

# Shavington Academy

## Pupil Premium Strategy Review



**2017-2018**



# Shavington Academy Pupil Premium Expenditure Review 2017-18

| 1. Summary information |                    |                                  |         |  |                |
|------------------------|--------------------|----------------------------------|---------|--|----------------|
| School                 | Shavington Academy |                                  |         |  |                |
| Academic Year          | 2017-18            | Total PP budget                  | £81,405 | Date of most recent PP Review                  | September 2018 |
| Total number of pupils | 646                | Number of pupils eligible for PP | 97      | Date for next external review of this strategy | January 2019   |

| 2. Current attainment                             |   |  |
|---|---|--|
|   | Pupils eligible for PP (your school) 2017 | Pupils not eligible for PP (national average) 2017 |
| % achieving 5 9 - 4 incl. EM                      | 35.3%                                     | 61.3% (All Pupils)                                 |
| % achieving Standard Pass (4+) in English / Maths | 58.8%                                     | 71.2%  |
| Progress 8 score average                          | 0.004/0.095* (internal data)              | 0.11   |
| Attainment 8 score average                        | 42.44/44.4* (internal data)               | 49.8   |

| 3. Review of expenditure                  |   |  |  |                    |
|---|---|--|--|--------------------|
| Previous Academic Year                    | 2017-18                                     |  |  |                    |
| 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 | Whole Academy CPD on Behaviour for Learning | Yes. This training was evaluated positively by all staff. 100% of staff reported on the post-course evaluation that the session was useful and would impact their classroom. Learning walks and lesson observations would support this, over 96% of lessons observed being good or better. Behaviour issues reduced for PP pupils, as well as non PP pupils. | Staff were very positive about the impact of this training.<br>We will not complete the training again, but we have adapted the Academy approach, in light of this training. This will be a whole Academy strategy 2018-19 | £2500<br>All staff |

| 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 | To some extent the impact was strong, but this differed depending on the year group. We found that 69% of Year 10 and 11 PP pupils improved within Maths, but this was much lower for years 7-9, just 33%.<br>The teaching of Maths in Science was possible for all classes and student voice was strong, suggesting that more of this would have a greater positive impact.            | We feel that the use of experienced teachers for support small group removal has the most impact, compared to the graduator mentor. The experience of Advanced Skills Teachers, with a focus on PP improvements would also support the recruitment and retention of strong staff in these areas. | £42,219<br>31 PP pupils |
|---|--|---|--|-------------------------|
| <b>ii. Targeted support</b>                         |  |   |  |                         |
| <b>Desired outcome</b>                              | <b>Chosen action / approach</b>  | <b>Estimated impact:</b> Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.   | <b>Lessons learned</b><br>(and whether you will continue with this approach)   | <b>Cost</b>             |
| Improved Progress in core subjects                  | Form Time action support – small group   | Impact was good, across most groups. English saw 66% of those involved improve their overall grade in Year 11, 60% of the Year 10 did also. Science saw improvements in engagement, as well as attainment of a grade 4 and above by over 60% of those included. Maths found that the impact with Year 7 was not as good, but 50% of the Year 11 improved their overall grade.           | We will continue to use this strategy to support small groups across core subjects. We will focus on Year 10 and 11, as the impact is more significant. Impact measures will continue to include improvement in key areas, as well as holistic outcomes.   | £5082<br>32 PP Pupils   |
| Improved Progress in core subjects – Science        | 1:3 targeted tuition afterschool   | Those pupils who engaged with this did improve their achievement in Science. This strategy replaced general revision, as it was more targeted and therefore had a better impact.  | We will review whether we have capacity to deliver further Science support afterschool, and if so, we will continue with this.   | £750<br>3 pupils        |
| Improved Literacy & Numeracy provision              | Accelerated Reader used to support literacy development and Khan Academy in Numeracy                                       | 50% of those on the numeracy programme made good progress at the end of the academic year. Engagement was good. 58% of those on the Accelerated reader/paired reading programme made good or better progress by the end of the year, in Year 7 and 63% in Year 8. For some that did not, there were 'softer' improvements such as their engagement with reading and effort within this. | This strategy does have a positive impact with some and we feel this works more effectively with the lower years in the school. Paired reading will be once a week to support the Accelerated Reader programme, delivered by experienced teachers.   | £4341<br>29 pupils      |

|  |   |   |   |                            |
|--|---|---|---|----------------------------|
| <p>Effective homework completion and preparation for exams</p> | <p>Homework club after school. Revision materials purchased for all Pupil Premium pupils and exam preparation support given on Saturdays during the exams</p> | <p>Pupil engagement in homework club was good. Pupils missing homework reduced and engagement increased. Attendance on the Saturday revision sessions was good, although this dipped as the exam season went on. Achievement for some was good, but not as high for others, although pupil voice clearly expressed positive feelings about the positive impact revision and homework support had.</p> | <p>We will continue with this next year, support pupil exam preparation, outside of school hours.</p>   | <p>£3900<br/>17 pupils</p> |
| <p>Improved attendance for Pupil Premium pupils</p>            | <p>Pastoral Deputies will focus on the raising of Pupil Premium pupils' attendance through parental engagement and removing barriers</p>                      | <p>Whole school attendance 94.7% May Half Term PP attendance 93.91%, therefore the gap is reduced from last year but whole school attendance is down<br/>8% of those on attendance plans have improved their attendance since being on the plan 13 out 19 students<br/>PP pupils in the red reduced from 12 (autumn term) to 4 in summer term. FSM pupils are an ongoing focus within this.</p>       | <p>The focus on PP pupils has been significant and as attendance of key groups within the PP cohort is a focus, this will continue into 2018-19, under the new structure which includes non-teaching Pastoral Deputies.</p> | <p>£5490<br/>97 pupils</p> |

**iii. Other approaches**

| <b>Desired outcome</b>  | <b>Chosen action / approach</b>  | <b>Estimated impact:</b> Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.  | <b>Lessons learned</b><br>(and whether you will continue with this approach)  | <b>Cost</b>         |
|---|--|--|---|---------------------|
| 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 | This did not work effectively this year. Issues out of our control resulting in the mentoring having very minimal impact.  | We will reassign the mentoring process so that PP pupils are all assigned a member of the leadership team as their mentor. This will ensure that they are given the time needed to support the removal of their barriers to learning. | £1,895<br>18 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 as we feel this can support pupils when outside of school and it can guide revision effectively. We will incorporate this into 2018-19 plans.   | £3,400<br>77 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   | £1700<br>60 pupils  |