

Pupil premium strategy statement



This statement details the Academy's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) funding to help improve outcomes for our disadvantaged 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	848
Proportion (%) of pupil premium eligible pupils	14.9% (126 pupils)
Academic year/years that our current pupil premium strategy plan covers	2021/2022 to 2023/2024
Date this statement was published	December 2021
Date on which it will be reviewed	July 2021
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	£118, 950

Funding Overview

Detail	Amount
Pupil premium funding allocation this academic year	£118,950
Recovery premium funding allocation this academic year	£15,950
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£134,900

Part A: Pupil premium strategy plan

Statement of intent

Disadvantaged pupils account for approximately 15% of the Academy cohort and through a personalised and focused approach to using the pupil premium, 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 pupils to achieve that goal. We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantaged gap and at the same time will benefit the non-disadvantaged pupils in our school. 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 strategy is also integral to wider school plans for education recovery, notably in its targeted support through the National Tutoring Programme for pupils whose education has been worst affected, including non-disadvantaged pupils.

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 approach will be responsive to common challenges and individual need and is founded on a whole school 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 – Overall outcomes	<p>The outcomes of disadvantaged pupils are generally lower than that of their peers and teacher diagnostic assessments suggest that many pupils particularly struggle with extended writing.</p> <p><u>2019 GCSE Outcomes</u></p> <p>Overall Progress 8: -0.07 (99 pupils)</p> <p>Non-Pupil Premium Progress 8: 0.00 (89 pupils)</p> <p>Pupil Premium Progress 8: -0.64 (10 pupils)</p> <p>Overall Average Attainment 8 Grade: 4.54</p> <p>Non-Pupil Premium Average Attainment 8 Grade: 4.67</p> <p>Pupil Premium Average Attainment 8 Grade: 3.32</p> <p>Average Attainment 8 Grade Gap: -1.35</p>
2 – Literacy and Oracy	<p>Assessments, observations and discussion with KS3 pupils indicate that disadvantaged pupils generally have lower levels of reading comprehension than peers. This impacts their progress in all subjects.</p>
3 – Lost Learning	<p>Our assessments, observations and discussions with pupils and families suggest that the education and wellbeing of many of our disadvantaged pupils have been impacted by partial school closures to a greater extent than for other pupils.</p> <p>These findings are backed up by several national studies. This has resulted in significant knowledge gaps resulting in pupils falling further behind age-related expectations.</p>
4 – Metacognition and self-regulation	<p>Our observations suggest many lower attaining disadvantaged pupils lack metacognitive / self-regulation strategies when faced with challenging tasks, notably in their monitoring and evaluation of their answers.</p> <p>This is indicated across the curriculum.</p>
5 – Wellbeing	<p>Our assessments (including wellbeing survey), observations and discussions with pupils and families have identified social and emotional issues for many pupils, such as anxiety and low self-esteem.</p> <p>This is partly driven by concern about catching up lost learning and exams/future prospects, and the lack of enrichment opportunities due to the pandemic. These challenges particularly affect disadvantaged pupils, including their progress.</p>

6 - Attendance	<p>Attendance of disadvantaged pupils is lower than that of their peers. The drop in attendance amongst our disadvantaged pupils is in line with the drop in attendance amongst our non-disadvantaged cohort.</p> <p>The attendance gap between FSM and other disadvantaged pupils has also increased.</p>

Intended outcomes

Intended outcomes	Success criteria
Progress of <u>Year 11</u> disadvantaged pupils is in line with progress of Year 11 non-disadvantaged pupils at GCSE.	<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 disadvantage gap).</p>
Progress of <u>Year 7-10</u> disadvantaged pupils is in line with progress of Year 7-10 non-disadvantaged pupils.	<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>Teachers should also have recognised this improvement through engagement in lessons and book scrutiny.</p> <p>Sustained high levels of wellbeing from 2023/24 demonstrated by: a) qualitative data from pupil voice, pupil and parent surveys and teacher observations; and b) a significant increase in participation in enrichment activities, particularly among disadvantaged pupils demonstrated through improved M4L scores among disadvantaged pupils.</p>

Activity in this academic year (2021-2022)

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 introduced to develop all teachers' skills in priority areas of pedagogy (1,2,3,4) • CPD programme for 2021-2022 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 (1,2,3,4) • Developing metacognitive and self-regulation skills in all pupils: key staff to be released for training in this area before disseminating and training other staff (4) 	<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>

<ul style="list-style-type: none"> • Designated teacher in each curriculum area with a PM focus on disadvantaged pupils (1,3) • 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 (1,2,3,4) • Investment in MINT class to support this and empower teaching staff to seat for progress, intervene effectively and support whole school responsive teaching and learning strategy (1,3) 	<p>KS2 KS3 Maths Guidance 2017.pdf (educationendowmentfoundation.org.uk)</p> <p>Improving Literacy in Secondary Schools word-gap.pdf (oup.com.cn)</p>
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Targeted academic support

Activities and challenge number(s) addressed	Evidence that supports this approach
<ul style="list-style-type: none"> • NTP Online Tuition (Maths and English) for cohort of Year 10 & 11 pupils identified as a priority at DC1 - 15 week programme starting in October 2021 - New cohort identified at DC2 prior to commencement of second round of NTP tuition in February (1,2,3) • Core subject form-time intervention in English, maths, and science targets disadvantaged pupils (1,2,3) • Use of 'Bedrock' to support vocabulary instruction in English for all pupils in Year 7 (2) • Homework clubs, run by Deputy Pastoral Leaders, established in each year group (1,3) • Leadership Team adopt role of assertive mentors for underperforming disadvantaged pupils in year 11 (1,5) • Use of recovery premium funding to support small-group intervention sessions for pupils in all year groups • Disadvantaged Year 11 pupils invited as a priority to after-school revision and intervention sessions (1,3) • 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 (1) • Set texts and revision guides purchased for all PP pupils (1) 	<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 • Academy liaison with Cheshire East EWO services to support disadvantaged families with attendance issues • Personal Development programme runs through SPARK (PSHE) lessons and form time character focus (led by AHT who now also leads on pupil premium and disadvantaged pupils) • 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) • Deputy Pastoral Leaders appointed to increase capacity to support pupil welfare, behaviour and attendance • DPLs also responsible for tracking attendance and engagement with extra-curricular activities as part of our programme to grow pupils of character • Laptops provided for disadvantaged learners without access to these at home (1,3,5,6) • Contributions for disadvantaged learners are made towards educational visits and uniform purchases 	<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: £134,900

Part B: Review of outcomes in the previous academic year (2020-2021)

Pupil premium strategy outcomes

GCSE outcomes in 2019 show a -1.35 average Attainment 8 grade gap between PP and non-PP pupils. Various external and internal data sets suggest that similar gaps would have occurred in 2019-20 and 2020-21. The outcomes we aimed to achieve for all our disadvantaged pupils for the last academic year ending July 2021 were not fully realised. The reasons for falling short of our targets points primarily to the impact of the Covid-19 pandemic, which disrupted all of our subject areas to varying degrees.

As evidenced in schools across the country [and by the EEF](#), partial closure was most detrimental to our disadvantaged pupils, and they were not able to benefit from our pupil premium funded improvements to teaching and targeted interventions to the degree that we intended. The impact was mitigated by our resolution to maintain a high quality curriculum, including during periods of partial closure, which was aided by the [use of online delivery of lessons from our teaching staff](#) through the medium of Microsoft Teams.

Overall attendance in 2020-21 was lower than in preceding years at 90.77%, although it was higher than the national average (86%). The attendance of our disadvantaged pupils throughout the academic year 2020-21 was 81.18%. This is a more significant attendance gap than in previous years [and this trend is reflected in schools nationwide](#). Thus, closing this attendance gap remains a focus of our 2021-24 strategy.

It is also the case that pupil behaviour, wellbeing and mental health were significantly impacted last year, primarily due to Covid-19-related issues. The impact was particularly acute for disadvantaged pupils. We used pupil premium funding to provide both academic and wellbeing support for all pupils, and targeted interventions where required. We are building on that approach in our new plan.

Externally provided programmes

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