

Pupil premium strategy statement



This statement details the Academy's use of pupil premium (and recovery premium for the 2022 to 2023 academic year) funding to help improve outcomes for our disadvantaged and vulnerable 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.

Academy overview

Detail	Data
School name	Shavington Academy
Number of pupils in school	860
Proportion (%) of pupil premium eligible pupils	13.6% (117 pupils)
Academic year/years that our current pupil premium strategy plan covers	Sept 2022 to Aug 2025
Date this statement was published	December 2022
Date on which it will be reviewed	September 2023
Statement authorised by	Emma Casewell, Headteacher
Pupil premium lead	Matt Nicolle, Assistant Headteacher
Governor / Trustee lead	Marco Cura, Governor
Total pupil premium budget for this academic year	£153, 450

Funding Overview

Detail	Amount
Pupil premium funding allocation this academic year	£125, 450
Recovery premium funding allocation this academic year	£28,000 (approx.)
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£153,450

*We also expect to receive £17,658 as DfE's 60% contribution to the NTP and SLT support programmes with any monies not being used for these specific interventions being returned at the end of the academic year.

Part A: Pupil premium strategy plan

Statement of intent

Our pupil premium contingent accounts for 13.6% of the Academy cohort. It is our intention that all pupils, irrespective of their background or the challenges they face, make good progress and achieve outcomes at Key Stage 4 that will enable them to transition effectively to appropriate post-16 provision. The focus of our pupil premium strategy is to support all disadvantaged and vulnerable pupils to achieve that goal.

Our approach places high-quality teaching at its heart with the aim of ensuring that all pupils make at least good progress. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside the progress of their disadvantaged peers.

Our commitment to improving outcomes for all pupils, especially those regarded as disadvantaged or vulnerable, is underpinned with an academy-wide belief in the importance of growing young people of character, who embody the nine core Shavington values: self-regulation, pride, ambition, respect, kindness, gratitude, resilience, integrity, and tolerance. These core values are known collectively across the Academy through the acronyms SPARK and GRIT.

Our character-based approach recognises that attendance, engagement and participation in the wider curriculum are key elements in pupils' personal development and academic success. We encourage all pupils to get involved in extra-curricular activities as a way of developing leadership skills, encouraging social skills, and promoting wellbeing.

Our approach will be responsive to common challenges and individual need and is founded on a whole-academy approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve. By expecting all pupils to be able to self-regulate, as well as being ambitious and resilient, we aim to create an environment where all pupils enjoy, aspire, create and achieve.

Challenges

Challenge number	Detail of challenge
1	The attendance of pupil premium learners is significantly lower than that of their non-disadvantaged peers.
2	Assessments, observations and discussion indicate that our disadvantaged pupils generally have lower levels of reading comprehension than their peers. This impacts their progress in all subjects.
3	Assessments, observations and discussion indicate that our disadvantaged pupils generally have lower levels of numeracy than their peers. This impacts their progress in all subjects.
4	Many of our pupil premium children also fit into other vulnerable groups such as SEND or pupils with safeguarding concerns.
5	Engaging pupils in both the taught and wider curriculum to develop leadership skills, encourage social skills, and promote wellbeing.
6	Closing the disadvantaged gap: GCSE outcomes for pupil premium learners is lower than that of their peers.
7	Pupil premium learners can miss out on opportunities due to access to financial support at home.

Intended outcomes

Intended outcomes	Success criteria
<p>Progress of <u>Year 11</u> disadvantaged pupils is in line with progress of Year 11 non-disadvantaged pupils at GCSE.</p>	<p>External assessment data at the end of Year 11 demonstrates improved outcomes among disadvantaged pupils and a smaller disparity between the achievement of disadvantaged pupils and their non-disadvantaged peers (i.e. a narrowing of the disadvantage gap).</p> <p>Internal assessment data throughout Year 11 demonstrates improved outcomes among disadvantaged pupils and a smaller disparity between the achievement of disadvantaged pupils and their non-disadvantaged peers (i.e. a narrowing of the disadvantaged gap).</p> <p>The attendance and engagement of disadvantaged pupils matches that of non-PP learners.</p>
<p>Progress of <u>Year 7-10</u> disadvantaged pupils is in line with progress of Year 7-10 non-disadvantaged pupils.</p>	<p>Internal assessment data demonstrates improved outcomes among disadvantaged pupils and a smaller disparity between the achievement of disadvantaged pupils and their non-disadvantaged peers (i.e. a narrowing of the disadvantage gap).</p> <p>The attendance and engagement of disadvantaged pupils matches that of non-PP learners.</p>

Activity in this academic year (2022-2023)

Teaching

Activities and challenge number(s) addressed	Evidence that supports this approach
<p>Academy focus on Quality First Teaching:</p> <ul style="list-style-type: none"> • Coaching programme to continue to develop all teachers' skills in priority areas of pedagogy (2,3,4,5,6) • CPD programme for 2022-2023 to include strong focus on developing all teachers' ability to effectively adapt their teaching for all learners, as well as promoting best practice in literacy and numeracy across the curriculum (2,3,4,5,6) • Designated teacher in each curriculum area with a PM focus on disadvantaged pupils (4,5,6,7) • Staff refreshers on implementing our 'Conducive Environment' for disadvantaged learners, where expectations are consistently high and no student is allowed to be a passive learner (4,5,6) • Vulnerable Learners Working Party for 2022-2023 to research and disseminate best practice to support disadvantaged and vulnerable pupils in the classroom (2,3,4,5,6) 	<p>Standardised tests Assessing and Monitoring Pupil Progress Education Endowment Foundation EEF</p> <p>Metacognition and self-regulation Toolkit Strand Education Endowment Foundation EEF</p> <p>Teaching mathematics at key stage 3 - GOV.UK (www.gov.uk)</p> <p>KS2 KS3 Maths Guidance 2017.pdf (educationendowmentfoundation.org.uk)</p> <p>Improving Literacy in Secondary Schools word-gap.pdf (oup.com.cn)</p>

Targeted academic support

Activities and challenge number(s) addressed	Evidence that supports this approach
<ul style="list-style-type: none"> • NTP/SLT Tuition to support disadvantaged and vulnerable pupils to make progress across a range of subjects (2,3,4,5,6) • Core subject form-time intervention in English, maths, and science targets disadvantaged pupils (2,3,4,5,6) • Use of ‘Bedrock’ to support vocabulary instruction in English for all pupils at KS3 (2) • Use of ‘Heggarty Maths’ and ‘SPARX’ to develop numeracy skills of all pupils (3) • Homework clubs, run by Deputy Pastoral Leaders, established in each year group (2,3,4,5,6) • Leadership Team adopt role of assertive mentors for underperforming disadvantaged pupils in year 11 (1,4,5,6) • Use of recovery premium funding to support small-group intervention sessions for pupils in all year groups (2,3,4,5,6) • Disadvantaged Year 11 pupils invited as a priority to after-school revision and intervention sessions (4,5,6) • RAP meetings amongst senior and middle leaders at each DC cycle identify priority caseload of disadvantaged pupils to monitor and refer to PLs and CLs for immediate targeted academic support (4,5,6) • Set texts and revision guides purchased for all PP pupils (6,7) 	<p>Reading comprehension strategies Toolkit Strand Education Endowment Foundation EEF</p> <p>One to one tuition EEF (educationendowmentfoundation.org.uk)</p> <p>Small group tuition Toolkit Strand Education Endowment Foundation EEF</p>

Wider strategies

Activity and challenge number(s) addressed	Evidence that supports this approach
<ul style="list-style-type: none"> • Embedding principles of good practice set out in DfE's Improving School Attendance advice (1) • Academy liaison with ACOOS (Cheshire East EWO services) to support disadvantaged families with attendance issues (1) • Appointment of additional Attendance Officer to increase capacity for in-house intervention (1) • Personal Development programme runs through SPARK (PSHE) lessons and form time character focus - led by AHT who also leads on PP (1,4,5,6,7) • Engagement and participation in the wider curriculum tracked through house system (5) • Strong focus on careers education (led by designated member of the Leadership Team), delivered through SPARK lessons to all five year groups and bespoke independent careers advice offered to all pupils as they move from Y10 to Y11 - disadvantaged pupils are prioritised for early interviews to allow time for follow-up (4,5) • Pastoral Leaders and Deputy Pastoral Leaders ensure that attendance action plans are in place for pupils who's attendance is below 90% • Deputy Pastoral Leaders mentor disadvantaged and vulnerable pupils (1,4,5) • Contributions for disadvantaged learners are made towards educational visits and uniform purchases etc (7) • Some funding set aside as unallocated to support emerging need (7) 	<p>Cognitive Behavioural Therapy - Youth Endowment Fund</p> <p>Adolescent mental health: A systematic review on the effectiveness of school-based interventions Early Intervention Foundation (eif.org.uk)</p>

Total budgeted cost: £153,450

Part B: Review of outcomes in the previous academic year (2021-2022)

Pupil premium strategy outcomes

GCSE outcomes for our pupil premium cohort in 2022 showed considerable improvements on our 2019 performance (the last year that pupils sat formal GCSE examinations).

- 66.7% of PP learners attained a standard pass in maths
- 61.1% of PP learners attained a standard pass in English
- 50% of PP learners attained a standard pass in BOTH English and maths
- 50% of PP learners achieved a positive Progress 8 score in maths
- 44.4% of PP learners attained 5 standard passes, including English and maths (the national average for this KPI was 48.7% for ALL learners)

The attainment of pupil premium learners enrolled on the National Tutoring Programme was broadly in line with the attainment of other pupils who received this support with 55.6% securing at least standard passes in both English and maths.

Our attendance was above the national average for 2021-2022, however, there was still a 10% attendance gap between PP and non-PP learners. We have appointed an additional Attendance Officer this year to increase our capacity to support families to ensure that their child's attendance matches Academy expectations (95%).

Externally provided programmes

Programme	Provider
National Tutoring Programme (English)	TLC Live (NTP approved partner)
National Tutoring Programme (Maths)	TLC Live (NTP approved partner)

Signed: *J. Chapman*
Jayne Chapman
Chair of Governors

Date: 14.12.2022