

# Pupil premium strategy statement – Shrewsbury Academy 2017 - 2018

1. Summary information					
School	Shrewsbury Academy				
Academic Year	2017-18	Total PP budget	£345,015	Date of most recent PP Review – Jan 2017	Sept 17
Total number of pupils	813	Number of pupils eligible for PP	365	Date for next internal review of this strategy	Jan 18

2. Current attainment		
Current Year 11 (2017/2018)	Pupils eligible for PP (your school)	Pupils not eligible for PP
% achieving 5 A*- C (4-9) inc. EM	24%	51%
Progress 8 score average		
Attainment 8 score average	26.5	37.8

3. Barriers to future attainment (for pupils eligible for PP)	
<b>In-school barriers</b> ( <i>issues to be addressed in school, such as poor oral language skills</i> )	
A.	Literacy Skills Year 7 are lower for PP than for other pupils.
B.	Current Year 11 – gap between attainment of PP v non PP
C.	Negative disruption to learning
<b>External barriers</b> ( <i>issues which also require action outside school, such as low attendance rates</i> )	
D.	Lower attendance rates for PP students v OP

4. Desired outcomes ( <i>Desired outcomes and how they will be measured</i> )		Success criteria
A.	To improve PP attainment and reduce differences in attainment between PP and OP nationally at KS4	See below
B.	Literacy- Improvement in Reading and Spelling ages in Year 7	See below
C.	To reduce negative disruption to PP students education	See below
D.	Improve % of PP students who are in quality further education	



## 5. Planned expenditure

Academic year

2017-18

How we plan to use the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies

Overall Aim	To reduce the difference in outcomes for PP compared to OP nationally			Lead	R Cox												
Objective	Success Criteria	Actions	Lead/Resources (inc costing and research)	Milestones (Monitoring)	Evaluation (Impact & Pupil Outcomes)												
1. To improve PP attainment in all year groups and reduce differences in attainment between PP and OP nationally at KS4.	<ul style="list-style-type: none"> <li>Reduce differences in attainment between PP and OP in Y7-9 (measured by the proportion achieving ARE)</li> <li>Reduction differences in attainment between PP and OP shown in 2018 GCSE results.</li> </ul> <p>Targets based on</p> <table border="1"> <thead> <tr> <th></th> <th>OP</th> <th>NP</th> </tr> </thead> <tbody> <tr> <td>KS2</td> <td>28.17</td> <td>26.29</td> </tr> <tr> <td>Current</td> <td>36.58</td> <td>28.97</td> </tr> <tr> <td>Target</td> <td>38.34</td> <td>34.34</td> </tr> </tbody> </table> <p>average point score</p>		OP	NP	KS2	28.17	26.29	Current	36.58	28.97	Target	38.34	34.34	<p>Implement 3 P's strategy to Profile, Predict and Prevent</p> <p>Additional Intervention programme (DTT) for identified PP students and/or in danger of failing to meet target.</p>	<p>AW, RC, CT (working with newly appointed year heads)</p> <p>Research = NFER 'The building blocks for Pupil Premium Success'.</p>	<ul style="list-style-type: none"> <li>In school data to be tracked after each data point. PP students to meet or exceed in year performance targets.</li> <li>Impact analysis of additional PP intervention programmes included in LGC termly reports</li> <li>Quality first teaching is consistently judged to be at least good</li> </ul>	<ul style="list-style-type: none"> <li>Interim school reviews (Jan/May) evaluate the impact of PP plan.</li> <li>Confirm QFT judgements and evaluate Y7-10 attainment data.</li> <li>July 18 review of Y7-10 PP attainment against targets.</li> <li>August 2018 GCSE results</li> </ul>
	OP	NP															
KS2	28.17	26.29															
Current	36.58	28.97															
Target	38.34	34.34															
2. To secure Quality First Teaching	Attainment of PP pupils improves in all year groups/ subjects	<ul style="list-style-type: none"> <li>T&amp;L Team produce draft QFT model, including implementation strategy</li> </ul>	<p>RC/HCO</p> <p>With an increasing</p>	Subject attainment targets for each DD. MTTLOT (LO, WS,													

<p>across all year groups and subjects.</p>	<p>and in year performance targets are met.</p>	<ul style="list-style-type: none"> <li>• CPD for all teaching staff to confirm QFT model and QA process.</li> <li>• Develop 'coaching' cycle focused on delivering QFT model.</li> <li>• After each cycle is complete develop personalised support programmes for identified teachers.</li> <li>• Lead Practitioners to offer voluntary developmental workshops to promote 'outstanding' practice.</li> <li>• 'Learning Lunch' workshops to be offered each half term</li> </ul>	<p>% of students on the PP register QFT provides the focus for PP support, followed by tailored intervention.</p> <p>Research =NFER. 'The building blocks of Pupil Premium success'.</p> <p>Cost= £250,000</p> <p>KH/CP/ RC/ HC/ HOD</p> <p>HC/RC/LP's</p> <p>ML/HC/RC/LPs</p>	<p>Student conferencing, curriculum planning focused on PP learning, progress and attainment)</p> <p>80% of teacher feedback on QFT CPD session(s) judge it to be at least good in supporting improvement in their classroom practice</p> <p>Quality first teaching is consistently judged to be at least good</p> <p>The first cycle of MMTLOT to be completed by 15/12/17. (Target- baseline assessment) Second cycle to be completed by 12/03/18 <b>(Target)</b> Third cycle to be completed by 24/7/18 (Target- 90%)Targets to be determined following baseline assessment in Dec 17.</p> <p>Evaluate uptake and impact 15/12/17, 12/03/18, 24/7/18.</p>	
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		<ul style="list-style-type: none"> <li>• CPD strategy to be specifically targeted to address weaknesses in teaching identified through MTTLOT cycles.</li> <li>• All depts. to nominate a PP link to monitor and evaluate progress of PP students within subject area.</li> </ul> <p>Sharing good practice to be a standing agenda item on Department meetings and CLT.</p> <p>Mastery homework approach to be effectively embedded in all curriculum areas.</p> <p>Research 'Learning Behaviours'</p>	<p>ML work with HOD to ensure this is a standing agenda item. SLT link member to chase up any dept where this is not occurring on a regular</p>	<p>CPD Evaluation forms highlight 'the majority' (85%) of staff judge CPD to be highly effective in improving their teaching skills.</p> <p>SLT links to review department minutes to identify examples of best practice –half-termly . Termly T&amp;L bulletin published</p> <p>Evaluation of implementation to be conducted at the end of each coaching cycle.</p> <p>Weekly review of homework diaries</p>	
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		project with the intention of implementing whole school.	basis.  ML to liaise with SG to set up area. RC/HC to monitor use and promote use.  HC/RC Pastoral year leaders		
3. To ensure that Literacy is embedded across the curriculum improving the literacy skills of PP students.	Students' progress and attainment improves in all GCSE subjects (Subject and year group specific A8/P8 targets met)	CPR provide CPD to departments on request - questioning in line with GCSE requirements (31.11.17) N.B – subject specific issues -Exam command words integrated into mastery planning schemes (31.07.18) -Departmental assessment and marking in line with GCSE mark scheme for all subjects. Vocab from mark schemes integrated into teacher feedback (31.07.18)	CP/RC to work with HODs  Research = Ofsted PP report Sutton Trust  Cost= £10,000	-Increase in all pupils' progress monitored via data collection (3x yearly) Subject testing/marking in line with KS4 testing CP still to meet with AW to discuss FFT20 data and expected impact upon pupil progress -MTTLOT - Book scrutiny in line with whole school WS timetable/ lesson observation/ learning walks/ student voice	GCSE results 2018 5+EM to increase <ul style="list-style-type: none"> <li>IR (May 2018) confirms that literacy strategy is improving outcomes for PP students.</li> <li>Annual literacy strategy impact progress reviews 2018-20.</li> </ul>

	<p>All departments are consistently planning for pupils' literacy development Students' performance (PP and OP) and results improve for all year groups in all subjects</p>	<ul style="list-style-type: none"> <li>-Literacy strategy launch (?09.17)</li> <li>-Mastery planning analysis completed by departments (31.10.17)</li> <li>-CPR provide CPD to departments on request - how to build literacy into the curriculum (31.11.17)</li> <li>-Year 7 mastery planning update in all departments (31.12.17)</li> <li>-Year 8 mastery planning update in all departments (31.04.18)</li> <li>-year 9 mastery planning update in all departments (31.07.18)</li> </ul>		<p>Departmental questionnaire to be completed - information to be collated and utilised to establish CPD requirements -All KS3 mastery planning SOW updated to include planned literacy assessments by July 2018 -MTTLOT - Book scrutiny in line with whole school WS timetable Lesson observation forms to include student voice response regarding literacy within the subject</p>	
	<p>All pupils (inc PP) to devote time daily to reading a text of their choice. Pupils to access library facilities of their own will on a regular basis community engagement and support from (and for) family members.</p>	<ul style="list-style-type: none"> <li>-Form tutor expectations outlined within literacy strategy (?09.17)</li> <li>-pupils reading ages to be assessed (31.10.17)</li> <li>-data to be utilised by staff - planning and data collection Intervention strategies employed where necessary (31.12.17)</li> <li>-Increased staff awareness of library services -including</li> </ul>		<p>End of year reading age assessment (31.07.18) Data analysis to show increase of ?% MTTLOT - Book scrutiny in line with WS timetable/ lesson observation/ learning walks/ student voice Love of reading questionnaires distributed to parents/ carers twice during the academic year - results to be analysed and utilised in order to plan</p>	

	Year 7 pupils' reading comprehension ages improve at a greater rate than their chronological age	"book box" resources and how to access these (31.01.18) -Tales and Teapots celebration event within the community (18.12.17)		for literacy development 2018-2019	
4. To ensure behaviours in and out of the classroom allow students to learn and progress without disruption	Reduction in red cards Reduction in FTE Outstanding behaviour for learning in classrooms Fewer reports of bullying, conflict, relationship issues Pastoral support/workshops readily available for PP students	Implementation of 'lesson grading' Sept 2017  Weekly analysis of behaviour data, with focus on PP students, this will allow swift identification of PP students that require additional intervention/ support programmes offered.  Appropriate pastoral CPD provided for staff	CT, Heads of Year  Research= Sutton Trust NFER  £70,000	Red cards reduced by 50% by end of HT1  These to be reviewed and target for Spring and Autumn target set 18 <sup>th</sup> Dec 2017.  Staff and student voice to show swift improvement in perception of behaviour.	Trust termly review judges behaviour to be at least good, inc PP students  SLT walks judge behaviour to be at least good
5. Reduce the % of HA PP students who leave quality before completion of course Increase numbers of	Increase the numbers % of PP students who successfully complete post SSFC courses in 2019.  Increase the % of Year 11 PP students who take up 3+ A level at	Work with SSFC to identify reasons for 'drop out'. Implement programme to Profile, Predict and Prevent key PP students who are most at risk of leaving SSFC before completion of course.	RC  Research = Sutton Trust  Cost= £10,000	Retention and success milestones set using SSFC tracking system. 18 <sup>/12/17</sup> – RC to have met with link at SSFC and completed student conference. Reasons for 'drop out' clearly identified'. NB college	



<p>high attaining PP students taking up 3+A level (or level 3 equivalent) courses at SSFC and improve retention and success rates</p>	<p>SSFC</p>			<p>applications usually start in Autumn Term e.g. open evenings Spring term 2018 identification of PP SSFC applicants. Intervention in place.</p>	
<p>6. Ensure PP attendance is in line with National Average</p>	<p>PP attendance in line with school average</p>	<p>Create a PP user defined group in SIMS. This will allow GR to monitor swiftly and effectively.</p> <p>Regular meetings with Pastoral team/GR to monitor attendance of cohort</p> <p>Year leads to coach PP students with a focus specifically on attendance of PP students</p> <p>GR to make contact with parents/carers of PP students on first day of absence PP attendance in line with school average</p> <p>Form tutors to mentor pp persistent absentees</p>	<p>RC, GR, CT and Pastoral Leads</p> <p>Research= NFER</p> <p>Cost= £5,000</p>	<p>SIMS group created by Sept 17</p> <p>Weekly Pastoral meetings will have a focus on PP attendance, reporting back to RC. Half-termly targets NB tracked through weekly review of attendance data.</p>	

## 6. Review of expenditure – 2016/17

Previous Academic Year				
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
Reduce the gap in attainment of PP v non PP	Whole school T &L to include structured co-coaching programme with supporting CPD sessions focused around staff need	Mixed: high staff absence has meant that consistent CPD has not been as thorough as we would have liked.	To develop further the QFT model- see expenditure plans.	
	Staffing in the core curriculum	High: subject specialists and reduced class sizes in some areas had a positive impact in terms of behaviour and progress of pupils.	To maintain this approach and develop QFT model further	£75,000
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
Close the gap between attainment of PP v non PP	Individual departments to evaluate performance of PP students and to identify areas for development.  Employ two Academic Intervention Mentors  Subject specialist	Mixed: as more structured approach needed, hence the introduction of the 3 P's model for 2017/18	Implement a more focussed approach, using the 3 Ps model – see planned expenditure. Linked with DTT Intervention programme. Intervention programme to use recently employed Academic/curriculum mentors. Continue to offer the support provided by pastoral team.	

	teachers and Academic mentors to offer revision classes.  The Trust director of Maths will support key groups of students during registration (from Jan 2017)	Assistant head i/c Maths supported key groups however this was limited as a result of high staff absence in Maths Dept,		
Improved Year 7 literacy progress	Mini school to run a range of programmes aimed at those students with low prior attainment at KS2 (Yr 7 catch up funding). Programmes include Phonics and Spelling , success @arithmetic, and maths support.	High: many individual successes for those pupils with low prior attainment.	This will continue 2017-2018. In addition the Lead Practitioners will work to embed literacy across the curriculum (see planned expenditure).	£198,000

### 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
To ensure vulnerable pupils have enrichment opportunities	Vocational programme offered to those at risk of becoming disengaged with the traditional school curriculum.	High: Pastoral support proved invaluable for some of our more needy PP students.	Pastoral team has grown to accommodate the increasing number of pupils on roll. Departments can continue to bid for monies to support activities for PP students.	

	Pastoral support and guidance. Programmes run throughout the year			
Improve attendance	Designated member of the pastoral team who has overall responsibility for attendance, working closely with NM		Embed and a continued focus for 2017/18. See planned expenditure.	<b>£20,000</b>

## 7. Additional detail

In this section you can annex or refer to **additional** information which you have used to support the sections above.