# Shevington High School

# Pupil premium strategy statement

# School overview

|  |  |
| --- | --- |
| **Metric** | **Data** |
|  School name | Shevington High School |
| Pupils in school | 786 |
| Proportion of disadvantaged pupils | 20%  |
| Pupil premium allocation this academic year | £130,096 |
| Academic year or years covered by statement | 2020/21 – 2021/22 |
| Publish date | October 2020 |
| Review date | October 2021 |
| Statement authorised by | J Grant |
| Pupil premium lead | Zoe Hames |
| Governor lead | Michelle Foster |

## Disadvantaged pupil performance overview for last academic year

|  |  |
| --- | --- |
| Progress 8 | +0.45 (2019-2020) -0.55 (2018-2019) |
| Ebacc entry  | 28% (2019-2020) 7% (2018-2019) |
| Attainment 8 | 50.03 (2019-2020) 44.07 (2018-2019) |
| % Grade 5+ in English and maths | 50% (2019-2020) 36% (2018-2019) |

## Strategy aims for disadvantaged pupils

|  |  |  |
| --- | --- | --- |
| **Aim** | **Target** | **Target date**  |
| Progress 8 | Achieve top quartile for progress made by disadvantaged pupils amongst similar schools | Sept 21 |
| Attainment 8 | Achieve national average for attainment for all pupils | Sept 21 |
| % Grade 5+ in English and maths | Achieve average English and maths 5+ scores for similar schools | Sept 21 |
| Other | Improve attendance to national average | Sept 21 |
| Ebacc entry | Better national average EBacc Entry for all pupils | Sept 21 |

# Teaching priorities for current academic year

|  |  |
| --- | --- |
| **Measure** | **Activity** |
| Priority 1, PP students will access QFT teaching under the COVID 19 conditions, will make good progress and not fall behind during periods of isolation.  | * Building and improving quality teaching and remote learning and blended learning ensuring the same key features are evident in both. Involving research and training by TLR3 appointments on effective practice.
* QFT Pupil Profiles for all PP based on individual barriers so students are known well to teachers and teachers can adapt teaching where necessary.
* Buy-in Attendance services from LA to improve attendance from PP
 |
| Priority 2, managing the ‘hybrid’ of remote learning and face-to-face learning to ensure good quality teaching is accessible to all. | * Professional development of staff. Increased staff expertise of Google Classroom, increased Live lessons which PP students say they prefer.
 |
| Barriers to learning these priorities address | Low engagement with online home learning due to home issues such as safeguarding, lack of technology, low motivation, lack of independence, attendance. . |
| Projected spending  | £40,000 |

## Targeted academic support for current academic year

|  |  |
| --- | --- |
| **Measure** | **Activity** |
| Priority 1- To ensure PP are fully engaged in online and home learning.  | * Introducing ‘PP lockdown checks’ and ‘back to school’ programme across school to improve student engagement with online learning. This involves calling all PP students, tracking their work, speaking to parents and removing any technology barriers by providing work packs and chromebooks for students when needed.
* Mental Health Lead appointment TLR3
 |
| Priority 2 -To ensure that students maintain reading progress made and do not fall further behind in reading | Literacy interventions across KS3 for low attaining disadvantaged pupils, IDL and Renaissance Learning buy-in.  |
| Barriers to learning these priorities address | Lower reading ages, technical issues, reduced motivation and mental health issues with increased lockdown measures.  |
| Projected spending | £60,000 |

## Wider strategies for current academic year

|  |  |
| --- | --- |
| **Measure** | **Activity** |
| Student ownership and engagement through metacognition. SAIL.  | * Increasing attendance at coaching amongst disadvantaged pupils. Coaching to continue through lockdown.
* Increased parental communication through social media and phone call/text.
* Continue with independent SAIL missions and workshop lessons built into the timetable.
 |
| Positive Mental Health and wellbeing for disadvantaged students. | * Safeguarding vigilance and swift action with any mental health issues
* Mental Health appointment to address this whole school.
* School counselling service
* Vulnerable students RAB rated so teachers are vigilant and can support
 |
| Barriers to learning these priorities address | Attendance of key pupils at coaching. |
| Projected spending | £30,096 |

## Monitoring and implementation

|  |  |  |
| --- | --- | --- |
| **Area** | **Challenge** | **Mitigating action** |
| Teaching | Ensuring enough time is given over to allow for staff professional development | Use of INSET days and additional cover being provided by senior leaders |
| Targeted support | Ensuring Heads of Year have enough time to make the checks and calls and can address any barriers that arise | SLT assigned to zones to assist HOY with PP lockdown checks and parental engagement and vulnerable students. |
| Wider strategies | Engaging the families facing most challenges | Working closely with the LA and social services and attendance officer to ensure the whole child approach to removing barriers.  |

## Review: last year’s aims and outcomes

|  |  |
| --- | --- |
| **Aim** | **Outcome** |
| Achieve top quartile for progress made by disadvantaged pupils amongst similar schools | Not achieved in 2019 |
| Achieve national average for attainment for disadvantaged pupils | Not achieved in 2019 |
| Achieve average English and maths 5+ scores for similar schools | Not achieved in 2019 |