

# Pupil premium strategy statement – Shireland Biomedical UTC

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 outcomes for disadvantaged pupils last academic year.

## School overview

Detail	Data
Number of pupils in school (KS3-KS4)	345 (24/10/24)
Proportion (%) of pupil premium eligible pupils	45% (24/10/24)
Academic year/years that our current pupil premium strategy plan covers ( <b>3-year plans are recommended – you must still publish an updated statement each academic year</b> )	2024-2025
Date this statement was published	November 2024
Date on which it will be reviewed	July 2027
Statement authorised by	Gulfam Shahzad
Pupil premium lead	Rebecca Banks
Governor / Trustee lead	Robert Till

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£108,150
Pupil premium funding carried forward from previous years <i>(enter £0 if not applicable)</i>	£0
<b>Total budget for this academic year</b> <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>	£108,150

## Part A: Pupil premium strategy plan

### Statement of intent

It is the Academy's intention to provide all of our students, regardless of their background, the support and opportunities to help them be successful academically and as decent aspirant members of society. We recognise that many families at our Academy struggle financially and Pupil Premium funding is used to support a raft of interventions specifically targeted at those students who are eligible for this funding.

The key principles of the use of our Pupil Premium funding are addressing individual needs, equality of opportunity where there are difficult circumstances, and providing strong, additional academic support.

For our Pupil Premium students, we want to see:

- A narrowing of the gap in terms of attainment, attendance and exclusions.
- That students from disadvantaged backgrounds are accessing and participating in the same curricular and extra-curricular opportunities as their peers.
- That students have barriers to learning and achievement mitigated.
- The strategy will also target and support those students who are classified as 'vulnerable' due to being CIN, CP, LAC, having a designated social worker, Young Carers and other vulnerabilities identified by our Safeguarding and Pastoral teams.
- High-quality learning and teaching, and first wave interventions are at the heart of our approach, with a focus on areas in which disadvantaged students require the most support. Staff training is designed to consider carefully ways of directly impacting disadvantaged students in the classroom, such as more individualised attention, intervention, differentiation, resourcing, feedback and out of hours support. Further work is now commencing on metacognition.
- Supporting disadvantaged students who experience safeguarding and behavioural challenges by providing a range of mentoring, counselling, mental health and wellbeing support is also at the heart of our strategy. Students must feel safe and well to participate well in their education.
- Finally, the Academy is a great believer in opportunity and funds are spent to ensure that students are not put at a disadvantage in terms of the options they study (including the Ebacc), the careers they seek and the extracurricular opportunities they wish to partake in.

### Challenges

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

Challenge number	Detail of challenge
1	<p><b>Safeguarding and Welfare issues:</b></p> <p>This includes supporting with significant and often highly complex safeguarding issues which disproportionately affect these students. With approximately 36% of students being classed as disadvantaged these represent the majority of students who are referred to our Safeguarding Department. These students face additional barriers to learning that require a high level of intervention to support and which often lead to both student and family support. These can be complex needs of neglect, health, poverty, domestic violence and a host of other serious issues from outside the community.</p>
2	<p><b>Lower Prior Attainment on Entry and Attainment in GL Assessments:</b></p> <p>The English and Maths attainment of disadvantaged students is generally lower than non-disadvantaged students.</p>
3	<p><b>Lack of Equipment, Technology, Home Working Spaces and Home Support that can affect the Quality of Outputs in Classwork and Homework.</b></p> <p>Our assessments, observations and discussions with pupils and families suggest that the education and wellbeing of many of our disadvantaged pupils have been impacted by partial school closures to a greater extent than for other pupils.</p> <p>These findings are backed up by several national studies. This has resulted in significant knowledge gaps resulting in pupils falling further behind age-related expectations, especially in maths.</p>
4	<p><b>Low attendance, high suspension and permanent exclusion rates for most vulnerable students:</b></p> <p>Our attendance data for 2023/24 indicates that attendance among disadvantaged students has been 0.77% lower than that for non-disadvantaged students.</p> <p>Our suspension data shows out of the 30 suspensions last year, 17 were of pupil premium students.</p>
5	<p><b>Reading:</b></p> <p>Students undertake the NGST reading tests thrice yearly. In these tests on average Pupil Premium students are showing a gap of half a year in reading age to their peers. This can be through a combination of factors. Access to reading material, the amount of reading in the home and in some cases having no one to assist at home with reading due to issues of EAL or illiteracy. Our EAL rate is currently 51%.</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
To reduce the gaps in attainment for disadvantaged students by ensuring that staff are trained and equipped with skills,	Staff to all have training on the best ways to support disadvantaged students. For us to

awareness and knowledge of appropriate strategies to best support students.	<p>have used funds to support staff subject knowledge where appropriate.</p> <p>For all staff to have undertaken training.</p> <p>High expectations and aspirations are shared by staff, students and parents.</p> <p>The gaps between PP and non-PP students reduce.</p>
Disadvantaged students to improve reading ages to be in line with their peers.	<p>Disadvantaged students to improve their reading and spelling ages as shown by NGRT, NGST data and improved attainment in other related subjects.</p> <p>End of KS3 GL assessment data to show improvements.</p>
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	<p>Sustained high attendance in 2023-24 demonstrated by:</p> <p>The overall absence rate for all pupils being no more than 5%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced</p> <p>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.</p>
Continued support for PP students in attending trips and taking up opportunities that may otherwise be unobtainable and hinder their progress. (Aim Higher)	<p>Students from disadvantaged backgrounds having the same access to experiences as other students in the academy and being able to use these experiences to further their learning. PP students will be able to attend academic curriculum-linked trips for free and will receive subsidisation on some enrichment opportunities, linked to building Cultural Capital.</p> <p>Ensure that extra-curricular records are kept so that students can be targeted for specific opportunities.</p>

## Activity in this academic year

This details how we intend to spend our pupil premium funding **this academic year** to address the challenges listed above.

## Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £63,092

Activity	Evidence that supports this approach	Challenge number(s) addressed
Training Days and Teaching and Learning Communities Quality First Teaching	Opportunities for staff to meet together, collaborate and share strategies. Research using EEF Toolkit shows that quality first teaching, focusing on disadvantaged students has a disproportionately positive impact on PP compared to non-PP students. Continued training on: Feedback Questioning Scaffolding and modelling Strategies for PP students in the classroom Homework – a variety of homework types are available, online, workbook, Flipped Learning. Homework Club available for students for additional support and guidance.	1, 2, 3
Enhanced CPD budget and CPD co-ordination.	Specific training on Pupil Premium and subject knowledge courses will allow teachers to make the most impact with improving the outcomes for students.	1, 2, 3
TLR Allowance for Literacy and Reading	Identified staff have a role to support PP students with reading, spelling and literacy interventions, and to train other staff in delivering interventions.	5
National College Subscriptions	Staff with a deeper knowledge and understanding of pedagogy, the barriers to learning experienced by disadvantaged students strategies to counter these will result in more effective working relationships and greater progress made.	1, 2, 3, 4

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

Budgeted cost: £25,000.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
Implement a sustainable reading strategy and appoint leader for literacy	Teachers in every subject should provide explicit vocabulary instruction to help students access and use academic language.	5

Provide mentoring and counselling support	Students provided with targeted support from mentoring and counselling services that we will use.	1
Structured Tutor Time Interventions	Extended form time provides opportunities for students to receive bespoke intervention in certain core subjects via online learning and small group tuition. There is extended time for the Personal Development Programme covering essential PSHE and RSE learning.	2, 3
Activity and resources to meet the specific needs of disadvantaged pupils with SEND	Disadvantaged pupils with SEND have the greatest need for excellent teaching. Specific approaches to support these pupils may include explicit instruction, cognitive and metacognitive strategies, scaffolding, flexible grouping, and the targeted use of technology.	2, 5
Peer tutoring	Peer tutoring includes a range of approaches in which pupils work in pairs or small groups to provide each other with explicit teaching support	1, 2, 4, 5

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

Budgeted cost: £2,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
The Academy will fund a Hardship Fund this fund is used to purchase necessities for students	A small amount of funding is set aside to support students and families who may find themselves in urgent need of support, e.g. food vouchers, bus passes. This fund also supports uniform issues, equipment issues and buys into the Sandwell Uniform scheme providing £25 in direct funding to PP families.	3
Revision guides and materials	We provide all learning and revision resources free of charge to students. These are essential in ensuring that they have access to high quality revision materials as well as paying for subscriptions for many online learning resources.	3
The Academy will provide Trip Funding for all Disadvantaged students to ensure no student is unable to	All school trips and visits have been provided free of charge to PP students including transport costs to ensure they are able to engage.	1, 3

participate in off-site activities.		
Supporting pupils' social, emotional and behavioural need	Students will make more progress if they feel safe and well and know that there are trusted adults who they can speak to and work with.	1
Supporting Attendance	Students will make more progress if they attend the academy more regularly.	4
Breakfast clubs and meal provision	Students will perform better in all areas if they are not hungry. All students can come to Breakfast Club for cereal and toast each day, specific disadvantaged students are specifically, yet discreetly invited.	1
Extra-curricular Support	Students who are more engaged with the academy, both in the day and with extra-curricular activities are more likely to attend more regularly and have higher aspirations.	1, 2
Summer School – Y6 Transition	A 3-day summer school for Y6 students to familiarise themselves with the academy and make new friends, to build confidence prior to starting in September. Safeguarding and pastoral staff can begin to get to know vulnerable students.	1, 2

**Total budgeted cost: £90,952**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

As a new Academy we have not yet had a GCSE cohort receive examination results. In terms of assessment the Academy uses a layered approach of in class competencies, pre and post module testing, twice yearly formal examinations and external validation through GL assessments.

In 2023 our GL assessments showed the following gaps between disadvantaged students and non-Pupil Premium students (all scores are mean scores):

#### **Attendance and Behaviour**

Our attendance data for 2023/24 indicates that attendance among disadvantaged students has been 0.77% lower than that for non-disadvantaged students.

In the 2023-24 academic year, the Academy issued 30 suspensions to a total of 17 students. Of these, 17 suspensions were from 8 Pupil Premium students.

	No. of suspensions	Number of students	% of suspended students as a proportion of the cohort	
PP	17	8	14.16%	
NPP	13	9	10.83%	

## Externally provided programmes

*Please include the names of any non-DfE programmes that you used your pupil premium to fund in the previous academic year.*

Programme	Provider
NTP	MyTutor
NTP	Tute
Baseline assessments	GL Assessment
Sparx intervention	Sparx Maths and English

## Service pupil premium funding (optional)

<i>For schools that receive this funding, you may wish to provide the following information: <b>How our service pupil premium allocation was spent last academic year</b></i>
N/A
<b>The impact of that spending on service pupil premium eligible pupils</b>
N/A



## Further information (optional)

Shireland Biomedical University Technical College opened in 2022, with one Y7 cohort of 120 students and KS5 students. The academy now has Y7-9 and KS5 and continues to grow as a four-form entry with expectations to be full by 2026-2027.