

# Pupil premium strategy statement

## School overview

Metric	Data
School name	Shrewsbury Academy.
Pupils in school	822
Proportion of disadvantaged pupils	43.2%
Pupil premium allocation this academic year	£293,185
Academic year or years covered by statement	2020-2021
Publish date	September 2020
Review date	September 2021
Statement authorised by	Mrs Julie Johnson
Pupil premium lead	Mrs A Grant
Governor lead	Tracy Booth and Lisa Williams

## Disadvantaged pupil performance overview for last academic year

Progress 8	-0.68
Ebacc entry	5.7
Attainment 8	33.81
Percentage of Grade 5+ in English and maths	13.2

## Strategy aims for disadvantaged pupils

Aim	Target	Target date
Progress 8	0.30	August 2021
Attainment 8	46.41.	August 2021
Percentage of Grade 5+ in English and maths	45.1	August 2021
Other		
Ebacc entry	60.8	August 2021

## Teaching priorities for current academic year

Measure	Activity
<b>Continue to ensure pupils are appropriately challenged. Adopt the 'Teach to the Top' strategy.</b>	Mixed ability in Y7; high expectations of all pupils; same proportion of PP pupils in each group; minimised group changes throughout the year; RADY uplift to CAT4 scaled scores; Closing the gaps between PP and non PP so that they are performing in line.
<b>Use AfL strategies to inform planning and to help pupils make good progress.</b>	Use of interleaving and spacing; retrieval practice at the start of every lesson; consistent use of AFL strategies in all lessons in order to identify pupils are struggling; regular communication home to parents following identified gaps; development of department tracking systems in order to ensure that gaps are identified; consistent LM discussions in order to identify underperforming pupils and actions taken to tackle concerns.
Barriers to learning these priorities address	Priority 1 ensures that teachers have equally as high expectations for all learners including those who are disadvantaged. Priority 2 ensures that teachers are identifying gaps that have formed over time, in particular throughout lockdown, and that they put effective actions in place to close those gaps.
Projected spending	Click or tap here to enter text.

## Targeted academic support for current academic year

Measure	Activity
Intervention aimed at improving % 9-5 inc En/Ma	<p>DEAR time intervention programmes for English, Maths and Science.</p> <p>Small focus group extraction for Maths and English during DEAR time. Twice per week for Y11 and twice per week for Y10.</p> <p>Before and After school intervention delivered by specialists and directed by the Maths and English departments.</p> <p>PiXL DTT model</p> <p>Fluid groups in order to keep intervention short and punchy.</p>
Raise the profile of subgroup data analysis and tracking	<p>Ensure all departments have effective tracking systems that clearly identify the subgroups to which pupils belong</p> <p>Ensure that analysis of data, both Pillar grades and departmental assessments grades, is rigorous</p> <p>Challenge HODs in terms of departmental actions to raise attainment for PP</p> <p>Introduce the PP profile database across all subjects</p> <p>Apply the RADY model to uplifting PP scaled scores</p> <p>Minimise the number of group/ set changes through the academic year</p>

	<p>Share best practice for raising attainment and progress in whole staff meetings</p> <p>Check PP target grades to ensure the gap does not exist from the start.</p>
Barriers to learning these priorities address	<p>Poor attendance</p> <p>Staff ability to use Sisra</p> <p>Departmental tracking systems may not be robust enough</p> <p>FFT20 takes context of the learner into account and so creates a gap in targets</p> <p>Staff time - intervention will be heavily focussed on Y11 and so there may be insufficient staffing for any intervention for other year groups</p>
Projected spending	

### Wider strategies for current academic year

Measure	Activity
Improve pupil aspirations	<p>RADY project including setting developments on entry to be above expected progress</p> <p>Work on careers and opportunities</p> <p>Cultural Capital</p> <p>Development of PP passports and sharing knowledge of DLs</p> <p>Development of rewards and achievements at the Academy</p> <p>Develop work with the student council and other leadership roles for PP pupils</p> <p>Improve parental engagement for PP pupils</p>
Improve Attendance for PP pupils	<p>Identify key groups and focus for short, sharp intervention</p> <p>Work closely with GRO and EWO to challenge attendance quickly</p> <p>Develop form tutor's roles to become attendance focused weekly</p> <p>Improve sharing of attendance data with PALS and tutors</p> <p>High profile advertisement of session 0 and session 6 activities</p> <p>Develop contact with home about attendance</p> <p>Develop praise and rewards around attendance</p>
Barriers to learning these priorities address	<p>Aspirations</p> <p>Confidence</p> <p>Loss of lesson time</p> <p>Loss of content learning</p>

	Poor relationships with staff and peers Familial tensions with school
Projected spending	

## Monitoring and implementation

Area	Challenge	Mitigating action
Teaching		SLT lead: RHA/KHU
Targeted support		SLT lead: RHA
Wider strategies	Improve aspirations	<p>SLT Lead: AGR</p> <p>Student voice – throughout the year</p> <p>Work with HODs to develop opportunities for cultural capital, trips and opportunities – including careers boards</p> <p>Continue work with RADY project alongside RHA and MJA.</p> <p>Parent voice</p> <p>Data trawls at data drops for PP progress</p> <p>Sharing of key PP information – including pupil profiles through briefing – staff voice for impact</p> <p>Work with MLA on student leadership</p> <p>Work with PALS and JTO/MMA on rewards – utilise the House team</p>

## Review: last year's aims and outcomes

Aim	Outcome
Quality Teaching for all	<p>Teaching outcomes were improved across the Academy</p> <p>Sustained and consistent improvement across book scrutinies</p> <p>LWs demonstrated 100% of teachers were planning and using Academy based procedures for planning and data</p> <p>Improved Quality assurance at all levels</p> <p>Enhanced CPD program was successful</p>

	<p>Session 5 calendar was full and well attended – increased provision to offer session 0</p> <p>Access Leaders used to offer intervention sessions before and after school – building confidence in pupils as demonstrated in pupil voice in November.</p> <p>SIMS system used to record attendance and to record behaviour – positive and negative – and improved contact home with parents – successful move across to Arbor before lockdown.</p> <p>Next steps:</p> <p>Continued development of CPD specifically for PP and disadvantaged learners such as Mark Goodwin</p> <p>Improve book marking engagement for PP pupils – diagnostic marking and next steps</p>
Improvement in Literacy Levels	<p>Reading and spelling age testing implemented at KS3 three times across the year. Lockdown halted this process.</p> <p>KS3 bottom set groups running a more tailored curriculum designed to support and improve Literacy levels and engagement using Kagan theories</p> <p>Ruth Miskin Project investment successful but to begin 2020-2021.</p> <p>DEAR session developed into timetable every day.</p> <p>Reading and literacy support intervention offered by SJO in session 5.</p> <p>Access Leaders successfully ran targeted sessions for year 11 pupils and extracted some out of lessons for further Literacy support.</p> <p>Accelerated Reader sourced and quoted but the development of the Library resource needs to be prioritised – plans for 2021.</p> <p>Next steps:</p> <p>Ruth Miskin project to run</p>

	<p>Creation of a learning support centre with a sourced Librarian</p> <p>Accelerated Reader</p> <p>Phonics training to all staff</p> <p>Reading and spelling for all Key Stages</p>
<p>Home-school partnership in learning.</p>	<p>Marches Team have successfully built the Academy website and have brought our advertising in line with the Trust. Higher profile and standardised promotion of events and opportunities sent to parents in a plethora of ways.</p> <p>During lockdown the use of Mrrscience and social media platforms such as Instagram have become a significant part of our blended learning.</p> <p>Revision workshops and skills workshops promoted to parents and attended successfully – promoted through all media platforms, texting and letters and through school – assemblies, letters and tutors.</p> <p>Year 6 transition very different but positively received by parents – meet the staff through videos, virtual tour etc.</p> <p>Next steps development linked with recording of sub-groups parents and contact with non-attenders</p> <p>Development of PP focused coffee morning and parent sessions</p>