

Shavington Academy

Pupil Premium Strategy Review



2016-2017



Shavington Academy Pupil Premium Expenditure Review 2016-17

1. Summary information					
School	Shavington Academy				
Academic Year	2016-17	Total PP budget	£84,115	Date of most recent PP Review	N/A
Total number of pupils	615	Number of pupils eligible for PP	106	Date for next external 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. Review of expenditure				
Previous Academic Year	2016-17			
i. Quality of teaching for all				
Desired outcome	Chosen action / approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
Improved attainment across the curriculum	All staff trained in 'Growth Mindset'	Mixed – we have evidence that this approach did support pupils in removing some barriers to learning and developing resilience, as well as promoting aspiration. Staff feedback is positive and suggests that although impact has not been fully achieved, it does support more vulnerable pupils and can have its greatest impact with these pupils.	Staff were very positive about the impact of this training, however feel it will take time for this approach to impact on some pupils. We will not complete the training again, but we will ensure resources are created for staff and classrooms to support a consistency to this and to embed it within the academy as a whole. Best practice sharing is needed to continue to develop this approach effectively.	£2,726 All staff

ii. Targeted support				
Desired outcome	Chosen action / approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
Improved achievement in Year 10 and 11 – Core subjects & humanities	Small group support (removal/in class) by Graduate mentors	Mixed – although attainment in Maths did improve, this was not replicated as effectively in Science. English/Humanities impact was stronger, but timetable restraints did not help this to be as effective as it could be. Pupils felt that the extra support was beneficial, particularly when experience difficulty over certain topics. Form time maths revision was very successful.	Some pupils/staff found the small group removal to be ineffective and felt that additional staffing in the room was definitely more effective – so this will be employed in 2017/18. Also, some concerns were held over the graduate mentoring have the expertise needed to teach some learner types, and a trained teacher could have more impact – this will be the consideration moving forward. Form time revision will be used across all core subjects next year.	£37,191 67 pupils
Improved Literacy and Numeracy skills in Years 7 & 8	Literacy: Paired reading programme & Accelerated reader Numeracy: Khan Academy programme	70% of those on the numeracy programme made good progress at the end of the academic year. Engagement was good. 65% of those on the Accelerated reader/paired reading programme made good or better progress by the end of the year. For some that did not, there were ‘softer’ improvements such as their engagement with reading and effort within this.	This strategy works effectively we feel and we hope to continue to excel the growth of our lower ability pupils through these strategies. Paired reading will be once a week to support the Accelerated Reader programme delivered in literacy lessons.	£1,490 24 pupils
Exam preparation and revision support	Revision Saturdays/ Half term revision camp	Pupil engagement was very strong, particularly on the Saturday revision sessions. Achievement for some was good, but not as high for others, although pupil voice clearly expressed positive feelings about its role in their achievement	We will continue with this next year, support pupil exam preparation, outside of school hours. We may not take them away for the residential trip, as the Saturday session, in school were favoured more by those involved.	£2,000 17 pupils
iii. Other approaches				
Desired outcome	Chosen action / approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost

Improved attendance, engagement in school	Alternative provision providers, work placements and reduced curriculums	Strong. Alternative provision 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. Attendance improved for these pupils as a consequence.	We will continue with this, according to personalised need. We will continue to map achievement and curriculum before alternative provision is confirmed to support maximised achievement for those pupils.	£4,000 - 4 pupils
External Mentoring to support removal of barriers to learning and coping with factors outside of school	Employment of external mentor – ABC success. Bespoke mentoring process	Mixed. We found from pupil voice and progress results that this mentoring worked effectively with certain types of pupils and not others. Those with extremely difficult backgrounds and personal difficulties could relate to Hannah and	We will continue with this process and ensure pupils are matched to the mentor effectively. Reviews on impact will continue to occur.	£1,750 20 pupils
Supporting pupils' engagement with their curriculum	Revision guides, exam equipment, cooking ingredients	Good impact. Pupil voice tells us that pupil's value having revision guides, aids and support, as it can provide a real structure for when they are working independently.	We will continue this, but pupil voice has suggested that a space to complete revision/homework could also be beneficial, for those that do struggle with quiet space at home. We will incorporate this into 2017-18 plans.	£3,600 57 pupils
Developing pupils wider learning	Educations trips and visits, theatre performances in school	Good impact. 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.	We will continue to offer this to all eligible pupils to support the widening of their opportunities, experiences and aspirations	£7,000 78 pupils