

Pupil premium strategy statement 2020-2021

School overview

Metric	Data
School name	Shirebrook Academy
Pupils in school	858 (839 in 2019/20)
Proportion of disadvantaged pupils	Total 347 = 40.4% (41.3% 2019/20)
Pupil premium allocation this academic year	£306,555
Academic year or years covered by statement	2020/21
Publish date	September 2020
Review date	September 2021
Statement authorised by	M Cottingham
Pupil premium lead	H Wakefield
Governor lead	M Fletcher

Disadvantaged pupil performance overview for last academic year (2018/19 shown below in response to Covid19 school level performance data based on 2019/20 outcomes not being published).

Progress 8	-0.45 (PP National -0.45)
Ebacc entry	20%
Attainment 8	38.23 (PP National 36.54)
Percentage of Grade 5+ in English and maths	25.0% (PP National 24%)

Strategy aims for disadvantaged pupils (2020/21)

Aim	Target	Target date
Progress 8	To improve the P8 score of the disadvantaged cohort. Narrow gap with non-disadvantaged students nationally so that gap is less than 0.5 <i>(Nat DD P8= -0.45, non-DD +0.13)</i>	August 2021

Attainment 8	To improve the A8 score for disadvantaged students in line with FFT20 targets i.e 4.8	August 2021
Percentage of Grade 5+ in English and Maths	Disadvantaged students to perform in line with FFT20 targets i.e. 44%	August 2021
Other - Attendance	Disadvantaged student attendance will improve so that the gap with national average 'other' is reduced to less than 3% (2019 SBA DD Att 92.3%, gap to nat other = 3.1%; National ave DD Att 92.2% - gap 3.2%)	August 2021
Other – Catch up	80% of students who join below age related expectations in Reading and/or Maths at KS2 achieve a functional level and no longer require additional intervention by the end of KS3.	August 2021
Other - Exclusions	Reduce proportion of FTE for DD students to below 15% in order to further narrow gap with non DD nationally (2019 SBA gap DD to national non DD was 10.3% with DD at 17.9%. National average gap for 2018 was 20.5% with DD at 28.1%.) 2019/20 figures not included due to C19.	August 2021
Ebacc entry	To maintain appropriate balance of students entered for EBacc so that there is no significant difference between disadvantaged and non-disadvantaged entries.	August 2021

Teaching priorities for current academic year (2020/21)

Measure	Activity
<p>Priority 1: Improve the effectiveness of staff teaching disadvantaged students in all year groups</p>	<p>Disadvantaged Champions (DC) in each department lead on monitoring and supporting progress of disadvantaged students in each department.</p> <p>Disadvantaged Champions and HoY lead on development of Character Education project</p> <p>Weekly Consistently Effective Teaching CPD period for all teaching staff in departments to improve subject-based pedagogical consistency.</p> <p>Consistently Effective Teaching (CET) Team lead and develop CPD on improving learning and teaching focused on strategies to improve knowledge retention & metacognition.</p> <p>Leader of Whole School Literacy to lead and develop programme to improve vocabulary and expand exposure to wider range of literature, encouraging reading for pleasure & thereby increasing cultural capital of DD students</p>
<p>Priority 2: Support students who did not achieve the expected standard (a scaled score of 100) in reading and/or maths at the end of KS2 using specific targeted and time limited interventions that focus on giving students the opportunity to 'catch up' with peers</p>	<p>Foundation learning Programme: Including LIT Programme for English, Spelling Shed, Accelerated Reading/Renaissance Place reading programme and STAR Maths system</p> <p>'Catch-Up' intervention: During registration in a small group with a teaching assistant once a week</p> <p>EAL intervention: Students receive additional tuition in literacy during one registration per week with specialist EAL teaching assistants</p> <p>Teaching assistant support: Will be provided where necessary to further support students improve literacy/maths</p>
<p>Barriers to learning addressed by these priorities</p>	<p>DD Students are less likely to exhibit a range of learning habits in order to grow a powerful learning character. They are therefore more dependent than their more independent peers on high quality classroom instruction and need more support to develop these</p>

	<p>learning characteristics to be successful in the long term.</p> <p>The vocabulary gap and the narrower reading range of disadvantaged students has a negative impact on access to the curriculum, progress and attainment.</p> <p>DD students are more likely than non-DD to enter KS3 below age-related expectations therefore requiring additional support to fill the gaps in learning.</p>
Projected spending	<p>Priority 1:</p> <p>TLR2 for DC (x0.4) = £17K CET period for all teachers x 0.4 = £47K Contribution to salary of Lit Lead: £15K CET Team Time: £16K CPD Budget (x0.4): £8K</p> <p>Priority 2:</p> <p>Accelerated Reader (x 0.4) = £9K TA salary for intervention (x 0.4) = £25K 1 x EAL TA (x 0.4) = £8K Total: = £145K</p>

Targeted academic support for current academic year (2020/21)

Measure	Activity
<p>Priority 1: Improve outcomes at A8, P8 and in English & Mathematics at 4+, 5+ and 7+ measures for disadvantaged students</p>	<p>Disadvantaged Champions (DC) in each department lead on monitoring and supporting progress of disadvantaged students in each department.</p> <p>Ensure disadvantaged students with a minimum expected grade of 5+ have extra support in class and via mentoring & coaching</p> <p>HoY and HoD make disadvantaged a priority, analysing their performance and designing personalised interventions</p> <p>Personalised interventions are supported by the Raising Achievement Group (RAP) specifically for Core subjects</p>

	<p>A wide variety of interventions are available to fit the needs of the students; Boost Your Grade extra lessons; Form Time focus groups; parental meetings</p> <p>Disadvantaged students have the resources needed to be successful e.g. loan of lap tops for distance learning, revision guides, calculators etc.</p>
<p>Priority 2: Improve motivation, ambition and therefore progress of Disadvantaged students</p>	<p><i>Activity for HPA disadvantaged:</i> HPA monitoring; programme of visits and raising aspirations activities; Y10 HPA disadvantaged students receive early 1:1 IAG for post 16.</p> <p>The Access Project provides one-to-one mentoring in a chosen EBacc subject and further guidance to encourage DD students to prepare for and apply to Russell Group Universities.</p> <p>Personal Development Programme includes targeted work on raising ambitions and aspirations including extensive use of external speakers and visitors e.g. Speakers 4 Schools charity provides inspirational speakers in Assemblies</p>
<p>Priority 3 Reduce the number of fixed-term and permanent exclusions for disadvantaged students in order to close the gap between disadvantaged at SBA and national other.</p>	<p><i>Disadvantaged students identified as vulnerable and at risk of exclusion prioritised for access to:</i></p> <p>Alternative Provision via GROW3 & GROW4 Horticulture Programmes and AIMS Award External Alternative Provision e.g. Rhubarb Farm Mentoring & guidance through one to one or small group programmes in the BASE provision. Early intervention from Pastoral Leaders Additional academic support via in-class Teaching Assistants and/or withdrawal for lessons in Academy Support Engagement with DCC Behaviour Support Services via staff CPD on supporting students with specific behavioural problems e.g attachment disorder and BSS staff working one-to-one with identified at risk students.</p>
<p>Barriers to learning these priorities address</p>	<p>i) Disadvantaged students are less likely to engage as fully as other students in homework or independent learning designed to consolidate learning often due to lack of suitable study space, ICT or parental capacity to provide support at home.</p> <p>ii) Evidence indicates a greater prevalence of a fixed mind-set in disadvantaged students leading to a lack of aspiration and underachievement.</p>

	<p>iii) DD students are less likely to exhibit a range of learning habits in order to grow a powerful learning character</p> <p>iv) DD students are more likely to have lower aspirations and intrinsic motivation due to a lack of significant role models in the home, particularly experience of family members going in to HE.</p> <p>v) Disadvantaged students are more likely than non-disadvantaged to miss learning through poor behaviour leading to isolation, fixed-term exclusion or permanent exclusion</p>
Projected spending	<p>Priority 1: BYG Transport = £2,700 Revision Guides / Other resources = £5,785</p> <p>Priority 2: Cost of PD Coordinator role x 0.4 = £16k</p> <p>Priority 3: AP/Inclusion Staff Costs x 0.4 = £46K AP Resources x 0.4 = £920 DCC BSS x 0.4 = 1.8K Total: £73,205</p>

Wider strategies for current academic year (2020/21)

Measure	Activity
<p>Priority 1: Improve disadvantaged attendance</p>	<p>Increase of in school support for attendance, beyond the work of the Academy's EWO</p> <p>The EWO will lead robust systems and extra support including School Attendance Panels, in school interviews and rewards to help support disadvantaged students to improve their attendance and motivate them to attend every day.</p> <p>Involvement of Pastoral Leaders in supporting improved attendance.</p>
<p>Priority 2: Ensure disadvantaged students are not denied access to the full range of experiences and opportunities offered in school</p>	<p>Disadvantaged Support Fund provides £50 for each disadvantaged student to access visits and to help with uniform and equipment</p> <p>Disadvantaged funding to subsidise educational visits and residential experiences</p>

	<p>Encourage disadvantaged students to take part in extracurricular activities</p> <p>Develop systems to monitor and reward attendance at extra-curricular activities</p> <p>Disadvantaged funding to provide resources necessary for success e.g. revision guides, calculators etc.</p>
Priority 3: To ensure disadvantaged students maintain good mental health	<p>The Student Welfare Team to provide a structured support programme dependent on the stage and seriousness of the concerns:</p> <p>Level 1: signposting students to appropriate external or on-line agencies</p> <p>Level 2: to providing in-school support</p> <p>Level 3; referral to school nurse</p> <p>Level 4: referral to CAMHS</p>
Barriers to learning these priorities address	<p>i.) Attendance for disadvantaged students is below national other.</p> <p>ii.) Lack of access to a wide variety of experiences beyond the taught curriculum can limit broader and contextual understanding and access to the curriculum.</p> <p>iii.) Health and wellbeing factors negatively influence how disadvantaged learners access learning</p>
Projected spending	<p>Priority 1: EWO x 0.4 = £13K Pastoral Leaders x 3.6 x 0.4 = £47k</p> <p>Priority 2: Vouchers = £17,350 (345x£50) Priority 3:</p> <p>Priority 3: Safeguarding Officer x 0.4 £11K</p> <p>Total: £88,350</p>

Monitoring and implementation

Area	Challenge	Mitigating action
Teaching	Priority 1: Time to develop staff expertise and time to develop subject strategies to	CET and CPD time TLR responsibilities

	<p>support student achievement, monitoring and tracking progress over time.</p> <p>Priority 2: Expertise of staff delivering foundation learning programme to effectively support students that have not achieved age related expectations in Reading and Maths at KS2.</p> <p>Priority 3: Assessment systems do need to monitor and track the impact of intervention effectively so that interventions are time limited.</p>	<p>Subject MER process</p> <p>Review of SoWs, SEND MER and CPD for staff</p> <p>Improved tracking of students through base line entry/exit assessment in 20/21</p>
Targeted support	<p>Priority 1: Effectiveness of assessment, monitoring and tracking of progress over time.</p> <p>Priority 2: Some activities for HPA affected by Covid 19 restrictions</p> <p>Priority 3: Activities for disadvantaged identified as vulnerable/at risk need to be effectively monitored for quality and impact</p>	<p>HoDs to ensure AfL is effective, MER process to monitor effectiveness & impact, TLR responsibilities to track progress held to account by HoD and SLT links.</p> <p>Programme of virtual visits planned</p> <p>Improved monitoring of Alternative Provision 20/21 by newly appointed Assistant Principal Inclusion & SENDco</p>
Wider strategies	<p>Priority 1: Engaging with hard to reach families where attendance is a concern.</p> <p>Priority 2: Disadvantaged students do not attend extracurricular activities due to transport barriers.</p> <p>Not all disadvantaged students take up voucher support offer</p> <p>Priority 3: Systems for monitoring the impact of</p>	<p>Early help intervention, mentoring of students within year teams, tracking by EWO.</p> <p>Transport provided</p> <p>Monitoring and promotion in 2020/21</p> <p>Phased intervention process to be implemented in 2020/21, including monitoring processes.</p>

strategies used to help improve mental health are not effective.

Review: last year's aims and outcomes (2019/20)

Aim	Outcome																									
Disadvantaged students increase engagement in homework and independent learning	<p>1390 behaviour points for missed homework were recorded for disadvantaged students in 2019/20. This is 50% of all such points. Given that 40% of the cohort are disadvantaged this is slightly higher than is proportionate but not extremely so. This will be monitored and a trend established.</p> <p>Attendance at Why Do It At Home Club remains above expected proportion (Feb drop to be investigated. Ongoing monitoring in 2020/21)</p> <table border="1" data-bbox="571 824 1315 1126"> <thead> <tr> <th colspan="5">Attendance at Why Do It At Home Club</th> </tr> <tr> <th></th> <th>Sept-Oct</th> <th>Oct-Dec</th> <th>Jan-Feb</th> <th>Feb-Easter</th> </tr> </thead> <tbody> <tr> <td>Total attending 1 session</td> <td>26</td> <td>18</td> <td>23</td> <td>22</td> </tr> <tr> <td>Totale disadvantaged attending 1 session</td> <td>15</td> <td>11</td> <td>13</td> <td>10</td> </tr> <tr> <td>% disadvantaged</td> <td>58</td> <td>61</td> <td>57</td> <td>45</td> </tr> </tbody> </table>	Attendance at Why Do It At Home Club						Sept-Oct	Oct-Dec	Jan-Feb	Feb-Easter	Total attending 1 session	26	18	23	22	Totale disadvantaged attending 1 session	15	11	13	10	% disadvantaged	58	61	57	45
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Reduce the gap between disadvantaged Shirebrook and national other in outcomes at GCSE for A8, P8, grade 4+ E&M & 5+ E&M	19/20 performance measures not published in response to Covid-19.																									
Close the gap in attendance and PA between Disadvantaged at SBA and national other	Overall attendance among disadvantaged students decreased from by 1.3% from 93.5% in 2018/19 to 92.2% before school closure in 2019/20. This is line with the non-DD fall of 1.4% over the same period.																									
Reduce the number of fixed-term and permanent exclusions for disadvantaged students in order to close the gap between disadvantaged at SBA and national other.	<p>FEx for disadvantaged = 59 instances (17% of disadvantaged population) National average 18/19 = 23.1%;</p> <p>FEx for non-disadvantaged = 23 instances</p> <p>PEX 4 disadvantaged, 4 non-disadvantaged</p>																									
Improve vocabulary of disadvantaged students to improve access to the curriculum	% of disadvantaged students using similar levels of tier 2 and tier 3 vocabulary in written and oral contributions as 'other students' - Limited assessment evidence due to school closure 03/20.																									

<p>Improve motivation of disadvantaged students to learn and achieve positive post-16 destinations</p>	<p>Net behaviour points until school closure: Disadvantaged = +36,800 (Beh = 15,289; Ach = 52,089) Non-disadvantaged = +73,688 (Beh = 11,841; Ach = 61,847)</p> <p>Proportion of disadvantaged students intending to progress to Level 3 courses and higher level apprenticeships is in line with non-disadvantaged. 48% of total cohort leaving in 2020 intending accessing L3, 40% disadvantaged intending accessing L3.</p>																																								
<p>Improve health and well-being of disadvantaged students</p>	<p>61 disadvantaged students accessed counselling support during 19/20 (64 non- disadvantaged students)</p> <p>Disadvantaged students continue to be significantly more likely than non-DD to have health and well-being concerns that require support, particularly relating to physical health.</p> <p><i>Total My Concern logs:</i> 420 total for school 281 of these related to a DD student (67%).</p> <p><i>Mental health linked concerns:</i> 82 total 49 of these related to a DD student (60%).</p> <p><i>Physical health linked concerns:</i> 44 overall 36 of these related to a DD student. (82%)</p>																																								
<p>Increased exposure to/participation in a variety of new experiences to broaden minds and facilitate increased access to the curriculum</p>	<p>RAG rating refers to whether or not the attendance of Disadvantaged compared to the total attendance is proportional to the whole school level. RAG = R <30% A 30-39% G >39%</p> <table border="1" data-bbox="571 1473 1401 1720"> <thead> <tr> <th>Sept-Oct</th> <th>1 or more session</th> <th>5 or more sessions</th> <th>10 or more sessions</th> </tr> </thead> <tbody> <tr> <td>Number of students</td> <td>507</td> <td>152</td> <td>34</td> </tr> <tr> <td>Number of DISADVANTAGED students</td> <td>190</td> <td>64</td> <td>11</td> </tr> <tr> <td>% of total students who are DISADVANTAGED</td> <td>37%</td> <td>42%</td> <td>32%</td> </tr> </tbody> </table> <table border="1" data-bbox="571 1774 1401 1944"> <thead> <tr> <th>Oct-Dec</th> <th>1 or more session</th> <th>5 or more sessions</th> <th>10 or more sessions</th> </tr> </thead> <tbody> <tr> <td>Number of students</td> <td>681</td> <td>201</td> <td>66</td> </tr> <tr> <td>Number of DISADVANTAGED students</td> <td>275</td> <td>71</td> <td>17</td> </tr> <tr> <td>% of total students who are DISADVANTAGED</td> <td>40%</td> <td>35%</td> <td>26%</td> </tr> </tbody> </table> <table border="1" data-bbox="571 1998 1401 2096"> <thead> <tr> <th>Dec-Fec</th> <th>1 or more session</th> <th>5 or more sessions</th> <th>10 or more sessions</th> </tr> </thead> <tbody> <tr> <td>Number of students</td> <td>490</td> <td>106</td> <td>25</td> </tr> </tbody> </table>	Sept-Oct	1 or more session	5 or more sessions	10 or more sessions	Number of students	507	152	34	Number of DISADVANTAGED students	190	64	11	% of total students who are DISADVANTAGED	37%	42%	32%	Oct-Dec	1 or more session	5 or more sessions	10 or more sessions	Number of students	681	201	66	Number of DISADVANTAGED students	275	71	17	% of total students who are DISADVANTAGED	40%	35%	26%	Dec-Fec	1 or more session	5 or more sessions	10 or more sessions	Number of students	490	106	25
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	Number of DISADVANTAGED students	179	31	5
	% of total students who are DISADVANTAGED	36.5%	29.2%	20%
Feb-Easter		1 or more session	5 or more sessions	10 or more sessions
	Number of students	335	58	8
	Number of DISADVANTAGED students	120	20	5
	% of total students who are DISADVANTAGED	36%	34%	63%