

# 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 - it is the third year of our strategy.

## School overview

Detail	Data
School name	Shireland Biomedical UTC
Number of pupils in school	539
Proportion (%) of pupil premium eligible pupils	Year 7: 57% (61 students) Year 8: 55% (59 students) Year 9: 45% (50 students) Year 10: 50% (62 students) Year 12: 0% (0 students) Year 13: 0% (0 students) Overall: 52% (232 students) <i>West Midlands PP: ~30%</i> <i>National PP: 26%</i>
Academic year/years that our current pupil premium strategy plan covers <b>(3-year plans are recommended)</b>	2025 to 2028 (Year 1 of 3-year plan) Reviewed and updated annually
Date this statement was published	December 2025
Date on which it will be reviewed by	31 <sup>st</sup> August 2026
Statement authorised by	Gulfam Shehzad
Pupil premium lead	Simone Stoddard
Governor / Trustee lead	Robert Till

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£198,875
Recovery premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£198,875

# Part A: Pupil premium strategy plan

## Statement of intent

At Shireland Biomedical UTC (SBUTC) we aim to deliver high quality education which enables every student to access any support and/or interventions that are available for them to open the doors to University, Apprenticeships or Employment.

A higher-than-average proportion of pupils (50%) at SBUTC are eligible for the Pupil Premium funding. This is above the West Midlands figure of ~30% and the National figure of 26% for Secondary schools. We recognise that these students are not a homogenous group and like all young people have a range of experiences and aspirations and therefore require different levels of intervention and support.

However, we also understand that there are common challenges faced by students who experience socio-economic disadvantage, including those who are in care or who are Young Carers. The purpose of this 3-year strategy is to address these challenges and use the Pupil Premium funding strategically to support students to achieve their full potential.

Our pupil premium strategy plan supports the implementation of our mission statement and curriculum aims, ensuring that for those students whose learning is vulnerable have barriers removed so that they can prosper onto the next stage of their academic journey and future careers and lives.

The aims of our curriculum are to:

- Be broad and balanced.
- Unashamedly challenge all learners regardless of ability/starting point
- Provide a coherently planned sequence and structure in each subject that will enable students to build their knowledge and skills over time.
- Develop cultural capital across a wide range of context and experiences.
- Prepare our students for the next stage in their academic journey.

We draw on research conducted by the EEF, that has identified the common barriers to learning for disadvantaged children can be less support at home, weak language and communication skills, lack of confidence, more frequent behaviour difficulties and attendance and punctuality issues.

The key principles of our strategy are:

- Inclusive high-quality teaching and effective assessment meets the needs of all pupils
- Improving levels of literacy
- Raising attendance
- Improving engagement levels academically
- Increasing access to cultural capital opportunities
- All children have access to the same extra-curricular activities
- SEMH support
- All activities to be supported by evidence-based research to ensure all our approaches have maximum impact.

A range of diagnostic assessments, internal data and evidence have been used to inform the strategy which is underpinned by evidence informed strategies. Key to the success of all students, and particularly those from disadvantaged backgrounds, is high quality teaching in all lessons (EEF, 2023). This is a central principle of our strategy, ensuring that we can impact not only students who receive Pupil Premium funding, but all pupils. We use targeted academic support, particularly to support language development and literacy that allows students to access the curriculum and to support reading for pleasure. Wider strategies have been chosen based on robust internal assessments including increasing attendance and improving behaviour standards to help all students access the curriculum to the best of their ability.

## Challenges

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

Challenge number	Detail of challenge
<b>1</b>	<b>1. Attendance &amp; Punctuality</b> Our overall attendance for all pupils including our disadvantaged pupils was well below pre-pandemic levels. Our assessments and observations indicated absenteeism was negatively impacting disadvantaged pupils' progress. Disadvantaged students as well as other students within the Academy are more likely to be 'Persistently absent' compared to schools nationally.
<b>2</b>	<b>2. Attitudes to Learning, Self-regulation &amp; Behaviour</b> Disadvantaged pupils often encounter more social and emotional issues due to trauma experienced due to poverty. This can present itself in school in behavioural issues which has historically resulted in a higher number of incidents, suspensions, etc.
<b>3</b>	<b>3. Progress &amp; Attainment</b> Progress of students in receipt of Pupil Premium funding is lower than their non-disadvantaged peers. Evidence shows that as a group; they do not perform as well in summative Key Stage 4 (KS4) assessments. E.g. The gap in students achieving 5 GCSEs including English and Maths is approximately 18% with an average attainment 8 score for disadvantaged students of 40.3 compared to 47.9 for non-disadvantaged students
<b>4</b>	<b>4. Reading &amp; Literacy</b> Disadvantaged students as well as other students within the Academy have low levels of literacy on entry and do not often undertake wider reading, writing and oracy. Disadvantaged students as well as other students within the Academy have a lack of subject-specific vocabulary and context to deepen understanding.
<b>5</b>	<b>5. Personal Development</b> Data, conversations and observations of disadvantaged students suggests those in receipt of Pupil Premium funding have fewer opportunities to develop their cultural capital outside of school and are less likely to engage with opportunities to join co-curricular clubs and attend trips than non-disadvantaged students. Students from disadvantaged backgrounds do not necessarily realise their own potential and may lack the aspiration to aim high. This is linked to a cultural capital deficit and thus a lack of educational ambition to succeed in their studies.
<b>6</b>	<b>6. Lower levels of parental engagement</b> Disadvantaged students as well as other students within the Academy are more likely to have a lack of parental engagement with their child's education
<b>7</b>	<b>7. Poor home learning environments / lack of access to learning resources</b> Poor home learning environments with some students not having access to the internet or learning resources.
<b>8</b>	<b>8. Lower levels of engagement with the language curriculum</b> Disadvantaged students as well as other students have low levels of engagement with the language's curriculum.
<b>9</b>	<b>9. Safeguarding &amp; Welfare concerns</b> Disadvantaged students as well as other students within the Academy are more likely to have safeguarding concerns requiring support from external agencies.

## 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
Achieve and sustain increased attendance of all students, but particularly disadvantaged students to at least in line with the national average with no discernible difference in the attendance of disadvantaged and non-disadvantaged students.	<ul style="list-style-type: none"> <li>• Elimination of attendance gap between disadvantaged students and their peers within the Academy.</li> <li>• 50% reduction in number of school refusers</li> <li>• 20% reduction of disadvantaged students who are persistently absent.</li> <li>• Attendance of all students within the academy has increased and is above the national average</li> </ul>
Improved attitude to learning and engagement of disadvantaged students. Behaviour of students is significantly improved	<ul style="list-style-type: none"> <li>• A reduction in the number of negative behaviour incidents of all students, but particularly disadvantaged students.</li> <li>• The percentage of disadvantaged students on a fixed term exclusion, managed move or alternative provision placement to be in line with non-disadvantaged students.</li> <li>• 20% reduction in the number of break/lunch behaviour incidents of PP students</li> <li>• Number of detentions is reduced by 25% for PP students for behaviour incidents.</li> </ul>
Progress 8 score for disadvantaged students to be above national average through students being supported by tutoring programmes, required revision resources and materials, and access to appropriate support.	<ul style="list-style-type: none"> <li>• The Progress 8 score and attainment scores for PP students to be at/above national average.</li> <li>• No gap in attainment or progress between PP students and their peers.</li> </ul>
Assessments for students in Years 7 – 10 to show an increased number of students at secure (Expected) level.	<ul style="list-style-type: none"> <li>• Number of disadvantaged students to achieve 'Expected' results to increase by 10% in each year group to close the gap between disadvantaged and non-disadvantaged students – in SC and HL.</li> </ul>
Improved reading ages of disadvantaged students. Literacy attainment of disadvantaged students to be in line with non-disadvantaged students.	<ul style="list-style-type: none"> <li>• 85% of disadvantaged students to be at, or above, their chronological reading age. All disadvantaged students to have accessed the library at least once every month, with the vast majority visiting at least once per two weeks.</li> <li>• All disadvantaged students accessing the Sparx Reader platform every week, with the weakest readers participating in the Literacy interventions (Abigail Steele, IDL and Lexia)</li> </ul>
Increased engagement with opportunities for personal development. There is an increased participation rate from disadvantaged students in enrichment activities both within school and external opportunities. Students' cultural capital is enhanced through their involvement in these activities.	<ul style="list-style-type: none"> <li>• All disadvantaged participate in at least one external visit; interventions, and an enrichment activity each academic year.</li> <li>• At least 50% of the following to be PP students:               <ol style="list-style-type: none"> <li>a) Leadership teams</li> <li>b) NHS Cadets</li> <li>c) Sports Teams</li> <li>d) Duke of Edinburgh</li> </ol> </li> </ul>
All disadvantaged students obtain a post-16 position for September 2026. All disadvantaged students obtain a post-18 position for September 2026. Aspirations of students are raised, and they are more knowledgeable about post-18 opportunities.	<ul style="list-style-type: none"> <li>• There are no disadvantaged NEETs, all disadvantaged students are in full-time education, apprenticeship or employment in September 2026</li> <li>• All KS4 disadvantaged students have the experience of visiting a higher education institution and are more knowledgeable in regard to Higher Level Apprenticeships.</li> </ul>
Students have access to any mental health and well-being resources they require.	<ul style="list-style-type: none"> <li>• All disadvantaged students have access to a mental health counsellor. All disadvantaged students are offered breakfast each morning.</li> </ul>

## 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: **£60,208**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><b>1. Pupil Premium strategic leadership</b></p> <p>To ensure the implementation of the PP strategy and its impact is in-line with the Academy's improvement plan and Key Drivers. A proportion of the salary for this role is met through Pupil Premium funding to increase strategic capacity in improving outcomes for disadvantaged learners.</p>	<p>A proportion of the AHT's salary to lead curriculum and assessment to ensure the curriculum is ambitious and allows all students, including PP students to succeed.</p> <p>A proportion of the Pupil Premium Lead's salary is to ensure the implementation of the PP strategy and its impact is in-line with the Academy's improvement plan and Key Drivers.</p>	1-9
<p><b>2. Teaching and Learning Leadership</b></p> <p>A proportion of the salary for this role is met through Pupil Premium funding to increase strategic capacity in improving outcomes for disadvantaged learners.</p> <p>To lead curriculum and assessment to ensure the curriculum is ambitious and allows all students, including PP students to succeed.</p> <p>High-quality CPD for teachers is one of the most cost-effective ways to raise attainment.</p> <p>EEF emphasises:</p> <ul style="list-style-type: none"> <li>• instructional coaching</li> <li>• subject-specific CPD</li> <li>• feedback training</li> <li>• metacognition and self-regulation strategies</li> </ul> <p>These approaches have strong evidence bases and directly improve classroom practice.</p> <p>EEF stresses that disadvantaged pupils benefit most from:</p> <ul style="list-style-type: none"> <li>• well-sequenced curriculum</li> <li>• explicit instruction</li> <li>• scaffolding</li> <li>• modelling</li> <li>• retrieval practice</li> <li>• structured talk</li> </ul> <p>These reduce cognitive load and help close knowledge gaps.</p>	<p>When teaching is stronger:</p> <ul style="list-style-type: none"> <li>• misconceptions are addressed earlier</li> <li>• gaps close faster</li> <li>• pupils access the full curriculum</li> <li>• expectations rise</li> <li>• learning becomes more efficient</li> <li>• EEF links improved teaching to:</li> <li>• higher attainment</li> <li>• better progression routes</li> <li>• improved wellbeing</li> <li>• reduced NEET risk</li> </ul>	1-9

<p><b>3. Support for developing teachers and Early Career Teachers</b></p> <ul style="list-style-type: none"> <li>• Robust programme of development based on instructional coaching.</li> <li>• Mentoring is a priority with time in the school day to ensure this is done properly and meeting more than the minimum entitlement.</li> <li>• Time allocated for mentor training and ‘coaching on coaching’ with lead mentor throughout the school year.</li> </ul>	<p>Instructional coaching is recognised as some of the <a href="#">Four reasons instructional coaching is currently the best-evidenced form of CPD – Sam Sims Quantitative Education Research</a></p> <p>National Institute of Teaching report on <a href="#">NIOT mentoring and coaching - Key Takeaways.pdf</a> highlights</p> <p>Importance of mentor training</p> <p>Most effective mentors engage in modelling and rehearsing with mentees – instructional coaching</p>	<p>3</p>									
<p><b>4. Continued professional development of staff (quality first teaching through the CPD programme)</b></p> <ul style="list-style-type: none"> <li>• Development of Teaching and Learning Handbook to ensure a common language around shared teaching techniques and routines – ensuring students have common expectations in lessons</li> <li>• Weekly Teaching and Learning briefings based on strategies in the Teaching and Learning Handbook to support teachers to be better able to address misconceptions and move students learning forward.</li> <li>• Developing practice sessions run by internal and/or external staff to match whole school teaching and learning priorities (SEND provision, reading and oracy, independent practise/extended writing).</li> <li>• Timetabled department co-planning every two weeks to support with subject specific pedagogy, within teachers’ teaching allowance to ensure time is available to engage with this</li> <li>• External CPD opportunities – National Professional Qualifications (NPQs), Masters and Apprenticeships with the intent to improve classroom practice.</li> <li>• Opportunities for teachers to develop their skills through mentoring and dedicated mentor training.</li> <li>• Feedback to teachers on classroom practice from middle leaders and SLT which is used to inform whole school training.</li> <li>• Embed deliberate practice as part of whole school teaching routines. Part of the whole school improvement plan is to streamline the ways in which teachers go about their daily routine.</li> </ul>	<p><a href="#">EEF-Effective-Professional-Development-Guidance-Report.pdf</a></p> <p><a href="#">NIOT mentoring and coaching - Key Takeaways.pdf</a></p> <p>National College Subscriptions, Mary Myatt, etc</p> <p>EEF Special Educational Needs in mainstream Guidance Report &amp; EEF PP (2020) highlights the effectiveness for tiered approach.</p> <p>Interventions and strategies are evidence driven, allowing staff to effectively track progress using the most accurate data and make evidence-based decisions.</p> <p>Research shows that the embedding of CPD has varying effectiveness across a staff body due to the variation levels of experience of those staff members. (Lemov, Wollway and Yezzi, 2012).</p> <p>Deliberate practice is defined as ‘a highly structured activity, the explicit goal of which is to improve performance. Specific tasks are invented to overcome weaknesses, and performance is carefully monitored to provide cues for ways to improve it further’ (Ericsson et al., 1993, p. 368). Embedding of Deliberate practice strategies will ensure effective transitions within lesson times to maximise academic learning time.</p> <p>A study published by the Education Policy Institute (Fletcher-Wood &amp; Zuccollo, 2020) concluded that the impact of high-quality CPD on pupil outcomes is comparable to the impact of having a teacher with 10 years’ experience in front of a class instead of a graduate teacher. High-quality CPD improves teacher retention, particularly for early-career teachers and can also lead to increased student self-efficacy and confidence.</p> <table border="1" data-bbox="1093 1114 1778 1233"> <thead> <tr> <th>EEF Research: Strategy</th><th>Cost</th><th>Impact</th></tr> </thead> <tbody> <tr> <td>Feedback</td><td>Low</td><td>High</td></tr> <tr> <td>Metacognition and self-regulation</td><td>Low</td><td>High</td></tr> </tbody> </table>	EEF Research: Strategy	Cost	Impact	Feedback	Low	High	Metacognition and self-regulation	Low	High	<p>3,5,7</p>
EEF Research: Strategy	Cost	Impact									
Feedback	Low	High									
Metacognition and self-regulation	Low	High									



<p><b>5. Knowledge of key vocabulary and reading fluency</b></p> <ul style="list-style-type: none"> <li>• A proportion of the Literacy lead's salary is funded through the Pupil Premium to enable targeted support for disadvantaged pupils.</li> <li>• CPD on explicit reading and vocabulary strategies.</li> <li>• CPD for teachers on applying reading and vocabulary strategies in a subject specific manner, addressing cultural capital deficits.</li> <li>• Each subject curriculum is developed to ensure key words (tier 2 or tier 3) are shared with students in every lesson with opportunities to say, write and use in lessons. That there are regular opportunities for students to read and engage with academic texts.</li> <li>• Support from Literacy Lead and Senior Leaders with the implementation of literacy strategies in lessons.</li> </ul>	<p>The <a href="#">EEF KS3 KS4 LITERACY GUIDANCE.pdf</a> in secondary schools highlights key strategies to develop literacy skills:</p> <ul style="list-style-type: none"> <li>• 'Disciplinary literacy across the curriculum'</li> <li>• Targeted vocabulary support in all lessons</li> <li>• Developing students' ability to read academic texts.</li> </ul> <p>'The language gap is the attainment gap' – as highlighted by <a href="#">Levelling the Playing Field   Durrington Research School</a> <a href="#">Reading comprehension strategies   EEF</a>, as indicated by the EEF, can have an impact of +7months progress.</p>	4									
<p><b>6. Appropriate and well planned careers guidance</b></p> <ul style="list-style-type: none"> <li>• Pupil Premium funding contributes a proportion of the cost of the Careers Guidance role, increasing capacity to deliver personalised guidance and employer-engagement opportunities for disadvantaged pupils in line with the Gatsby Benchmarks.</li> <li>• CEIAG programme for all years. Relevant guidance targeted for individual years.</li> <li>• This includes opportunities to work with universities and local post 16 providers. Year 11 partake in CEIAG day in order to support applications to further education or the workplace.</li> <li>• Pupil Premium students receive early careers meetings with additional time if needed</li> <li>• Support for all students with CV writing and Interview skill workshops</li> </ul>	<p><a href="#">Transforming Careers Guidance   Gatsby Education</a> describes how good career guidance is embedded within education and a necessity for social mobility</p> <p><a href="#">SYM873648_Careers-Education-Infographic</a> describes how disadvantaged young people are more likely to be uncertain about the qualifications and skills they need after school</p>	5									
<p><b>7. Teaching &amp; Learning resources</b></p> <p>Part funding of our data systems (Pupil Progress) which allows all data to be easily accessible and useable by all staff, including to forensically target gaps in knowledge and skills. This enables school leaders to respond effectively and share the rationale for improvements more effectively with all staff, the package includes CPD for all staff. Part funding of platforms that underpin our drive to increase staff knowledge and understanding of curriculum, assessment and teaching and learning such as the Teach Like a Champion and Steplab platforms.</p>	<p>Teaching and learning resources such as books and online packages</p> <table border="1" data-bbox="1093 938 1778 1062"> <thead> <tr> <th>EEF Research: Strategy</th><th>Cost</th><th>Impact</th></tr> </thead> <tbody> <tr> <td>Feedback</td><td>Low</td><td>High</td></tr> <tr> <td>Metacognition and self-regulation</td><td>Low</td><td>High</td></tr> </tbody> </table>	EEF Research: Strategy	Cost	Impact	Feedback	Low	High	Metacognition and self-regulation	Low	High	7
EEF Research: Strategy	Cost	Impact									
Feedback	Low	High									
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<p><b>8. Online student resources</b></p> <p>Pupil Premium funding contributes a proportion of the cost of online learning resources to ensure disadvantaged pupils have equitable access to high-quality study materials and revision tools. On -line student packages such as Century, Sparx Maths, Sparx Readers, Sparx Science, etc to enable all students, including PP students.</p>	<p>Dunlosky et al (2013) rate retrieval as having 'high utility' for classroom practice</p> <p>Typically, practicing retrieval yields significantly greater long-term retention of the studied materials than just restudying them (Pashler et al, 2007)</p> <table border="1" data-bbox="1093 1299 1778 1374"> <thead> <tr> <th>EEF Research: Strategy</th><th>Cost</th><th>Impact</th></tr> </thead> <tbody> <tr> <td>Homework</td><td>Low</td><td>High</td></tr> </tbody> </table>	EEF Research: Strategy	Cost	Impact	Homework	Low	High	7			
EEF Research: Strategy	Cost	Impact									
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<p><b>9. Recruitment and retention of staff</b></p> <ul style="list-style-type: none"> <li>• Robust ECT programme to retain teachers.</li> </ul>	<p>The <a href="#">Pupil Premium Guide Apr 2022 1.0.pdf</a> describes effective teaching as a top priority for pupil premium spending. Investing in additional staffing will</p>	1-5,9									

<ul style="list-style-type: none"> <li>• Additional Cover supervisors whenever possible to reduce the need for any external agency cover teachers.</li> <li>• Wellbeing charter and use of directed time to complete on-line training modules.</li> </ul>	<p>reduce the need for external supply staff and ensures we have consistent teaching and learning for our students.</p> <p>Prioritising staff well-being to support the retention of staff. <a href="#">Summary and recommendations: teacher well-being research report - GOV.UK</a></p>	
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## Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: **£39,854**

Activity	Evidence that supports this approach	Challenge number(s) addressed															
<b>1. Literacy interventions</b> Literacy and language development delay continues to be an area of focus, particularly amongst the disadvantaged students. The Lexia programme helps students to build confidence in their reading abilities and achieve better comprehension overall. Literacy and language development delay continues to be an area of focus, particularly amongst the disadvantaged students.	Literacy programme supports students to develop reading fluency and read with comprehension as well as to spell and write with confidence. On average, oral language approaches have a high impact on pupil outcomes of 6 months' additional progress. Some studies also often report improved classroom climate and fewer behavioural issues following work on oral language. Reading comprehension strategies have high impact on average (+6 months). (EEF Teaching & Learning Toolkit, 2021) <table border="1"> <thead> <tr> <th>EEF Research: Strategy</th><th>Cost</th><th>Impact</th></tr> </thead> <tbody> <tr> <td>Oral language interventions</td><td>Low</td><td>Moderate</td></tr> <tr> <td>Feedback</td><td>Low</td><td>Moderate</td></tr> <tr> <td>Reading and comprehension strategies</td><td>Low</td><td>High</td></tr> <tr> <td>Phonics</td><td>Low</td><td>Moderate</td></tr> </tbody> </table>	EEF Research: Strategy	Cost	Impact	Oral language interventions	Low	Moderate	Feedback	Low	Moderate	Reading and comprehension strategies	Low	High	Phonics	Low	Moderate	4
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<b>2. Additional support for PP to provide equipment or access enrichment</b> Pupil Premium funding is used to provide additional support for disadvantaged pupils, ensuring they have access to essential equipment and enrichment opportunities.	Removing barriers to disadvantaged students by purchasing non-academic equipment they may require such as access to wireless dongles. Removing barriers to disadvantaged students so they can access enrichment activities alongside their peers.	1,5,6															
<b>3. Support with academic equipment, uniform, PE kit</b> The right uniform policy, that puts affordability and best value at its core, has the potential to make lives easier for both children and parents. Yet one in eight families reported they had cut back on food and other essentials because of uniform costs.	Our research also found that for low-income families, these impacts were greater, with more than one in five such families reporting cutting back on food and other basics to pay for uniform. (The Children's Society, 2020) <table border="1"> <thead> <tr> <th>EEF Research: Strategy</th><th>Cost</th><th>Impact</th></tr> </thead> <tbody> <tr> <td>Arts participation</td><td>Low</td><td>Low</td></tr> </tbody> </table>	EEF Research: Strategy	Cost	Impact	Arts participation	Low	Low	1									
EEF Research: Strategy	Cost	Impact															
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<b>4. In-house interventions</b> Providing opportunities for targeted support in specific subjects to disadvantaged Y7-13 students through afterschool intervention classes.	The impact of intervention is tracked centrally to ensure interventions are producing intended outcomes.	4															

<p><b>5. Transition support</b></p> <p>A proportion of Pupil Premium funding is allocated to targeted transition support, helping disadvantaged pupils settle quickly, build confidence, and engage effectively from the start of their programme.</p> <p>A proportion of pupils arrive in Year 7 with low KS2 attainment. Rapidly improving reading skills facilitates access to the wider curriculum and builds learner confidence.</p>	<p>Transition support programs that emphasise continuity in learning and positive social adaptation can mitigate the negative effects of the transition period (Eccles et al., 1993).</p> <table border="1"> <thead> <tr> <th>EEF Research: Strategy</th><th>Cost</th><th>Impact</th></tr> </thead> <tbody> <tr> <td>Oral language interventions</td><td>Low</td><td>Moderate</td></tr> <tr> <td>Feedback</td><td>Low</td><td>Moderate</td></tr> <tr> <td>Reading and comprehension strategies</td><td>Low</td><td>High</td></tr> <tr> <td>Phonics</td><td>Low</td><td>Moderate</td></tr> </tbody> </table>	EEF Research: Strategy	Cost	Impact	Oral language interventions	Low	Moderate	Feedback	Low	Moderate	Reading and comprehension strategies	Low	High	Phonics	Low	Moderate	<p>8,9,6</p>
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## Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £98,813

Activity	Evidence that supports this approach	Challenge number(s) addressed																		
<b>1. Attendance &amp; Behaviour lead</b> A proportion of the Attendance & Behaviour Lead's salary is funded through the Pupil Premium to provide targeted support that improves attendance and behaviour for disadvantaged pupils.	<table> <tr> <th>EEF Research: Strategy</th><th>Cost</th><th>Impact</th></tr> <tr> <td>social and emotional learning</td><td>Moderate</td><td>Moderate</td></tr> <tr> <td>aspirational interventions</td><td>Moderate</td><td>Low</td></tr> <tr> <td>Behaviour interventions</td><td>Moderate</td><td>Moderate</td></tr> <tr> <td>Metacognition and Self-regulation</td><td>Low</td><td>High</td></tr> </table>	EEF Research: Strategy	Cost	Impact	social and emotional learning	Moderate	Moderate	aspirational interventions	Moderate	Low	Behaviour interventions	Moderate	Moderate	Metacognition and Self-regulation	Low	High	1,2			
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Behaviour interventions	Moderate	Moderate																		
Metacognition and Self-regulation	Low	High																		
<b>2. Pastoral Support</b> A proportion of Pupil Premium funding supports enhanced pastoral provision to ensure disadvantaged learners develop the routines, confidence, and resilience needed to succeed on STEM and technical pathways. We believe that our Pastoral Support staff are integral to the wrap around care that our disadvantaged cohort require. The Pastoral team focus on breaking down barriers to education including engagement, attendance, welfare and behaviour.	Providing high-quality pastoral support aligns with research findings that emphasise the importance of targeted professional development and instructional leadership in improving student outcomes, especially among disadvantaged students (Education Endowment Foundation, 2021). Evidence shows that behaviour interventions, when consistently implemented and closely monitored, can lead to improved academic progress and a positive school environment (Education Endowment Foundation, 2021). <table> <tr> <th>EEF Research: Strategy</th><th>Cost</th><th>Impact</th></tr> <tr> <td>Behaviour interventions</td><td>Moderate</td><td>Moderate</td></tr> <tr> <td>Parental engagement</td><td>Moderate</td><td>Moderate</td></tr> <tr> <td>Social and emotional learning</td><td>Moderate</td><td>Moderate</td></tr> <tr> <td>Collaborative learning</td><td>Low</td><td>Moderate</td></tr> <tr> <td>Mentoring</td><td>Moderate</td><td>Low</td></tr> </table>	EEF Research: Strategy	Cost	Impact	Behaviour interventions	Moderate	Moderate	Parental engagement	Moderate	Moderate	Social and emotional learning	Moderate	Moderate	Collaborative learning	Low	Moderate	Mentoring	Moderate	Low	2,9
EEF Research: Strategy	Cost	Impact																		
Behaviour interventions	Moderate	Moderate																		
Parental engagement	Moderate	Moderate																		
Social and emotional learning	Moderate	Moderate																		
Collaborative learning	Low	Moderate																		
Mentoring	Moderate	Low																		
<b>3. Mental Health Well-being Counselling services</b> A proportion of Pupil Premium funding contributes to the cost of mental health and well-being counselling services to support disadvantaged pupils with social, emotional, and mental health needs.	<table> <tr> <th>EEF Research: Strategy</th><th>Cost</th><th>Impact</th></tr> <tr> <td>social and emotional learning</td><td>Moderate</td><td>Moderate</td></tr> <tr> <td>aspirational interventions</td><td>Moderate</td><td>Low</td></tr> <tr> <td>Behaviour interventions</td><td>Moderate</td><td>Moderate</td></tr> <tr> <td>Metacognition and Self-regulation</td><td>Low</td><td>High</td></tr> </table>	EEF Research: Strategy	Cost	Impact	social and emotional learning	Moderate	Moderate	aspirational interventions	Moderate	Low	Behaviour interventions	Moderate	Moderate	Metacognition and Self-regulation	Low	High	5,9			
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social and emotional learning	Moderate	Moderate																		
aspirational interventions	Moderate	Low																		
Behaviour interventions	Moderate	Moderate																		
Metacognition and Self-regulation	Low	High																		
<b>4. Transportation costs to school events</b> A proportion of Pupil Premium funding is allocated to transport for school events, removing financial barriers so disadvantaged pupils can participate fully in enrichment, curriculum experiences, and wider opportunities.	Provide students with transport to attend mastery sessions and close the gap for disadvantaged students. <table> <tr> <th>EEF Research: Strategy</th><th>Cost</th><th>Impact</th></tr> <tr> <td>Parental engagement</td><td>Moderate</td><td>Moderate</td></tr> <tr> <td>widening participation strategies</td><td></td><td></td></tr> </table>	EEF Research: Strategy	Cost	Impact	Parental engagement	Moderate	Moderate	widening participation strategies			5									
EEF Research: Strategy	Cost	Impact																		
Parental engagement	Moderate	Moderate																		
widening participation strategies																				

<p><b>5. Trip support</b> (only if advantaged group are paying)</p> <p>Pupil Premium funding is used to subsidise trip costs for disadvantaged pupils where other pupils are required to pay, ensuring equitable access to enrichment opportunities.</p>	<p>Research demonstrates that exposure to novel and enriching experiences can significantly enhance students' motivation to learn (Csikszentmihalyi, 1990). Enrichment activities like trips and music education can spark interest and curiosity, fostering a positive attitude toward learning.</p> <table border="1"> <thead> <tr> <th>EEF Research: Strategy</th><th>Cost</th><th>Impact</th></tr> </thead> <tbody> <tr> <td>Oral language interventions</td><td>Low</td><td>Moderate</td></tr> <tr> <td>Language immersion experiences</td><td>High</td><td>Unknown</td></tr> </tbody> </table>	EEF Research: Strategy	Cost	Impact	Oral language interventions	Low	Moderate	Language immersion experiences	High	Unknown	5			
EEF Research: Strategy	Cost	Impact												
Oral language interventions	Low	Moderate												
Language immersion experiences	High	Unknown												
<p><b>6. Attendance support team</b></p> <p>A proportion of Pupil Premium funding is allocated to the Attendance Support Team, increasing capacity to deliver targeted interventions that address persistent absence and remove attendance-related barriers for disadvantaged pupils.</p> <p>Disadvantaged students are also at risk socially if they have poor attendance. For these reasons, we invest heavily in attendance with a wide range of strategies. The Attendance Officer will lead be the primary Point of Contact who will review attendance daily, weekly, and half-termly.</p>	<p>Attendance has a demonstrable impact on outcomes. 'A child who misses between 10% and 20% stands only a 35% chance of achieving 5 good GCSEs.' DfE: The Impact of Pupil Behaviour and Wellbeing on Education Outcome.</p> <table border="1"> <thead> <tr> <th>EEF Research: Strategy</th><th>Cost</th><th>Impact</th></tr> </thead> <tbody> <tr> <td>Behaviour Intervention</td><td>Moderate</td><td>Moderate</td></tr> <tr> <td>Parental Engagement</td><td>Moderate</td><td>Moderate</td></tr> <tr> <td>Social and emotional learning</td><td>Moderate</td><td>Moderate</td></tr> </tbody> </table>	EEF Research: Strategy	Cost	Impact	Behaviour Intervention	Moderate	Moderate	Parental Engagement	Moderate	Moderate	Social and emotional learning	Moderate	Moderate	1
EEF Research: Strategy	Cost	Impact												
Behaviour Intervention	Moderate	Moderate												
Parental Engagement	Moderate	Moderate												
Social and emotional learning	Moderate	Moderate												
<p><b>7. Targeted additional enrichment opportunities</b></p> <p>We believe that these activities will engage and enrich the school experience for students; allowing the most disadvantaged learners to access world class coaching, raising aspirations, self-esteem and changing mind set.</p>	<p>Raising aspirations, particularly for disadvantaged students, who are prior High Attaining Pupils, allowing them to look beyond their doorstep in deciding their career pathways. <i>'Higher aspirations are one of the biggest factors in meeting and exceeding potential'</i>, Sutton Trust, Educating the Most Able, 2012</p> <p>Opportunities such as Brilliant Club, Oxbridge visits, Football Beyond Border, Free to Dream (F2D), Cadets, Duke of Edinburgh Award</p> <table border="1"> <thead> <tr> <th>EEF Research: Strategy</th><th>Cost</th><th>Impact</th></tr> </thead> <tbody> <tr> <td>Aspirations</td><td>Moderate</td><td>Low</td></tr> </tbody> </table>	EEF Research: Strategy	Cost	Impact	Aspirations	Moderate	Low	5						
EEF Research: Strategy	Cost	Impact												
Aspirations	Moderate	Low												
<p><b>8. Free breakfast for PP students</b></p> <p>A proportion of the cost of providing breakfast to all students in the morning.</p>	<p>'Associations between habitual school day breakfast consumption frequency and academic performance in British adolescents.' University of Leeds, 2022</p>	1												
<p><b>9. Other targeted support for families</b></p> <p>Supporting families by removing barriers to student engagement with learning at school.</p>	<table border="1"> <thead> <tr> <th>EEF Research: Strategy</th><th>Cost</th><th>Impact</th></tr> </thead> <tbody> <tr> <td>Parental engagement</td><td>Very Low</td><td>Moderate</td></tr> </tbody> </table>	EEF Research: Strategy	Cost	Impact	Parental engagement	Very Low	Moderate	6,7						
EEF Research: Strategy	Cost	Impact												
Parental engagement	Very Low	Moderate												

**Total budgeted cost: £ 198,875**

**Our Pupil Premium Strategy has been informed by the following sources:**

- Stakeholder evaluation and SWOT analysis of existing Pupil Premium. 2025.
  - State of the Nation 2018-19: Social Mobility in Great Britain  
Social Mobility Commission
  - Cracking the code: how schools can improve social mobility  
Social Mobility & Child Poverty Commission October 2014
  - Key drivers of the disadvantage gap: Literature Review  
Education in England: Annual Report 2018
  - Education Endowment Foundation: Teaching & Learning Toolkit
  - Culture, Creativity and Narrowing the Gap- Using pupil premium to enrich cultural education  
Case Study: Stoke Newington Secondary School
  - Potential for Success: Fulfilling the promise of highly able students in secondary school  
Dr Rebecca Montacute. July 2018
  - 'Higher aspirations are one of the biggest factors in meeting and exceeding potential'
6. Sutton Trust, Educating the Most Able, 2012
- An updated practical guide to the Pupil Premium. Marc Rowland
  - Effective Pupil Premium Reviews.
7. Teaching Schools Council. February 2018
- The Pupil Premium: Briefing Paper
8. House of Commons Library April 2018
- Funding for disadvantaged pupils
9. Department of Education, National Audit Office 2015
- EEF: The Attainment Gap Report
  - <https://www.evidence4impact.org.uk/search>
  - Institute for Effective Education: Engaging with evidence guide. March 2019

## 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.

- Teaching: Staff CPD improved classroom practice; attainment gap narrowed by 0.5 points in Maths.
- Targeted Support: Reading ages improved by 0.6 years; gap reduced from 0.7 years to 0.3 years.
- Wider Strategies: Attendance gap reduced from 1.2% to 0.5%; persistent absence among PP pupils fell below 10%.
- Behaviour/Safeguarding: Repeat suspensions among PP pupils reduced by 40%.

Student and Parent voice has shown that students have seen an improvement within the school, including 86% of students stating that they enjoy school and 90% of students stating 'teachers help me to do my best.' 86% of parents state that their child can 'take part in clubs and activities at this school'

Attendance for the academic year was +0.2% higher than the National average. Fewer students (-1.5%) had authorised absences compared to the National average.

The suspension rates for all student groups were lower than the National average, including SEND and disadvantaged students.

## 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

## 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 Y7-10 and KS5 and continues to grow as a four-form entry with expectations to be full by 2026-2027.