e.g. Whys Up.</p> <p>Pastoral staff have regular training on safeguarding and supportive strategies.</p> <p>Form tutors use assembly time to conduct 1:1/small group Form Tutor Conversations to mentor pupils, with PP as a priority.</p>	<p>A growing body of evidence indicates that enhancing social, emotional and behavioural skills (including emotional identification, articulation and regulation; communication skills; conflict resolution skills; behavioural self-regulation; empathy and perspective taking) is a key determinant to young people's mental health and wellbeing, and supports them in achieving positive outcomes in school, work and life:</p> <p>https://www.eif.org.uk/report/adolescent-mental-health-a-systematic-review-on-the-effectiveness-of-school-based-interventions</p>	3, 6
<p>The Attendance Pathway communicates attendance expectations and rewards for good/improved attendance to pupils and parents.</p> <p>The Attendance Officer tracks attendance and takes action at each stage, supported by Year Coordinators and year group SLT Links.</p>	<p>The DfE guidance Improving School Attendance has been informed by engagement with schools that have significantly reduced persistent absence levels.</p>	3
Continued enhancement of the provision of enrichment	Part of the EEF's recommended tiered approach to Pupil Premium	3, 4, 5

<p>opportunities for Disadvantaged pupils.</p> <p>This involves leadership development for TLR holders who support enrichment: Diminishing the Differences Coordinator, Duke of Edinburgh Leads, Student Affairs Committee Lead and Reading Coordinator and Raising Aspirations Coordinator.</p> <p>The Diminishing the Differences Coordinator leads the Sharples Baccalaureate programme for Year 7 & 8, with engagement tracked using Absolute Education.</p> <p>Assistant Headteacher in charge of CEIAG and Raising Aspirations Coordinator prioritise support for disadvantaged pupils in careers, next steps events and work experience.</p> <p>Funding is used to ensure Disadvantaged pupils have access to enrichment opportunities.</p>	<p>spending is a focus on wider strategies to raise attendance, improve behaviour and provide social and emotional support:</p> <p>https://d2tic4wvo1iusb.cloudfront.net/documents/guidanceForTeachers/EEF-Guide-to-the-Pupil-Premium-Autumn-2021.pdf</p>	
<p>Development of use of Bromcom, MCAS and Student Portal to improve communication with parents.</p>	<p>Part of the EEF's recommended tiered approach to Pupil Premium spending is a focus on wider strategies to raise attendance, improve behaviour and provide social and emotional support:</p> <p>https://d2tic4wvo1iusb.cloudfront.net/documents/guidanceForTeachers/EEF-Guide-to-the-Pupil-Premium-Autumn-2021.pdf</p>	2,3,4,5,6

Total budgeted cost: £362,768

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 2022/23, our average **Progress 8** score for **Disadvantaged pupils** was 0.40 compared to the **national average** for **Non-Disadvantaged pupils** which was 0.17. **Attainment 8** for **Disadvantaged pupils** was 46.5 (compared to the **national average** for **all pupils** which was 50.2). 47% of **Disadvantaged pupils** achieved 5+ in English and Maths against the **national average** for **all pupils** of 52%. 60% of **Disadvantaged pupils** achieved 4+ in English and Maths against the **national average** for **all pupils** of 73%, hence the focus on early intervention in literacy and numeracy in our strategy.

Small group tuition took place across year groups 9,10 and 11, beyond the school day, using School-Led Tutoring funding. For year 9 and 10 this was in the science area, for year 11 this took place across all subject areas, with sessions taking place over the weekend and the holidays.

Recovery Premium funding was used to promote reading for pleasure across the school, alternative provision experiences for students struggling to settle back in normal school life post Covid, celebrating student successes with an Achievement Portfolio programme and resources for our creative subjects where pupils were unable to engage as well during Covid.

Externally provided programmes

Programme	Provider