Pupil premium strategy statement – Shoeburyness High school

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	1713 (1510 11-16 students)
Proportion (%) of pupil premium eligible pupils	41.8% (632 students)
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	October 2026
Date on which it will be reviewed	July 2027
Statement authorised by	Mrs T Jones
Pupil premium lead	Dr F Haddock
Governor / Trustee lead	Mr A Worsfold

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£676,010
Pupil premium funding carried forward from previous years *(enter £0 if not applicable)*	£0
Total budget for this academic year *If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year*	£676,010

Part A: Pupil premium strategy plan

Statement of intent

Our students, regardless of socio-economic background, should all progress equally. Hence, the life chances and opportunities of those with disadvantaged backgrounds should be equal to those that do not face that challenge.

We will take into account challenges faced by vulnerable students, such as those who have a social worker and are young carers. Therefore, the programme in this statement is also intended to support their needs. Our drive towards equality of experience, enrichment opportunities and exam outcomes for all is at the heart of our school's intentions. We believe that the vast amount of students' progress comes from quality first teaching and therefore the curriculum, lessons and assessments are devised and delivered to support students' learning and progress. All teaching staff are expected to use the principle that the curriculum is the model of progress. Thus, all departments have determined the sequencing of the curriculum, which is published. Work continues ensuring that, beyond topic identification, the sequencing of the curriculum takes into account the necessity to build knowledge and understanding, and that key concepts are returned to and enhanced. Retrieval practice is a key part of learning across the school.

Guidance documentation and linked policies

Using pupil premium: guidance for school leaders (publishing.service.gov.uk)

Pupil premium 2023-24: conditions of grant for academies and free schools - GOV.UK (www.gov.uk)

The EEF Guide to the Pupil Premium | EEF (educationendowmentfoundation.org.uk)

Pupil_Premium_menu_evidence_brief.pdf.pdf (d2tic4wvo1iusb.cloudfront.net)

Challenges

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

Challenge number	Detail of challenge
1	The entry points for disadvantaged students is significantly lower than that of their peers with a Key stage 2 SATS score five points below that of their non-disadvantaged peers.
2	One third of each year group is comprised of students from backgrounds identified by the government as the highest deprivation index (IDACI). This has been linked to poor attendance in school and hence poor attainment. DfE. The link between attendance and attainment in an assessment year Research Report March 2025 The link between attendance and attainment in an assessment year
3	Disadvantaged students have a disproportional representation across our behaviour tracking systems. Low-level incidents may escalate due to a lack of self-regulation. In addition, there is wider impact on peers in terms of interrupted learning opportunities because of classroom removals or escalating incidents.
4	School assessments, referrals and discussions with pupils and their families have identified social and emotional issues for many pupils, such as anxiety, depression (diagnosed by medical professionals) and low self-esteem. Students are concerned about catching up lost learning and exams/future prospects in addition to other anxieties. These challenges particularly affect disadvantaged pupils, including their attainment. Disadvantaged pupils are also the most consistently represented group in the school's safeguarding and intervention tracking. The highest single category for disadvantaged students is SEMH, this category is consistent across all year groups.
5	Disadvantaged students have lower aspirations 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
Improved attainment among disadvantaged pupils across the curriculum at the end of KS4, with a particular focus on ensuring pupils secure English and Maths.	Narrow P8 gap between disadvantaged and non-disadvantaged students to below -0.5. Attainment 8 target of 48 for all key stage 4 students English and maths (9-4) disadvantaged gaps reduced to less than 10%
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils	Sustained high attendance by 2027 demonstrated by: • the overall unauthorised absence rate for all pupils being no more than 4.0%, 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 20% and the figure among disadvantaged pupils being no more than 20% lower than their peers.
Improved reading comprehension among disadvantaged pupils across KS3.	Reading tests show improvement in comprehension, grammar and word study demonstrate a positive improvement in disadvantaged students following identification in years 7 and 8.
An ambitious and aspirational cultural capital and enrichment programme	An increase in enrichment activities, particularly among disadvantaged pupils.

Wellbeing approach to support the anxiety and trauma of identified students	There is an extended Pastoral team to support wellbeing of students. This comprises of six additional Pastoral Managers in addition to each Head of Year and two school counsellors, in addition to the MHST team which also supports the school student population.

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: £289,950

Activity	Evidence that supports this approach	Challenge number(s) addressed
Professional development based on evidence-based practice.	*National best practice sort to ensure access and accelerated progress concentrating on a school approach of learning cycle to build knowledge, concentration on retrieval practice as well as Bexley tool kit approach in all lessons.*	1,2
Specialist staff retention and recruitment	*Retention and recruitment of specialist staff to work with disadvantaged students both academically and pastorally, In addition to work with those with additional barriers to learning including SEND, Autism and SEMH.*	1,3
Mentoring	Targeted mentoring to develop early years teachers and to further effective professional development. Evidence shows this supports teachers' development as well as their effective practice for disadvantaged students.	1,2,3,4,5

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

Budgeted cost: £182,440

Activity	Evidence that supports this approach	Challenge number(s) addressed
Lexia reading programme	Evidence over a number of years comparing base line scores to termly assessments show significant progress in students reading skills of comprehension, grammar and fluidity.	1,2,4
Phonics programme	Base line scores to assessment points show significant progress for identified students requiring support with phonics.	1,2,4
KS3 and 4 numeracy programmes	This weekly additional support for identified students to improve numeracy is closely targeted to their class lesson topics leading to accelerated progress in assessments and confidence in lessons.	1,2,4
Targeted intervention to ensure effective catch up	One to one and small group targeted catchup in has been shown to be effective. One to one tuition | EEF Small group tuition | EEF	1,2,4
Functional skills qualifications	Access to functional skills for targeted students has provided stepping stones to success at GCSE as well as qualifications to ensure success in their next steps and access further education opportunities.	1,2,4
Additional alternative education	Alternative provision is bespoke to students identified needs such as access to Rally Sport, Circles farm, Element, AV1 Robot as part of Blended provision enabling students to access and engage with a secondary provision.	2,3,5
Targeted interventions using outside agencies	Bespoke programmes run for identified students to raise self-esteem, wellbeing,	2,3,5

	and aspirations using a range of practitioners. These have made improvements as noted in attendance and class engagement.	
School counsellors (x2)	Counselling is available on site for those with identified need. However, need continues to significantly exceed provision.	2,6

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

Budgeted cost: £203,620

Activity	Evidence that supports this approach	Challenge number(s) addressed
Embedded all practices as set out in 'Working together to improve school attendance'	DfE guidance is based on evidence from schools who have improved their attendance significantly.	1,2,3
Use the Study Bugs Attendance App for parents	Automation and integration into the school MIS system enables parents to use the app to report absence as well as automating safeguarding texts etc. This will free up the Attendance Officers time to make family contact to encourage reluctant attendees to return to school. In addition, they can work with identified families to plan an integrated support to ensure students improve attendance	1,2,3
Transition programme	An extensive transition programme supports identified students at key transitions during their education at KS3, KS4and KS5. Smooth transition leads to uninterrupted progression at the next key stage as well as bespoke support.	
The Hub	Develop an adaptive curriculum and staffed provision to support disadvantaged students at risk of exclusion or becoming NEET.	3,4,6
Extracurricular provision	As part of the education offer this supports engagement and success in areas of the school which in turn feed into academic success and improved social skills and improved wellbeing.	1,3,4,5,6
Breakfast club	EEF evidences that students who have breakfast supports their engagement and concentration when learning.	1

Total budgeted cost: £676,010

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

- Attainment 8 for the cohort was 39.3 of which the disadvantaged students make up a third of the cohort. The school gap between pupil premium and non-pupil premium students was slightly smaller than that seen nationally for Attainment 8.
- Progress 8 will not be available for this cohort as nationally they did not sit Key stage 2 SATS.
- The Basics measure at grade 4 and above was 53% compared to the national of 64% last year. The school gap between pupil premium and non-pupil premium students was slightly larger than that seen nationally for the Basics measure at grade 4 and above.
- The Basics measure at grade 5 and above was 34% compared to the national of 45% last year. The school gap between pupil premium and non-pupil premium students was smaller than that seen nationally for the Basics measure at grade 4 and above.
- Reading programmes within the school has led to improved outcomes for those following the Lexia programmes to improve reading skills 93% improved with 33% improving to within 2 years of their chronological age. The Steele Phonics programme impact has shown that 74% have improved their phonics and no longer need this intervention. Students who were not as successful was due to attendance being a barrier.
- Numeracy assessments have shown that of the identified students 82% have improved their assessment scores both in the numeracy but also their Maths assessments.
- Attendance data has shown that disadvantaged students have 10.1% less attendance at 82.2% compared to their non-disadvantaged peers who have an attendance of 92.1%. Attendance remains an issue and will remain a focus for this strategy.

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
N/A	