

Pupil premium strategy statement – Shrewsbury Academy 2018 - 2019

1. Summary information					
School	Shrewsbury Academy				
Academic Year	2018-19	Total PP budget	£338.556	Date of most recent PP Review	Sept 18
Total number of pupils	836	Number of pupils eligible for PP	341	Date for next internal review of this strategy	Jan 19

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	46.7	53.3
Progress 8 score average	16.1	29.4
Attainment 8 score average	29.67	41.35

3. Barriers to future attainment (for pupils eligible for PP)	
In-school barriers (<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
External barriers (<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

2018-19

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	A Grant												
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"> Reduce differences in attainment between PP and OP in Y7-9 (measured by the proportion achieving ARE) Reduction differences in attainment between PP and NPP shown in 2019 GCSE results. Targets based on <table border="1"> <thead> <tr> <th></th> <th>PP</th> <th>NPP</th> </tr> </thead> <tbody> <tr> <td>KS2</td> <td>4.60</td> <td>4.75</td> </tr> <tr> <td>Current</td> <td>41.7</td> <td>62.1</td> </tr> <tr> <td>Target</td> <td>40.1</td> <td>59.9</td> </tr> </tbody> </table> <p>average point score</p>		PP	NPP	KS2	4.60	4.75	Current	41.7	62.1	Target	40.1	59.9	<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>Session 6 teachers to ensure PP pupils are being formally invited to sessions, especially those sessions which are targeting GCSE skills</p> <p>Data sheet planning to have a clear and focused PP strategy. PP focused questioning identified on lesson planning.</p>	<p>AGR, CTR (working with newly appointed year heads)</p> <p>Research = NFER 'The building blocks for Pupil Premium Success'.</p>	<ul style="list-style-type: none"> In school data to be tracked after each data point. PP students to meet or exceed in year performance targets. Impact analysis of additional PP intervention programmes included in LGC termly reports Quality first teaching is consistently judged to be at least good 	<ul style="list-style-type: none"> Interim school reviews (Jan/May) evaluate the impact of PP plan. Confirm QFT judgements and evaluate Y7-10 attainment data. July 18 review of Y7-10 PP attainment against targets. August 2018 GCSE results
	PP	NPP															
KS2	4.60	4.75															
Current	41.7	62.1															
Target	40.1	59.9															
2. To secure Quality First Teaching across all year	Attainment of PP pupils improves in all year groups/ subjects and in year	T&L Team produce draft QFT model, including implementation strategy CPD for all teaching staff to	AGR/RCO/CTR With an increasing % of students on the PP register QFT provides	Subject attainment targets for each DD. MTTLOT (LO, WS, Student conferencing,													

<p>groups and subjects.</p>	<p>performance targets are met.</p>	<p>confirm QFT model and QA process. Develop 'coaching' cycle focused on delivering QFT model.</p> <p>Critical friend relationships include a targeted focus on PP achievement at each data point.</p> <p>After each cycle is complete develop personalised support programmes for identified teachers.</p> <p>,</p> <p>Lead Practitioners to offer voluntary developmental workshops to promote 'outstanding' practice. 'Learning Lunch' workshops to be offered each half term</p>	<p>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/RCO/ AGR/ CTR/ HOD</p> <p>RCO/CTR/AGR/LP's</p> <p>RCO/CTR/AGR/LPs</p>	<p>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 20/12/18. (Target- baseline assessment) Second cycle to be completed by 15/03/19 (Target) Third cycle to be completed by 20/7/19 (Target- 90%)Targets to be determined following baseline assessment in Dec 18.</p> <p>Evaluate uptake and impact 20/12/18, 15/03/19, 20/7/19.</p>	
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		<p>CPD strategy to be specifically targeted to address weaknesses in teaching identified through MTTLOT cycles.</p> <p>All depts. to nominate a PP link to monitor and evaluate progress of PP students within subject area.</p> <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 basis.</p> <p>ML to liaise with SG to set up area. AGR/RCO/CTR to</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&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.	monitor use and promote use. RCO/CTR/AGR 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) All departments are	AGR/CTR/HCO provide CPD to departments on request - questioning in line with GCSE requirements N.B – subject specific issues -Exam command words integrated into mastery planning schemes 10 Keywords for each unit identified and promoted with pupils. Weekly spelling tests. Literacy objectives being used alongside learning objectives -Departmental assessment and marking in line with GCSE mark	AGR/RCO/CTR 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 Departmental questionnaire to be completed - information	GCSE results 2019 5+EM to increase <ul style="list-style-type: none"> IR (May 2018) confirms that literacy strategy is improving outcomes for PP students. Annual literacy strategy impact progress reviews 2018-20.

	<p>consistently planning for pupils' literacy development</p> <p>Students' performance (PP and OP) and results improve for all year groups in all subjects</p>	<p>scheme for all subjects. Vocab from mark schemes integrated into teacher feedback</p> <p>-Literacy week launch – Summer term 2019</p> <p>-Mastery planning analysis completed by departments (20/12/18)</p> <p>-AGR/RCO/CTR provide CPD to departments on request – how to meet the new requirements for extended writing at GCSE</p> <p>-Year 7 mastery planning update in all departments with a specific focus on challenge after KS2 (20.12.18)</p> <p>-Year 8 mastery planning update in all departments (20.12.18)</p> <p>-year 9 mastery planning update in all departments (20.12.18)</p> <p>WTM implemented for assessment week for year 11 to build exam confidence and achievement for Eng, Ma and Sci.</p>		<p>to be collated and utilised to establish CPD requirements</p> <p>-All KS3 mastery planning SOW updated and keyword focus clearly identified in each unit by 20/12/18</p> <p>-MTTLOT - Book scrutiny in line with whole school WS timetable</p> <p>Lesson observation forms to include student voice response regarding literacy within the subject</p> <p>End of year reading age assessment (20.07.19)</p> <p>Data analysis to show increase</p> <p>MTTLOT - Book scrutiny in line with WS timetable/ lesson observation/ learning walks/ student voice</p> <p>Love of reading questionnaires distributed to parents/ carers twice during the academic year - results to be analysed and utilised in order to plan for literacy development 2018-2019.</p> <p>Library resource developed for KS3 and</p>	
	<p>All pupils (inc PP) to devote time daily to</p>	<p>-Form tutor expectations outlined within literacy</p>			

	<p>reading a text of their choice.</p> <p>Pupils to access library facilities of their own will on a regular basis</p> <p>community engagement and support from (and for) family members.</p> <p>Year 7 pupils' reading comprehension ages improve at a greater rate than their chronological age</p>	<p>strategy. Two tutor periods given to Literacy and reading focus</p> <p>-pupils reading and spelling ages to be assessed (25.10.18)</p> <p>-data to be utilised by staff - planning and data collection</p> <p>Intervention strategies employed where necessary (data drop and immediate response weeks)</p> <p>-Literacy lessons for yr7-9 fully resourced with a focus on reading, Literacy skills and public speaking. Resources on shared system for use by teaching staff. (20.12.18)</p> <p>- Literacy style activity linked with the senior citizens' part in December</p>		<p>KS4 differing needs.</p> <p>AGR to supply Literacy plans and resources on shared drive (20.12.18)</p>	
<p>4. To ensure behaviours in and out of the classroom allow students to learn and progress without disruption</p>	<p>Reduction in SSC incidents</p> <p>Increased accountability for teaching staff and HODs to manage behaviour more effectively</p> <p>Outstanding behaviour for learning in classrooms</p> <p>Fewer reports of bullying, conflict, relationship issues</p>	<p>Increased presence by SLT and key staff to manage behaviours quickly to ensure progress.</p> <p>HODs to develop strategies within departments to manage low level disruption and removals.</p> <p>HODs to work within departments to take greater ownership of behaviour management and sanctions.</p> <p>Consequences system to be implemented and adhere t by all staff</p>	<p>MLO/HCO, Heads of Year, HODs, SLT</p> <p>Research= Sutton Trust NFER</p> <p>£70,000</p>	<p>SSC to be used only when all other possible routes exhausted.</p> <p>Consequences system implemented from Sept. 2018 by all staff.</p> <p>SIMs monitoring by HODs, tutors and HOY to identify persistent behaviours.</p> <p>Fewer behaviour incidents by HT1.</p> <p>Staff and student voice to show swift improvement in perception of</p>	<p>Trust termly review judges behaviour to be at least good, inc PP students</p> <p>SLT walks judge behaviour to be at least good</p>

	Pastoral support/workshops readily available for PP students	<p>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.</p> <p>Appropriate pastoral CPD provided for staff</p>		behaviour.	
5. Ensure PP attendance is in line with National Average	PP attendance in line with school average	<p>GR to monitor PP defined group in SIMs and act swiftly and effectively where concerns arise.</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 GR LEAD ON THIS</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>AGR, GR0, and Pastoral Leads</p> <p>Research= NFER</p> <p>Cost= £5,000</p>	<p>SIMS group continued use into new academic year 2018-2019</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>	

		GR to mentor pp persistent absentees. Form tutors to support through tutor session time.			
6.Ensure an effective pastoral and academic transition from KS2-3	<p>A common framework for behaviour, expectations and ethos to be shared between Shrewsbury Academy and main feeder schools</p> <p>Provision for most vulnerable pp students</p> <p>Accelerated progress in core subjects for all Year 7. Seamless curriculum between KS2/3.</p>	<p>Year 7 lead to identify key behaviour and reward systems at HJS, GP, GAP and MPJS. Good practice to be integrated into SA rewards / behaviour system.</p> <p>Enhanced curriculum provision to support inclusion concerns for most vulnerable on transition from primary into KS3. (PLC SET UP)</p> <p>Lead Practitioners from core top liaise with HJS & MP to plan transition curriculum</p> <p>Plan summer transition project in core subjects</p> <p>PP summer school to run for identified students (academic based)</p>	<p>AGR/ HCO/ RCO/CTR Cost = £5000</p> <p>PB to develop mini school programme to support most vulnerable pp students.</p> <p>HODs/LPs</p>	<p>Visit to each feeder school by Easter 2019 with a focus on increasing challenge from KS2</p> <p>CT to develop behaviour/rewards systems to replicate good practice found in KS2</p> <p>May 2019 – visit to school and pupils identified for summer school</p> <p>June 2019 – transition projects planned</p> <p>.</p>	
7.Raise aspiration of pupils through the 'Shrewsbury Academy' offer	Aspiration raised through every child having every child to attend events on the 'Shrewsbury Academy offer'	<p>Appoint SA offer lead</p> <p>Consult with stakeholders about offer</p>	£10,0000	<p>SA lead appointed for Sept 2018</p> <p>Stakeholders consulted by end Oct 2018</p> <p>'Offer' in place for Spring term 2019</p>	

6. Review of expenditure – 2017/18

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
Increase PP achievement and close the gap between PP and NPP pupils	Introduce 3 Ps policy for supporting staff planning and create more opportunities for DTT intervention	Mixed: high staff absence has meant that consistent CPD has not been as thorough as we would have liked.	To continue to develop further the QFT model- see expenditure plans. Implement PiXL therapies and strategies across the curriculum for targeted intervention. Increased focus on effective and immediate interventions for core subjects.	
To develop QFT	CPD and coaching model implemented	Some success where CPD has taken place however high staff absence has had an impact.	To continue to develop the support structure to enable staff to make the right interventions where possible.	£250,000
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
To embed Literacy in to the curriculum	Literacy strategy launched. Mastery planning for all departments to be completed. CPD offered to staff	Mixed: Mastery planning begun but with staff absence and high numbers of supply teachers, curriculum teaching was not as planned.	Implement a more focussed approach, using the 3 Ps model – see planned expenditure. Linked with DTT Intervention programme. Implement use of data sheet for every teaching group. Intervention programme to use recently employed Academic/curriculum mentors. Continue to offer the support provided by pastoral team. Session 6 to be offered to all key stages by all teachers Addition of the Director Of English role to enable a more effective Literacy across the Curriculum focus.	£10,000

Reduce the % of HA PP students who leave quality before completion of course				
Increase numbers of high attaining PP students taking up 3+A level (or level 3 equivalent) courses at SSFC and improve retention and success rates	Work closely with the SSFC to identify reasons and to implement changes	Low: Pupil aspirations are low and work towards college choices being appropriate limited due to staffing issues. Resilience and Independence of pupils low	Continue to work with SSFC to identify key reasons for 'drop outs' Implement an 'Employability' focus into SLT to enable work on careers and future aspirations to be a core principle of the Academy's focus from year 7-11	£10,000

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 behaviours in and out of the classroom allow students to learn and progress without disruption	CPD Lesson grading Weekly analysis	Some: Lesson grading established and used effectively. CPD and analysis of data used inconsistently due to staff absence and time constraints.	More effective behaviour system to support staff to be used to enable progress for all students. CPD opportunities for behaviour management strategies needed. Data and response to data need to be given a higher priority in line management and team meetings.	
Improve attendance	GR to work with data on SIMs to react quickly to absence issues – PP key focus group to be monitored	Good: GR working with pastoral teams to continue to identify and deal with absence issues.	Embed and a continued focus for 2017/18. See planned expenditure.	£20,000

carefully

7. Additional detail

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