

Shavington Academy

Pupil Premium Strategy



2017-2018

What is the Pupil Premium?

The Pupil Premium is additional funding paid to schools in respect of their disadvantaged pupils (pupils who have been registered for free schools meals (FSM) at any point in the last six years, are looked after continuously by the local authority for more than six months and are children of service families). Schools receive this funding to support their eligible pupils and narrow the attainment gap between them and their peers.

Government Guidance on how to spend Pupil Premium:

Schools, headteachers and teachers will decide how to use the Pupil Premium allocation, as they are best placed to assess what additional provision should be made for individual pupils. *DFE Website*

What does Pupil Premium mean to Shavington Acadmey?

Our Pupil Premium pupils account for approximately 15% of our whole school cohort and through a personalised and focused approach to Pupil Premium, it is our intention to ensure that our pupils not only benefit from support in raising their achievement, but are also provided opportunities that can be life changing. Here at Shavington, we recognise the importance of raising pupil achievement and these strategies are mapped, according to pupil need, which is identified from data captures that occur within school. We also feel passionate that this funding has the potential to provide pupils with opportunities to widen their life experiences, which have a personal and profound impact. These strategies are also very personalised, like our achievement approaches and working with parents, we hope to engage pupils in the strategies that will make the difference for them.

More information about Pupil Premium:

<https://www.gov.uk/government/publications/pupil-premium-conditions-of-grant-2017-to-2018>

How to apply for Free School Meals:

http://www.cheshireeast.gov.uk/schools/free_school_meals.aspx

How are we spending the Pupil Premium?

The academy draws on research evidence (such as the Sutton Trust toolkit) and evidence from our own experience to allocate funding to activities that are most likely to maximise achievement. We do not confuse eligibility for the Pupil Premium with low ability, and focus on supporting our disadvantaged pupils to achieve the highest levels. Our Pupil Premium spend is divided broadly into the following areas:

Quality first teaching and Developing a Growth Mindset

We understand the importance of ensuring that all day-to-day teaching meets the needs of each learner, rather than relying on interventions to compensate for teaching that is less than good. All staff at the Academy have received the Growth Mindset training by Steve Ingle and the whole Academy approach is to support pupils in their progress through the removal of fixed mindsets and the development of Growth mindsets to remove barriers to learning. All aspects of the Academy are working within this framework to allow a consistent approach and pupils are actively encouraged to approach their teachers to discuss any barriers they have to their learning and strategies that can be employed to remove them. We also focused on delivering consistency of expectations in the Academy and will be supporting staff through the academic year with expertise in behaviour for learning.

High quality 'Action Support'

If our pupils are finding it hard to achieve and progress in a subject, appropriate 'Action Support' will be identified to support them in addressing the issues. This can form a number of guises, depending on the need, but currently involves: Form Time Action Support, Science small group tuition after school, small group removal in Maths and after school homework club. Much of this does incur additional cost and is therefore targeted to match need.

Minimising barriers to achievement

Removing barriers to learning is always a complex matter and can differ hugely, depending on the personal circumstances of our pupils. Our aim is to remove, or at least minimise them where possible, therefore we have introduced additional pastoral support for this academic year to support the improved attendance and achievement of our pupil premium pupils. We hope that this additional capacity will allow our pupil premium pupils to feel more support and to also ensure the high standards of the Academy are expected of them all.

Raising aspirations and broadening experiences

A growing number of our pupils, specifically pupil premium pupils live in Crewe and this means that deprivation is on the rise and some of our pupils therefore lack opportunities and high aspirations. Our priority is to raise aspirations, encourage young people to have a growth mindset, and to progress onto higher education. We invite our pupils to experience university visits and post 16 facilities to inspire them in choosing their future journey.

Pupil premium strategy statement (secondary)

1. Summary information					
School	Shavington Academy				
Academic Year	2017-18	Total PP budget	£81,405		
Total number of pupils	646	Number of pupils eligible for PP	97	Date for next internal review of this strategy	October 2017

2. Current attainment		
	Pupils eligible for PP (your school) 2017	Pupils not eligible for PP (national average) 2016
% achieving 5 9 - 4 incl. EM	70.6%	57.4% (All Pupils)
% achieving Standard Pass (4+) in English / Maths	70.6%	70%
Progress 8 score average	-0.39	0.12
Attainment 8 score average	45.18	52.72

3. Barriers to future attainment (for pupils eligible for PP)

In-school barriers (issues to be addressed in school, such as poor literacy skills)

A.	Achievement in Years 10 & 11 is not as strong for PP pupils, as it is for none, across the core subjects – although it is increasing
B.	A number of our pupil premium pupils enter the school in Year 7 with literacy and numeracy levels which are below secondary ready
C.	Some of our pupil premium pupils do not have the ability to complete homework and revision effectively at home, preventing them from embedding learning and preparing for examinations effectively

External barriers (issues which also require action outside school, such as low attendance rates)

D.	Some Pupil Premium pupils have low attendance, which is obviously a concern for engagement and progress.
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4. Desired outcomes (desired outcomes and how they will be measured)

	Success criteria
A.	Progress for Pupil Premium pupils meets or exceeds that of non-pupil premium pupils
	Pupils eligible for pupil premium achieve equal to or better than those that are not. Ongoing tracking in house, through our Data Capture cycle, reviewing pupils meeting Good, Excellent & Outstanding outcomes. Year 11 results will provide external verification.

B.	Literacy and numeracy progress exceeds that of non-pupil premium pupil, by the end of Year 7	From equal starting points, Pupil Premium pupils make equal or better progress than pupils that are not, expectations are to ensure those not entitled to Pupil Premium are still making expected progress and above. Ongoing testing/Data Capture reviews January & June.
C.	Pupil Premium pupils complete homework and revision to allow effective preparation for exams	Homework club is attended well by Pupil Premium pupils, especially those specifically invited. Progress in underachieving subjects improves, exam confidence is secure for Pupil Premium pupils.
D.	Increased attendance for pupils eligible for Pupil Premium	Reduction in the number of PA pupils that are pupil premium. Overall, attendance for PP pupils is in line with that of non-pupil premium pupils.

5. Planned expenditure					
Academic year		2017-18			
The three headings below enable schools to demonstrate how they are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies.					
i. Quality of teaching for all					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
A. Improved progress in core subjects	Whole Academy CPD on Behaviour for Learning	Behaviour for Learning is key to supporting progress in lessons. We want to ensure consistency across all subjects and staff regarding expectations at the Academy. The EEF Toolkit (Strategy 3) suggests that this has moderate impact, for moderate cost, based on extensive research.	CPD provider booked, based on research. Evaluation, Learning walks, Lesson observations and pupil voice will all feedback impact.	Assistant Headteacher in charge of CPD	Term 2 and 3
A. Improved progress in core subjects - Maths/Science	Appointment of an extra Maths teacher, to support small group action support in Maths and the teaching of Maths in Science	Securing further Maths/Science expertise will allow the Academy to continue to drive achievement in these subjects and have flexibility around small group intervention and know that the quality of delivery is secure. EEF Toolkit (Strategy 17/30) suggest moderate to high impact for these approaches.	Curriculum Leaders for Maths/Science to monitor impact and oversee strategy and meet with staff/teams to ensure effective implementation	Curriculum Leaders for Maths & Science	Every 8 weeks, although day to day monitoring will occur as appropriate

B. Improved progress in Literacy	Whole Academy CPD focus on promoting reading	The changes to the new GCSE Exam specifications and the removal of tiered entry for a number of subjects means that reading is even more crucial to achievement than ever.	CPD follow up will ensure SOW are promoting reading and using it as a tool to engage. Learning walks post CPD do see delivery.	Assistant Headteacher/ Curriculum Leaders	Post CPD – end of Term 1, further review term 2 and 3 as appropriate
C. Homework completion and effective exam preparation	Brainy Boxes – to support pupils when they are absent	Our evaluation from last year told us that catching up missed work and ensuring learning missed through absence was important. This approach allows pupils to access missed work in the 'Brainy Box' immediately on their return and therefore promotes independence, as well as reducing gaps in learning.	Whole staff CPD in September, by Deputy Headteacher. Assemblies given to all pupils to explain the process as well. All staff promoting use and Form Tutors signposting to pupils on their return from absence.	Deputy Headteacher/ class teachers	End of term each term.
Total budgeted cost					£31,552
ii. Targeted support					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
A. Improved Progress in core subjects	Form Time action support – small group	We used this strategy last year with identified pupils and found it an effective way of supporting their achievement. It also falls with the EFF Toolkit (Strategy 30) as being moderate impact.	Curriculum Leaders of core subjects implement this strategy and therefore monitor and review. Deputy Headteacher oversees this with them.	Core Curriculum Leaders/ Deputy Headteacher	Every 8 weeks, according to the Academy data cycle
A. Improved Progress in core subjects – Science	1:3 targeted tuition afterschool	Progress in Science is key this year and our evaluation last year told us that some types of learner respond better in small groups, with similar types of learners, so this strategy is tailored to this. Again, EFF Toolkit suggests moderate impact.	Curriculum Leader of Science meets with staff running this, and reviewed/adapted as necessary.	Science Curriculum Leader	Every 8 weeks, according to the Academy data cycle

B. Improved Literacy & Numeracy provision	Accelerated Reader used to support literacy development and Khan Academy in Numeracy	Literacy and Numeracy schemes focus on these programmes to ensure quality of delivery across groups. We used these programmes last year and saw impact. EEF Toolkit (Strategy 25) High impact for reading comprehension.	Curriculum Leaders of Maths/English oversee process and meet with staff as needed. Termly reviews occur	Curriculum Leaders Maths & English	Termly review Data Jan/June
C. Effective homework completion and preparation for exams	Homework club after school. Revision materials purchased for all Pupil Premium pupils and exam preparation support given	Pupil Voice last year confirmed that a quiet space to complete homework, revise and gain support was very beneficial, but not just in the build up to exams. We have therefore extended the running of this for the whole year. Revision materials support those pupils that do have the ability/finances to have access to effective exam preparation. EEF Toolkit (Strategy 11) high impact for low cost.	Weekly monitoring of homework club. Curriculum Leaders and Assertive Mentors support with revision resource need, Deputy Headteacher reviews termly.	Assistant Headteacher/ Curriculum Leaders/ Deputy Headteacher	Homework club weekly attendance, 8 weekly review. Resources – termly review.
D. Improved attendance for Pupil Premium pupils	Pastoral Deputies will focus on the raising of Pupil Premium pupils' attendance through parental engagement and removing barriers	Growing need for pastoral care has been identified by a growing role and an increase in barriers to school, such as mental health. EEF Toolkit (Strategy 20) suggests parental engagement can have moderate impact.	Pastoral Assistant Headteacher meets with Pastoral team weekly, caseloads under constant monitoring	Assistant Headteacher & Pastoral team	Weekly. End of term overviews
D. Improved attendance for Pupil Premium pupils	Alternative provision providers, work placements and reduced curriculums	When barriers to learning are so significant, this strategy supported some of our most vulnerable pupils to be able to stay in school, and access an achievable curriculum. Progress for individual pupils, has significant impact, and the reduction of negative progress is clear from previous years.	Oversee by Pastoral Assistant Headteacher. Reviewed every half term and adapted as appropriate.	Assistant Headteacher	Every half term
Total budgeted cost					£28,439

iii. Other approaches					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
A. Improved progress D. Improved attendance	Employment of external mentor – ABC success. Bespoke mentoring process	Pupil voice from last year suggested this had a positive impact for those with difficult personal circumstances.	Deputy Headteacher organises the process. Extended Leadership Team member has responsibility for evaluating the impact of mentoring across the Academy.	Deputy Headteacher/ Extended Leadership Team - Mentoring	Half termly
A. Improved progress D. Improved attendance	Educations trips and visits, theatre performances in school	Engagement and motivation increase as a consequence. Pupils’ experiences are widened and feel thankful of the opportunities. We feel this does impact on their wellbeing in school and their aspirations.	Curriculum areas individualise by need and Deputy Headteacher oversees whole process.	Curriculum Leaders/ Deputy Headteacher	
Total budgeted cost					£4,000