Shavington Academy
Pupil Premium strategy statement

Academy overview

Metric	Data
School name	Shavington Academy
Pupils in school	782
Proportion of disadvantaged pupils	14.3%
Pupil premium allocation this academic year	£90,265
Academic year or years covered by statement	2019/20, 2020/21, 2021/22
Publish date	October 2019
Review date	July 2020, July 2021, July 2022
Statement authorised by	Miss E Morris
Pupil premium lead	Mr A Roberts
Governor lead	Mr J Dhesi

Disadvantaged pupil performance overview for last academic year 2018-19

Cohort	10
KS2 APS	4.5
Progress 8	-0.63
Ebacc entry	10%
Ebacc entry (4 out of 5)	100%
Ebacc APS	2.58
Attainment 8	33.2
Percentage of Grade 5+ in English and Maths	0%

Strategy aims for disadvantaged pupils

Aim	Target		
Academic Year	2019-20	2020-21	2021-22
Cohort (at present)	14	24	29
KS2 APS - SS	4.0	103	102
Progress 8	0	0.05	0.1
Attainment 8	40	42	44
% Grade 5+ in English and Maths	32%	40%	48%
Ebacc entry	6%	-	-
Ebacc entry (4 out of 5)	75%	75%	75%
Ebacc APS	3.5	3.7	3.9

Teaching priorities for current academic year

Measure	Activity
Priority 1: **i) Progress of PP pupils meets or exceeds that of non-PP pupils – the progress gap continues to reduce.**	- Quality First Teaching; focus on 'Teaching to the Top' and implementing our 'Conducive Environment' for all learners, in which expectations are consistently high and no student is allowed to be a passive learner. Conducive environment promotes active learning and making seating and other provision specifically with PP pupils and 'inclusion' in mind. - Appointment of Advanced Skills Teachers (AST) in core subjects. Each has a lead focus on the achievement and progress of Pupil Premium pupils and reports to Curriculum Leaders and PP lead on progress. - Mindset 4 Learning system used by all teaching staff and monitored weekly by Pastoral Team to determine need for emotional/academic support/intervention early to enable PP pupils to 'keep up'.
Priority 2: **ii) PP pupils fully engage with learning and revision and to develop resilience and growth mindset techniques to aid in the process of exam sitting.**	- Embedding of 'Mindset 4 Learning' so barriers to can be identified by Teachers, Pastoral Leaders, Assistant Pastoral Leaders and Form Tutors earlier in addition to greater focus on/ promotion of 'Shavington Academy Values'; SPARK and GRIT – whole school INSET training. - External Mental Health support provision in the second half of the academic year, during the approach to exams, will support PP students in Year 9-11, help us to evaluate our current provision and inform our future provision. - Provision of 'Success in 30' sessions for Year 11 pupils with specific invites for PP pupils to access revision.
Barriers to learning these priorities address	- Achievement in Years 10 & 11 is not as strong for PP pupils, as it is for none PP pupils, particularly across core subjects. - Some PP pupils do not engage in their learning to the same degree as their non-PP peers, or complete homework and revision effectively at home, preventing them from embedding learning and preparing for examinations effectively.
Projected spending	£43,663

Targeted academic support for current academic year

Measure	Activity
Priority 1: **iii) Literacy and numeracy progress of**	- Appointment of Advanced Skills Teachers (AST) in core subjects with a focus on raising attainment of PP pupils. -Curriculum Leaders conduct form time intervention with PP students being the priority. Upper School students are given

PP pupils is accelerated.	support on a rotational basis in core subjects where they are underachieving. This is based on need identified by data and its impact is reviewed in 6 week cycles. - In Maths there is lower school intervention with specialist Maths teacher during form times for low attaining PP students, whose progress is reviewed every 6 weeks to monitor impact. - Appointment of an additional qualified Maths teacher specifically to work with PP pupils in intervention setting. Small group intervention with this member of staff focused on 'mastery' of different skills in a 6 week programme. - In English PP pupils throughout the Academy receive reading intervention according to need - Cambridge reading tests - pupils sit tests at start and end of the academic year, identifying reading age and vocabulary gaps within pupils - to be introduced as part of reading intervention during form time with English Teacher with SEND responsibility. - In English the department has a dedicated member of the staff whose interest is in facilitating a reduction in the PP gap in Literature in the way they have successfully reduced it in Language. - Deputy Curriculum Leader for English assertively mentors PP pupils prior to and after each data capture for reflection and to review progress. - Provision of materials for PP pupils aimed at promoting literacy and numeracy. - PP pupils benefit from the Academy-wide implementation of the 'conducive environment' which encourages 'seating for progress' and ensures PP students are consistently active learners within lessons.
Priority 2: **iv) Increased attendance of our PP pupils.**	- 'Back to school' attendance meetings scheduled by Assistant Pastoral Leaders for PP students on return from a period of absence, with FSM students a priority. These meetings have a clear focus on keeping up with missed work. - The impact of attendance on progress of PP pupils is monitored by Pastoral Leaders and Curriculum Leaders in 6 week cycles allowing Pastoral Leaders to target a caseload of pupils within each data cycle for intervention and support.
Barriers to learning these priorities address	- Achievement in Years 10 & 11 is not as strong for PP pupils, as it is for non-PP pupils, particularly across core subjects. - Some Pupil Premium pupils have low attendance (those that are FSM), and find the ability to catch-up missed learning difficult.
Projected spending	£42,895

Wider strategies for current academic year

Measure	Activity
Priority 1: **v) Full participation of all PP pupils in the wider life of the Academy**	- The Academy financially assists in the provision of funds for a) PP pupils for uniform purchases and to b) take part fully in educational visits. - Year group 'milestones' are 'rolled out' early to PP students in terms of making them aware of opportunities and benefits pertinent in the near future e.g. Work experience, Secondary college experience, college applications etc. - PP pupils are given extra support to occupy student leadership positions, participate in fundraising events, attend extra-curricular activities and become members of the Academy Council. - Pupil voice is conducted by the Academy's PP lead to determine the level of engagement of PP pupils across the Academy. This then informs future policy and actions on a whole-school level.
Priority 2: **vi) Promote the full inclusion of PP pupils to support them in flourishing emotionally, socially and academically.**	- The Academy financially assists in the provision of funds for a) PP pupils for uniform purchases and to b) take part fully in educational visits. - Revision guides are purchased in each subject for all of our PP pupils in Year 11 and in Year 10 they are purchased upon request. - When barriers to learning are so significant, alternative provision, work placements and reduced curricula support some of our most vulnerable pupils to be able to stay in school, and access an achievable curriculum.
Barriers to learning these priorities address	- Achievement in Years 10 & 11 is not as strong for PP pupils, as it is for non-PP pupils, particularly across core subjects. - Some of our PP pupils have low aspirations and lack ambition. - Some PP pupils have difficulty sourcing uniform in a timely manner.
Projected spending	£4,417

Monitoring and implementation

Area	Challenge	Mitigating action
Teaching	External barriers e.g. attendance, low aspirations cannot necessarily be 'solved' by class room teachers and PP pupils can fall behind	- Teachers mark PP pupils' books first and focus on relationship-building through positive comments and offering extra challenge/support through written feedback.

		- Teachers print off homework for PP pupils and signpost (in exercise books, class rooms and elsewhere) to PP pupils where they can receive extra support.
	despite prevalence of Quality First Teaching. New staff need to be made aware of the Academy's 'conducive environment' approach to T&L to ensure its implementation is Academy-wide.	- Academy PP Lead introduces conducive environment at the beginning of the Academic Year, conducts learning walks to monitor and review its implementation before following this up at a future INSET.
Targeted support	Action support can clash with PP pupils' leadership responsibilities (e.g. Academy Council) or assemblies. Too much intervention can also lead to a negative impact on PP pupils' sense of belonging/missing key Academy-wide messages/opportunities. Attendance issues can exacerbate this.	- ASTs, Curriculum Leaders and specialist support staff work closely with Pastoral Leaders and Assistant Pastoral Leaders to monitor PP pupils' wellbeing and individual need and base the required action support on individual need. - Monitored each half term by Curriculum Leaders who report to PP Lead on impact of intervention. Intervention among PP pupils is based on need and identified by data and reviewed in 6 week cycles.
Wider strategies	PP pupils are more likely to not appreciate the value of taking on leadership responsibilities or planning their approach to an opportunity/obstacle in advance. As a result, PP pupils may not take up leadership positions or drop out of them if they find them difficult.	- Pastoral Leaders and Assistant Pastoral Leaders are sensitive to PP caseload in their year groups and monitor them regularly. - PP Lead meets with PP pupils in advance of major milestones and ensures parental buy-in for these e.g. parents' evenings, work experience etc.

Review: last year's aims and outcomes

Aim	Outcome
PP pupils to make equal progress to their non-PP peers. Reduce the 'PP gap'.	- Reduction of the PP gap varies from subject to subject. - Reduction in Year 11 English Language PP gap but not in English Literature PP gap. Actioned above. - Maths had success with a PP student who made accelerated progress in Year 11 thanks to timely, targeted and regular

	intervention with Maths Intervention member of staff. Achieved a full grade higher than expected at the beginning of Year 11. New HoD looking to build on this.
Accelerate progress of oracy, literacy and numeracy among Year 7 PP pupils.	- Some improvement evident through English and Maths departmental intervention (One student in particular achieved a full grade higher than predicted through regular intervention throughout the year – but extent of impact was mixed. - Benefits of this can be widened to PP pupils in other year groups. - Cambridge National Reading Tests will replace accelerated reader due to mixed impact of the latter.
Increase attendance among our PP cohort and promote full engagement in learning and in the life of the Academy.	- Whole school attendance was up and PP attendance was in line with this. An FSM attendance gap still exists and is being actioned during this new cycle. - Very good uptake/impact of uniform/educational visit financial assistance which saw engagement and motivation increased and built on the success of this the previous academic year. Pupils' experiences are widened and feel thankful of the opportunities. The impact of this on inclusion, aspiration and wellbeing can be seen in reduction of PP attendance gap and reduction in NEETs.
Reduce the number of PP pupils not completing homework by widening access to ICT facilities, provision of extra resources and monitoring of the new M4L system.	- Generally more successful later in the year as system bedded in. Staff's tenacity in this regard was key and saw a small reduction in the number of '8s' being awarded for lack of homework completion in both Year 10 and 11. In the Autumn term in Year 10 0.8% of all M4L scores were 8s, compared to the Spring term where 0.7% of all M4L scores were 8s. In the Autumn term in Year 11 1.8% of all M4L scores were 8s, indicating a lack of completion of homework, whereas in the Spring Term this dropped to 1.4% as the policy embedded itself.