

Pupil premium strategy statement

This statement details our school's use of pupil 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 effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Shuttleworth College
Number of pupils in school	1079
Proportion (%) of pupil premium eligible pupils	43.74%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021/22-2024/25
Date this statement was published	Republished July 2024
Date on which it will be reviewed	Post results, Autumn term 2024
Statement authorised by	Ruth England, Headteacher
Pupil premium lead	Karen Lightfoot, Deputy Headteacher
Governor / Trustee lead	Kevin Hall

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£508,790
Recovery premium funding allocation this academic year	£126,615
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£635,405

Part A: Pupil premium strategy plan

Statement of intent

Our intent is for all of our students to have access to a high-quality education that allows them to make good progress, achieve high outcomes, become well-rounded citizens and be thoroughly prepared for their next steps in education. We believe that students' education should not be negatively impacted due to their background or personal challenges. Our pupil premium strategy is very closely aligned with our school improvement plan as it is our belief that only by drilling down to the priorities in the statement below and making these our focus of school improvement, will we truly make a difference to the almost half of our cohort that are disadvantaged, as well as all other students.

Quality-first teaching is at the heart of the strategy, in both academic and personal development respects. Strong teaching is proven to have the greatest impact on all students, but more so for those that are disadvantaged, students with SEND and other vulnerable learners. Whilst we do aim to reduce the attainment gap between disadvantaged students and those that are not, it is implicit in this plan that attainment of non-disadvantaged students is maintained and continues to improve.

The strategy was also part of our COVID-19 recovery with a strong focus on improving attendance and utilising catch-up funding effectively; we continue to want to ensure that students have good attendance and that we thereafter utilise assessment data to adopt a 'keep up, not catch up' approach so that we can be accurately responsive to the on-going needs of all students.

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 students is lower than non-disadvantaged.
2	Attainment of disadvantaged students is lower than non-disadvantaged.
3	Reading ages of disadvantaged students in Key Stage 3 are lower than non-disadvantaged by a whole year on average.
4	National studies, as well as our own observations, show that disadvantaged students lack metacognitive, self-regulation strategies throughout the curriculum.

5	National studies, as well as our own observations, show that disadvantaged students have been more greatly impacted by the COVID-19 pandemic resulting in significant knowledge, understanding and skills gaps.
6	National studies, as well as our own observations, show that disadvantaged students have been more greatly impacted by the COVID-19 pandemic resulting an increase in social and emotional issues and lack of enrichment opportunities.

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
To achieve and sustain improved attendance for all students, particularly those who are disadvantaged.	<p>Sustained high attendance from 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> the overall absence rate for all pupils being no more than 4%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced by 5%. the percentage of all pupils who are persistently absent being below 10% and the figure among disadvantaged pupils being no more than 5% lower than their peers.
To achieve and sustain improved attainment among disadvantaged students across the curriculum at the end of Key Stage 4.	<p>By the end of our current plan in 2024/25, 50% or more of disadvantaged pupils enter the English Baccalaureate (EBacc). In the last 4 years this figure was 22-44%.</p> <p>2024/25 KS4 outcomes demonstrate that disadvantaged pupils achieve:</p> <ul style="list-style-type: none"> an average Attainment 8 score of 4.5 an EBacc average point score of 4.5 an open average point score of 4.5
Improved reading ages among disadvantaged pupils across Key Stage 3.	<p>Reading ages of all students are tested each year. Data informs interventions and reading ages of disadvantaged students increase so that they are more in-line with their chronological age.</p>
Improved metacognitive and self-regulatory skills for all students, including those who are disadvantaged.	<p>Teacher reports and class observations suggest disadvantaged pupils are more able to monitor and regulate their own learning. This finding is supported by</p>

	homework completion rates across all classes and subjects.
To achieve and sustain improved wellbeing for all students, including those who are disadvantaged.	<p>Sustained high levels of wellbeing from 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> • qualitative data from student voice, student and parent surveys and teacher observations. • a significant increase in participation in enrichment activities, particularly among disadvantaged pupils.

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: £97,951

Activity	Evidence that supports this approach	Challenge number(s) addressed
Develop teachers' implementation of the curriculum through CPD and pedagogy development, with a focus on teachers choosing appropriate activities for their students and effective feedback.	EEF recommendation to ensure all students have access to high quality teaching, including SEND. Special Educational Needs in Mainstream Schools – Guidance Report Providing feedback has been extensively researched and shows a very high impact and at low cost. Evidence suggests it may have a greater impact for disadvantaged students. Feedback Toolkit Strand Education Endowment Foundation EEF Teacher Feedback to Improve Pupil Learning – Guidance Report	2 4 5
Evaluate and refine assessment structures, with a focus on question level analysis and resulting interventions, to ensure students achieve well across all subjects.	Small group tuition is shown to have a moderate impact for low cost. It is more likely to be effective when it is targeted at students' specific needs. Studies show students evident for free school meals typically receive additional benefits from tuition. Small group tuition Toolkit Strand Education Endowment Foundation EEF	2 5
Develop students' study skills, cognition and metacognition to enable students to learn effectively (to include parental engagement).	Teaching metacognitive strategies to pupils can be an inexpensive method but with very high impact to help pupils become more independent learners. Evidence suggests that disadvantaged students are less	2 4

	likely to use metacognitive strategies unless explicitly taught. Metacognition and self-regulation Toolkit Strand Education Endowment Foundation EEF	
Explicitly teach learning behaviours to enable students to learn effectively and regulate their own behaviour.	Behaviour interventions are shown to have a moderate impact and low cost. They can also be shown in some circumstances to produce moderate improvements in academic performance. DfE figures show students eligible for free school meals are more likely to be excluded than those not eligible. Behaviour interventions Toolkit Strand Education Endowment Foundation EEF	4 6

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

Budgeted cost: £455,661

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Ensure catch-up funding is effectively utilised across all year groups to fill gaps caused by the pandemic as well as historical issues/disadvantage, to include the NTP and use of our own staff to deliver interventions and mentoring (see separate plan).</i>	<i>Tuition targeted at specific needs and knowledge gaps can be an effective method with high impact to support low attaining pupils or those falling behind. Studies in England show students eligible for free school meals typically receive additional benefits from small group tuition. One to one tuition & Small group tuition Toolkit Strand Education Endowment Foundation EEF</i>	2 5
Develop the inclusion team's work to ensure all students have access to a broad and effective curriculum that meets their needs.	Ofsted evidence shows that high standards in literacy and numeracy are reached by celebrating all subjects. A broad and balanced curriculum is crucial in areas of high deprivation to ensure children's life choices and opportunities are not restricted, as	1 2 5 6

	well as developing well-rounded individuals.	
Identify and support students who have gaps in their phonics knowledge. Continue to drive whole-school reading to ensure students have good standards of literacy.	<p>Reading comprehension, vocabulary and other literacy skills are heavily linked with attainment in maths and English: word-gap.pdf (oup.com.cn)</p> <p>Reading comprehension and phonics strategies both show a very high impact based on extensive research. Combining reading strategies with phonics activities can be a useful approach. Studies in England show students eligible for free school meals can receive slightly greater benefit from phonics interventions.</p> <p>Reading comprehension strategies & Phonics Toolkit Strand Education Endowment Foundation EEF</p>	2 3 5

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

Budgeted cost: £150,222

Activity	Evidence that supports this approach	Challenge number(s) addressed
Embed escalating support strategy for non-attendance with short term reviews to allow intervention to be amended if needed.	The DfE guidance has been informed by engagement with schools that have significantly reduced persistent absence levels.	1
Develop processes to ensure consistent practice across the inclusion team (using family support workers) to identify specific barriers, robust target setting, mentoring and review for vulnerable learners.	Successful parental engagement does show a moderate impact based on extensive evidence and includes more intensive programmes for families in crisis. There are higher impacts for students with low prior attainment. Research suggests disadvantaged children regress during holidays due to level of formal activity they participate in.	1 2 5 6

	Parental engagement Toolkit Strand Education Endowment Foundation EEF	
Embed an aspirational and ambitious culture where students can and do develop socially, emotionally, physically and academically.	Arts participation and extending school time both show a moderate impact and can have a positive impact on many aspects of the curriculum Arts participation & Extending school time Toolkit Strand Education Endowment Foundation EEF	4 6
Ensure all students are thoroughly prepared for their next steps, which are aspirational, to increase the numbers of students in sustained education/training.	All students need high-quality career guidance to make informed decisions about their future; this ensures social mobility. Disadvantaged students who lack significant social capital or home support to draw upon may have the most to gain from the guidance provided. A four-year evaluation of the introduction of the Gatsby benchmarks showed a positive impact on students' career readiness and GCSE attainment. Gatsby.org.uk	2 4

Total budgeted cost: £703,834

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.

Overall, we are pleased with many aspects of the results. The best comparator with the 22-23 results is with the 2018-19 results, as neither have Covid adjustments, however, there were many grade boundaries that were much harsher in 22-23 when compared with 18-19., There were many national disparities in top grades awarded dependent on the geography of where a school is, and in Burnley we can see this across the results for each school. We have done incredibly well with maths and English basics measures in spite of this.

Our PP cohort have improved each year in many key measures, including attainment 8, progress 8 and achievement of the EBacc. The gap between the Attainment 8 scores of our disadvantaged and non-disadvantaged pupils has narrowed when comparing 2019 data to 2023, by almost 5. The gap between the Progress 8 score has also reduced significantly, from 0.83 to 0.53. The EBacc entry gap is only 2%, but the achievement gap is wider.

Our internal assessment data shows that there continues to be a disadvantaged attainment gap in some subjects, but not all subjects. Students continue to start school in Year 7 with many knowledge and skills gaps due to the impact of Covid-19 which has disrupted the learning of all students. As evidenced in schools across the country, school closure was most detrimental to disadvantaged pupils, and they were not able to benefit from pupil premium funded improvements to teaching and targeted interventions to the degree that was intended.

Overall attendance in 2022-23 was lower than in the preceding years at 88.6%. Absence among disadvantaged pupils was 8.2% lower than their non-disadvantaged peers and 71% of persistent absence was disadvantaged pupils.