

Pupil premium strategy statement – The Academy at Shotton Hall

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	1211
Proportion (%) of pupil premium eligible pupils	34.10%
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)	2025-2028
Date this statement was published	November 2025
Date on which it will be reviewed	April 2026
Statement authorised by	Alex Hook
Pupil premium lead	Carly Rodgers
Governor / Trustee lead	Hij Zaheer

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£444,005
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£444,005

Part A: Pupil premium strategy plan

Statement of intent

As a school and a Trust, we are committed to ensuring that *every child experiences excellence every day*. This means providing consistently high-quality teaching, nurturing environments, and opportunities that enable all pupils—especially those from disadvantaged backgrounds—to thrive academically, socially, and emotionally.

The Academy at Shotton Hall works hard to support disadvantaged pupils in all areas of their education from the moment that they arrive in school. Our aim is that every disadvantaged pupil will achieve at least as well as their peers, have every opportunity to excel and be fully prepared for the next stage in their education and future employment. It is vital that we support our pupils' physical and mental health and wellbeing to enable them to fully engage in learning. Pupils need to experience a wealth of enrichment experiences to widen their horizons and unlock future opportunities.

Some disadvantaged pupils face many and complex barriers during their education which make effective learning very difficult. Other pupils have very specific, individual needs and still others, have few barriers at all. Below are some of the main difficulties faced, although it must also be said that the difficulties encountered are not unique to those who are disadvantaged. We aim to meet and support pupils at their point of need, wherever possible and feasible.

Common barriers to learning for disadvantaged pupils include less support at home, weak language and communication skills, fewer opportunities to read books, fewer resources to help with learning (e.g. textbooks / internet access), lack of confidence, more frequent behaviour difficulties and attendance and punctuality concerns. Some pupils struggle with their physical and mental wellbeing and there may be complex family situations that prevent children from flourishing. Some may have limited opportunities to experience cultural trips and visits. Some have fewer opportunities to learn about the wide range of opportunities once they leave school for higher education and employment. The challenges are varied and there is no "one size fits all".

Pupil Premium funding contributes to the work of the school in meeting the needs of those pupils by:

- ensuring that teaching and learning opportunities meet the needs of all pupils
- ensuring that all pupils benefit from high quality teaching in the classroom
- ensure all pupils have a place to study in school where they can access adult support, class texts and the internet, as well as high quality resources
- offering tuition in small groups or 1 to 1 where there is an identified need
- developing the resilience of pupils, building their self-esteem and enabling them to develop the skills that will enable them to learn effectively in the classroom environment
- providing therapeutic intervention where needed using personal intervention programmes and counselling where appropriate
- working closely with pupils who need additional support to manage their behaviour

- working with pupils and their families to identify the causes of attendance concern and, therefore, support high levels of attendance
- ensuring pupils have every opportunity to access enrichment programmes
- ensuring pupils receive high quality careers information, advice and guidance so that they have high aspirations for themselves and for their future ensuring pupils personal development is well supported and that they are ready for post-16 education/training/employment
- providing a free breakfast offer each morning
- ultimately, meeting individual needs wherever possible and feasible.

Challenges

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

Challenge number	Detail of challenge
1	Attendance data indicates that some of our disadvantaged pupils struggle to attend regularly, some are often late, and some are persistently absent. Disadvantaged pupils have a higher rate of absenteeism compared to their peers and this can negatively impact their progress.
2	KS2 entry data and KS3 assessments show that some disadvantaged pupils arrive with low levels of numeracy and literacy which impedes their learning and their confidence in comparison to that of their peers.
3	Our data suggests that disadvantaged pupils lack the ability to complete independent learning to the same level as their peers. Discussions with parents and carers suggest a higher proportion of disadvantaged pupils have struggles with access to both digital and non-digital resources which impacts the pupils' ability to progress in all subjects.
4	Data indicates that disadvantaged pupils have a lack of enrichment experiences compared to their peers. Pupils need to experience a wealth of enrichment experiences in-order to widen their horizons and unlock future opportunities.
5	Analysis of behaviour data indicates that some disadvantaged pupils struggle to manage their behaviour and have a greater need for extensive behavioural and pastoral support compared to their 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
Improve attendance for disadvantaged pupils, to reduce the gap between PP and non-PP.	<ul style="list-style-type: none"> - Implement weekly attendance monitoring for persistent absentees and ensure professional development of staff so they are aware of the impact attendance has on attainment. - Appropriate strategies are implemented to support improved levels of attendance for those pupils who need it. - Increased home engagement regarding attendance via strong communication links to allow united collaborations. - Support plans created for persistent absentees to enable barriers to attendance to be tackled. - Incentives and rewards offered for recognition of improved attendance.
<p>Address gaps in numeracy, problem-solving and reasoning skills to improve attainment in mathematics at KS3 and GCSE for disadvantaged pupils</p> <p>Support those pupils identified to develop their literacy skills, by improving reading comprehension skills of disadvantaged pupils across KS3.</p>	<ul style="list-style-type: none"> - Improved numeracy skills at KS3 for disadvantaged pupils evidenced in assessments. - Targeted numeracy support for pupils at KS3 with low numeracy skills being delivered. - Increased reasoning and problem solving embedded in lessons to improve attainment. - Reduction in the gap between disadvantaged and non-disadvantaged pupils in GCSE mathematic results. - Implement targeted KS3 support for pupils identified with low reading comprehension (Link, Moving-Up 20/20/20). - 'Fluency For All', evidence-based reading approach delivered as part of the KS3 English curriculum to develop reading skills.

	<ul style="list-style-type: none"> - Reading comprehension tests to assess improvements in comprehension skills. - Literacy Keys and Numeracy Locks Programme that embeds literacy and numeracy across the curriculum and is used consistently by all staff.
Increase the completion rate of independent learning tasks for disadvantaged pupils by improving access to all resources.	<ul style="list-style-type: none"> • Improved communication with home on how to access all resources available to support disadvantaged pupils to access the suite of resources available. • Increased attendance at independent learning support sessions. • Improved homework completion rates across all subjects. • increased pupil use of POD, which gives digital access to a plethora of high quality and bespoke resources developed by expert staff including lesson ppts, resources, revision materials and videos. • Up-to-date and enhanced Student Knowledge Organisers in all subjects to ensure pupils have a core body of powerful knowledge accessible outside of the lesson.
Increased engagement in extra-curricular activities for all disadvantaged pupils.	<ul style="list-style-type: none"> - Termly monitoring of engagement in enrichment activities to assess high levels of engagement. - An increase in participation in enrichment activities, particularly among disadvantaged pupils.
Improve behaviour data for disadvantaged pupils and reduce the number of disadvantaged pupils who receive a suspension (although both are low)	<ul style="list-style-type: none"> - Continuous and immediate monitoring and responding to behaviour logs by Senior Leaders, the Behaviour team and Learning Managers, to deescalate and reduce frequency, impact and sanction. - Patterns identified daily with swift interventions being implemented. - Immediate email sent home to inform of behaviour log, with follow up emails, telephone calls and meetings if needed. - Regular discussions between the behaviour, pastoral and SEND

	teams to ensure all avenues of support are being considered.
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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: £88,800

Activity	Evidence that supports this approach	Challenge number(s) addressed
High quality professional development for all staff to secure high quality teaching strategies underpinned by 'Back to Basics', metacognitive strategies, planning for interleaving and retrieval practice and grounded through a rich knowledge-based curriculum.	EEF guide to pupil premium – tiered approach – teaching is the top priority, including CPD EEF guide to improving working memory EEF: Metacognition and Self-Regulated Learning	2,3
Staffing costs to provide coaching, support and lead professional development.	EEF guide to pupil premium – tiered approach – teaching is the top priority, including CPD Sutton Trust – quality first teaching has direct impact on pupil outcomes	1,2,3
Deepen teachers' understanding of pedagogy across each curriculum area by engagement with subject specialists in their field.	EEF: Effective Professional Development EEF: Teaching and Learning Toolkit Ofsted: Subject Curriculum research reviews	1,2,3
Staff training to improve tier 2/3 vocabulary acquisition across the curriculum so that pupils can access the full curriculum and articulate their understanding.	EEF: Preparing for Literacy EEF: Improving Literacy in Secondary Schools	1,2
Learning resources: Expenditure on textbooks, revision guides and	EEF: Teaching and Learning Toolkit the EEF guidance is based on a	1,2,3

training to support bespoke subjects Expenditure on development and maintenance of online learning platforms for pupils to support learning (POD/Teams/OneDrive/SharePoint)	range of the best available evidence: Improving Mathematics in Key Stages 2 and 3	
Creation of posts to support improvement in areas identified as priorities for pupils eligible for PP. - Disadvantaged attainment and progress - Wider extracurricular engagement - Rewards and House System	EEF: Effective Professional Development EEF: Teaching and Learning Toolkit EEF guide to pupil premium Sutton Trust – quality first teaching has direct impact on pupil outcomes.	2,3,4,5

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

Budgeted cost: £288,600

Activity	Evidence that supports this approach	Challenge number(s) addressed
Gaps in maths and English identified by teaching staff. Maths and English leads plan for bespoke intervention to enable pupils to catch up on earlier work that is missed or poorly understood	EEF: Teaching and Learning Toolkit - One to one tuition & Small Group Tuition	1,2
In all subjects, Heads of Department to identify pupils who need bespoke curricular intervention. Pupils should be taught in small groups where there are common areas or individual 1-1 tuition arranged as appropriate. Revision guides and materials provided for PP pupils	EEF: Teaching and Learning Toolkit - One to one tuition & Small Group Tuition	1,2,3
Professional development for all staff in developing a love of reading for pleasure and for learning within their specialist	EEF: Preparing for Literacy EEF: Improving Literacy in Secondary Schools	2

subject areas. Identified pupils - 1-1 regular reading planned into curriculum. Support for pupils to learn is provided through the library, peer reading and sessions organised by the Literacy Lead	Whole School Core CPD – science of reading, strategies to support reading, use of context sheets to identify struggling readers. Fluency for All intervention – 1-1 reading support for Yr 7 pupils (identified from KS2 data and NGRT testing). Moving Up – small group reading fluency support in Yrs 7-9. Fortnightly reading lessons in English (Yr 7 and 8) - developing background knowledge.	
To provide pupils with adult mentoring support, access to workspace and IT facilities to support their learning.	EEF: Mentoring	2,3
To identify pupils with low levels of literacy and numeracy which impedes their learning and their confidence and facilitate / enable bespoke provision to meet the identified needs.	EEF: Preparing for Literacy EEF: Improving Literacy – Supporting oral language development KS1/KS2 EEF: Improving Literacy in Secondary Schools	2,3
Provision and staffing of safe spaces available to targeted children throughout the day, such as Pastoral spaces and the library area.	NFER: Recovery during a pandemic	1,5
Developing resilience and independent learning, through consistent setting, completion and marking of homework. Offering support, use of ICT and guidance via Learning Manager homework clubs.	EEF: Guide to the pupil premium	3
Social and Emotional Learning – interventions to support children with a range of skills including for example, emotional regulation, managing grief. Deployment of Emotional Wellbeing Practitioner/employment of additional	EEF: Improving Social and Emotional Learning in Primary Schools NFER: Recovery during a pandemic	1,5

pastoral staff/three in-school counsellors/Resilience and Thrive mentors		
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £66,605

Activity	Evidence that supports this approach	Challenge number(s) addressed
Support for families from the attendance team - attendance team to work with families to reduce the absence of pupils who struggle to attend regularly.	EEF: Guide to the pupil premium DfE: Improving school attendance: support for schools and local authorities	1
Pastoral teams to support pupils who struggle to manage their behaviour including provision of personal intervention programmes.	EEF: Teaching and Learning Toolkit – Learning behaviours EEF: Improving Behaviour in Schools	1,5
To provide the pastoral support to pupils who need additional help, including those who face significant challenges in their lives and have social, emotional and mental health needs that prevent them from learning well (this includes support for those who have experienced bereavement)	EEF: Improving Social and Emotional Learning in Primary Schools EEF: Guide to the pupil premium EEF: Healthy Minds DFE: Promoting and supporting mental health and wellbeing in schools and colleges	1,5
Encourage pupils to take part in extra-curricular activities (onsite) to widen their experiences and broaden their horizons. Pupils attending after school sessions inc. Revision sessions, cookery clubs. Facilitate pupils in taking part in range of enrichment experiences (off site) in-order to widen their horizons and unlock future opportunities.	EEF: Guide to the pupil premium	3,4
Support for parents to become engaged with their children's learning through a range of activities including after school masterclasses / revision strategies / stress	EEF: Parental Engagement	2,3

management techniques / meet the tutor evenings.		
Ensuring all pupils are exam ready during mock and external examinations. Breakfast availability/examination preparation materials provision.	EEF: Guide to the pupil premium	1,2,3

Total budgeted cost: £444,005

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Attainment and progress for disadvantaged pupils is positive and has been throughout this whole cycle. Engagement for learning is excellent. Monitoring of homework, classwork and online learning convey secure engagement by all. End of year assessments in Year 11 and KS3 indicate that overall, disadvantaged pupils achieve similar progress and attainment to non-disadvantaged pupils. Notably, GCSE achievements superseded that of non-disadvantaged pupils in both maths and English, and we were placed top of all school in County Durham for attainment of disadvantaged pupils. Key outcome data for our last PP Year 11 cohort is as follows:

- A8 for our PP cohort is 49.4 which is above National data for all (45.9) and significantly above National data for PP (37.4). 70% of pupils achieved 4+ in both maths and English.
- 100% pupils have progressed to post-16 education, employment or training.

Attainment and progress for the disadvantaged cohort, with regards to all measures, is very secure – please note the DFE league table link below:

<https://www.find-school-performance-data.service.gov.uk/>