

Pupil premium strategy statement – Sheffield Springs 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	1059
Proportion (%) of pupil premium eligible pupils	72% (767 pupils)
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)	2021/2 to 2023/2024
Date this statement was published	20/12/23
Date on which it will be reviewed	By 31/08/2024
Statement authorised by	Claire Cartledge (Principal) Chris Howard (Vice Principal)
Pupil premium lead	Claire Cartledge
Governor / Trustee lead	Deborah Fitzgerald

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£630,833
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>	£169,326
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>	£800,159

Part A: Pupil premium strategy plan

Statement of intent

The pupil premium strategy at Sheffield Springs Academy aims to support all eligible pupils in achieving the very best outcomes. It is underpinned by our belief that every child, regardless of background, can and should achieve their full potential and they must be supported to have high aspirations for their future.

The aim of our strategy is to remove any barriers that stand in the way of academic and personal success. We believe that social and financial disadvantage should never adversely affect a pupil's life chances or prevent them from pursuing a career or education pathway of their choice. Ensuring that all disadvantaged students have access to a challenging, academic curriculum and the highest quality of teaching is central to this.

Our pupil premium strategy is a tiered approach that focuses on effective teaching, targeted academic support, and wider strategies. Our approach is based upon evidence-based strategies and will use effective assessment systems to monitor and evaluate the impact of our actions to support disadvantaged students. Careful tracking and monitoring against high expectations will be a core part of ensuring our strategy is successful.

We believe that supporting disadvantaged pupils is everyone's role at Sheffield Springs Academy. By taking a whole school approach to the delivery of this Pupil Premium strategy, all staff will be aware of the role they are required to play to help address the progress and attainment gap between disadvantaged and non-disadvantaged students.

The strategy will enable us to prioritise the social, emotional and mental health (SEMH) needs of our students and will ensure that they feel safe, valued, and supported on their journey to success. In turn, students will be more likely to attend school, receive more rewards and succeed academically. Likewise, our plans to widen the provision around careers and 'cultural capital' opportunities will help to raise aspirations and improve future post-16 destinations our disadvantaged students.

Through the provision of high-quality teaching, effective support, and accessible enrichment opportunities, we hope to ensure that all disadvantaged students at Sheffield Springs Academy develop into successful and happy adults who demonstrate our values of respect, excellence, ambition, and pride throughout their lives.

Challenges

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

Challenge number	Detail of challenge
1	Attendance of disadvantaged pupils is below that of their non-disadvantaged peers, persistent absence is higher amongst disadvantaged pupils.
2	Disadvantaged pupils account for a disproportionate number of fixed term suspensions, although this did reduce in 2022/23.
3	Disadvantaged pupils are disproportionately represented in safeguarding concerns dealt with by the academy.
4	There is a stubborn outcome gap at GCSE in almost all subjects between disadvantaged pupils and their non-disadvantaged peers.
5	A disproportionately high number of disadvantaged students have lower aspirations and lower expectations for post-16 pathways than their non-disadvantaged peers.

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
Attendance of disadvantaged pupils is at least in line with that of their non-disadvantaged peers	<ul style="list-style-type: none">Disadvantaged pupils' attendance improves year on year, and is in-line with non-disadvantaged pupilsDisadvantaged pupils' persistent absence reduces year on year
Disadvantaged pupils account for a disproportionate number of fixed term suspensions, although this did reduce in 2022/23.	<ul style="list-style-type: none">Fixed term suspensions should account for a proportionate % of overall suspensionsFixed term suspensions should reduce year on yearStudents at serious risk of permanent exclusion to receive a range of early intervention to prevent this

Disadvantaged pupils are disproportionately represented in safeguarding concerns dealt with by the academy.	<ul style="list-style-type: none"> • The academy engages with all external agencies • Disadvantaged pupils are supported to access a full educational offer • Wellbeing support and counselling is readily available to those in need
There is a stubborn outcome gap at GCSE in almost all subjects between disadvantaged pupils and their non-disadvantaged peers.	<ul style="list-style-type: none"> • The progress 8 score for disadvantaged pupils should be 0 or above • The proportion of disadvantaged students attaining at 4+ and 5+ in English and Maths improves year-on-year and is in line with non-disadvantaged students and national averages.
A disproportionately high number of disadvantaged students have lower aspirations and lower expectations for post-16 pathways than their non-disadvantaged peers.	<ul style="list-style-type: none"> • 100% of disadvantaged students access careers advice from year 7 and in all other years • 100% of disadvantaged pupils complete post-16 applications • 100% of disadvantaged students go into post-16 education, employment, or training

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: £ 315540

Activity	Evidence that supports this approach	Challenge number(s) addressed
A Pupil Premium Creative Teaching Fund is available for departments to place bids and provide a rationale around resources or visitors tailored to the needs and improved outcomes of the PP cohort in their subject area.	Mastery learning +3 months (EEF toolkit)	1, 4

To deploy a KS3 Literacy and Numeracy Co-ordinator to lead on intervention needs for PP students in KS3 in order to enhance decoding, comprehension, expressive writing and numeracy skills.	Overarching literacy interventions have +5 months and maths + 3-month impact (EEF toolkit)	3 ,4
To use HLTAs to support the literacy and progress of our PP SEND students across both KS3 and KS4.	To use HLTAs to support the literacy and progress of our PP SEND students across both KS3 and KS4.	1 to 4
To deliver quality CPD to improve quality of teaching and learning an accelerate student progress.	Mastery learning +3 months (EEF toolkit)	3- 4
To improve the subject knowledge of teaching and support staff via CPD both internally and via courses such as Early Careers Mentoring, NPQSL, NPQML, etc.	Metacognition and self-regulation have a 7+ month impact (EEF toolkit)	1-5
To use the Birmingham SEND and EAL Toolkit to ensure appropriate provision is used to accelerate progress in language, literacy and maths combined.	Small group tuition has a 4+ month impact (EEF toolkit)	1 to 4
To utilise a trained librarian and resources to support Accelerated Reader and Literacy (to include parental engagement on reading progress). To use the Tutor Reading Programme and weekly form-time oracy session to engage students in reading for pleasure.	Metacognition and self-regulation have a 7+ month impact (EEF toolkit)	

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

Budgeted cost: £ 83700

Activity	Evidence that supports this approach	Challenge number(s) addressed
To provide targeted out of hours school-led academic tutoring (including Saturday) academic mentoring for English, maths, and science, especially around the grade 3-4 and 4-5 borderline (engagement	Small group tuition has a 4+ month impact (EEF toolkit) Extending school time (after school interventions) have a 3+ month impact (EEF toolkit)	3,4

virtual during any need for isolation owing to the national pandemic).		
To improve levels of progress/ attainment of PP students via academic mentoring with an employed English Tutor.		
To improve levels of progress/ attainment of PP students who are 'vulnerable' and 'hard to reach' via internal AP approach.		
To run targeted holiday sessions to support student outcomes.		
To run a targeted summer school to support student outcomes.		
To improve levels of progress/ attainment of PP students via academic mentoring with an employed Maths Tutor.		
To use the Lexia Programme during form-time to support the progress of struggling readers.	Many reading strategies have very high impacts in the EEF toolkit. E.g., Reading comprehension strategies have a 6+ month impact.	3, 4
To improve the aspirations of our PP students via an Aspirations Programme.	Students' interests and aspirations are assessed and collated, allowing leaders to plan career events, co-curricular clubs and form time sessions which support students in achieving their goals and are tailored to the year group's interests.	3, 4
To use data efficiently to ensure PP students are tracked and interventions put in place accordingly. Data team contribution.	Contribution towards provision of enhanced data team in order that greater depth of analysis can be carried out to support teachers' understanding of the progress being made by disadvantaged students and to analyse their areas for improvement, better informing subsequent interventions.	3, 4

Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 395149

Activity	Evidence that supports this approach	Challenge number(s) addressed
To reduce absence rates in PP students via an attendance support team and targeted attendance interventions.	Embedding principles of good practice set out in DfE's Improving School Attendance advice.	1-2
To improve the Health and Wellbeing of our PP and vulnerable students via a Wellbeing Officer.	Social and emotional learning has an impact equivalent to +4 months (EEF toolkit). Parental engagement is vital and has a +5 month impact (EEF toolkit)	1, 5
To provide a Hardship Fund for PP families who need imminent help with basic needs such as food, clothing or electricity and gas tokens.	Parental engagement is vital and has a +5 month impact (EEF toolkit) Our experiences and those of similar schools to ours have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.	1-2
Run funded targeted intervention residencies for English, maths, and science (Conway/Kingswood, etc). To subsidise music, arts and sport lessons for engagement in wider skills and enjoyment of learning.	Case studies in the "EEF guide to the pupil premium" highlight the positive impact of enrichment activities on disadvantaged student progress. Arts/Sports participation has a 3+ month impact (EEF toolkit)	1-5
To engage students in the 'Medical Mavericks' Programme in order to widen	The Good Career Guidance Report (Gatsby, 2013) out-lines the importance of providing high quality	1, 2, 5

aspirational careers around the NHS and STEM.	careers guidance to disadvantaged student aspiration.	
To support nutrition and concentration prior to KS4 exams and morning interventions by providing breakfast.	There is significant evidence breakfasts lead to improved academic performance – for example Adolphus et al., 2013.	1, 2, 4
To provide GCSE revision guides and equipment to support outcomes via revision and home learning.	Homework/home learning has a 5+ month impact (EEF toolkit). Mastery learning +3 months (EEF toolkit)	2, 3,4
To budget for PP rewards and incentives that include their areas of interest (student voice).	Our whole-school rewards scheme is built from student voice and incentivises all pupils to demonstrate our core values each day.	1, 2, 5
To improve the aspirations of our PP students through high quality CEIAG	The Good Career Guidance Report (Gatsby, 2013) out-lines the importance of providing high quality careers guidance to disadvantaged student aspiration.	1, 4, 5
To close the attainment gap of a targeted group of PP students via a Think for the Future mentoring scheme that helps to remove emotional barriers and inspire positive change.	Social and emotional learning has an impact equivalent to +4 months (EEF toolkit). "Extending school time (after school interventions) have a 3+ month impact (EEF toolkit).	3, 4
To use extra-curricular scholarship fund to support wider careers and aspirations (to include 'Debate Mate' for Nebula).	Subsidies for disadvantaged students and funding towards projects, which provides competitive events for 'more able' disadvantaged students such as 'spelling bee' and 'university challenge' in conjunction with other United Learning academies as well as social and cultural activities such as theatre and ballet trips, reading groups and visits to aspirational employers (such	5

	as HSBC / Santander / Lloyds in the City of London).	
To create cultural capital extra-curricular opportunities such as visits to the theatre, sporting events and overseas trips.	Arts/Sports participation has a 3+ month impact (EEF toolkit) Case studies in the “EEF guide to the pupil premium” highlight the positive impact of enrichment activities on disadvantaged student progress.	3, 4
To use a percentage of the PP (SLT) salary to review data, gaps, interventions, meet students and co-ordinate interventions.	Social and emotional learning has an impact equivalent to +4 months (EEF toolkit). "Small group tuition has a 4+ month impact (EEF toolkit) Extending school time (after school interventions) have a 3+ month impact (EEF toolkit)""Extending school time (after school interventions) have a 3+ month impact (EEF toolkit)	1-5
To support staffing additional learning sessions (Saturdays - not small group).	Small group tuition has a 4+ month impact (EEF toolkit) Extending school time (after school interventions) have a 3+ month impact (EEF toolkit)	3-4
To participate in the SSEL P and Learn Sheffield collaborative provision around sharing good leadership and school initiatives to inspire transformational change.	Overarching literacy interventions have +5 months and maths + 3-month impact (EEF toolkit)	1 - 4
To use 'Links' in order to provide a personalised curriculum for vulnerable students.	Arts/Sports participation has a 3+ month impact (EEF toolkit) Case studies in the “EEF guide to the pupil premium” highlight the positive impact of enrichment activities on disadvantaged student progress. Arts/Sports participation has a 3+ month impact (EEF toolkit)	1 - 4

Total budgeted cost: £794,389

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

- 2023 outcomes showed a significant gap between disadvantaged pupils and their non-disadvantaged peers in the attainment of a grade 4+ and 5+ in both English and maths
- Disadvantaged pupils at the academy achieved less well than their peers nationally, but broadly in line with disadvantaged peers at similar schools in Sheffield
- November mock exam data shows that the pupil premium gap has more than halved in the 4+ and 5+ grades for maths and English, whilst there is still an unacceptable attainment gap this is a positive improvement, and we will work tirelessly to eradicate this in summer 2024.
- Over term 1 of this academic year, data show that disadvantaged pupils are now proportionately represented in fixed term suspensions, this has not been the case in previous years.

Externally provided programmes

Programme	Provider
STEM and NHS Careers workshops/online package	The 'Medical Mavericks'
English and maths academic mentoring	Action Tutoring and My Tutor
Mentoring	Sheffield United Mentoring
Mentoring	Think For the Future
Emotional wellbeing mentoring	United Learning funded counselling and therapeutic