

Pupil premium strategy statement

1. Summary information					
School	Shirebrook Academy				
Academic Year	2018-19	Total disadvantaged budget	£322,573	Date of most recent disadvantaged review	Nov 2018
Total number of pupils	831	Number of pupils eligible for disadvantaged	333 (not including 18 intake)	Date for next internal review of this strategy	July 2019

2. Current attainment		
	Pupils eligible for disadvantaged (your school)	Pupils not eligible for disadvantaged (national average 2017)
% achieving Basics 9-5 and 9-4	22.2% / 46.3%	49% / 71%
Progress 8 score average	-0.65	+0.1
Attainment 8 score average	37.19	49

3. Barriers to future attainment (for pupils eligible for disadvantaged)	
In-school barriers <i>(issues to be addressed in school, such as poor literacy skills)</i>	
A.	Disadvantaged students do not engage as fully as other students in homework or independent learning designed to consolidate learning
B.	Evidence of a prevalence of fixed mind-set in disadvantaged students leads to lack of aspiration and underachievement. Students have lower aspirations and intrinsic motivation due to lack of significant role models in the home, particularly to go in to higher attaining careers
C.	Slower progress of HPA disadvantaged in KS3 resulting in under representation in higher sets in KS4

External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)		
D.	Attendance for disadvantaged students is below National Other.	
E.	Language/literacy gap of disadvantaged students impacts on access to the curriculum, progress and attainment.	
F.	Lack of access to a wide variety of experiences beyond the taught curriculum can limit broader and contextual understanding and access to the curriculum	
4. Desired outcomes (<i>desired outcomes and how they will be measured</i>)		Success criteria
A.	Disadvantaged students increase engagement in homework and independent learning	Decrease in number of disadvantaged students receiving behaviour points for missed homework Increase in attendance at 'why do it at home?' club.
B.	Reduce the gap between disadvantaged Shirebrook and national other in outcomes at GCSE for A8, P8, grade 4+ E&M & 5+ E&M (Barrier A,B,C,D)	Gap narrower than 2018
C.	HPA Disadvantaged students progress in line with HPA 'other' at KS3 (Barrier A,B,C)	HPA Disadvantaged students make as much progress as 'other HPA students' in core subjects at each Data Collection point.
D.	Close the gap in attendance and PA between Disadvantaged at SBA and national other (Barrier D)	Overall attendance among Disadvantaged students improves from 93.6% in 2017/18 to 95%
E.	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 (Barrier B)	FEx for disadvantaged below 7% of disadvantaged student population. PEx at zero.
F.	Improve literacy of disadvantaged students to improve access to the curriculum (Barrier E)	Disadvantaged students make as much progress as 'other students' in core subjects at each Data Collection point.

G.	Improve motivation of disadvantaged students to learn and achieve positive post-16 destinations (Barrier B, F)	Student voice and behaviour records show levels of attendance & net behaviour points in line with non-disadvantaged. Proportion of disadvantaged progressing to Level 3 courses and higher level apprenticeships in line with non-disadvantaged.
H.	Improve health and well-being of disadvantaged students (Barrier D)	Referrals to counsellor, Mental Health First Aid and MY Concern records show no significant difference between disadvantaged and non-disadvantaged. Attendance of disadvantaged students in line with other students.
I.	Increased exposure to/participation in a variety of new experiences to broaden minds and facilitate increased access to the curriculum (Barrier F)	Disadvantaged participation in visits and extra-curricular activities in line with non-disadvantaged

5. Planned expenditure					
Academic year		2018-19			
The three headings below enable schools to demonstrate how they are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies.					
i. Quality of teaching for all					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Improve outcomes at A8, P8 and in English & Mathematics at 4+, 5+ and 7+ measures (Barrier A,B,C)	Increased staffing in English and Maths. Employ Subject Consultants for English and Maths 2 days per week. Ensure Disadvantaged students are placed in appropriate sets. Ensure disadvantaged students that are targeted 7+ have extra support in class and via mentoring & coaching	At GCSE Basics in 2017, the gap between Disadvantaged at Shirebrook and National Other was wider than national average. Although Basics improved to be in line with national gaps in 2018, the gaps at A8 and P8 are wider than national average and there is more to be done to narrow the gap further, particularly for HPA students. Students placed in higher achieving sets with extra staffing & support in lessons will accelerate progress.	<ol style="list-style-type: none"> 1. Pupil Premium Champions, HoDs and Consultants monitor progress. On the agenda at every meeting and feeding back to SLT every half term. 2. Double staffing in English & Maths top sets and strong staff placed on top sets. 3. Quality Assurance with focus on Disadvantaged 	NS/FG	Termly Disadvantaged Champions meetings with SLT. Disadvantaged Champions report to HoDs Progress reviewed at each data collection.

<p>Improve the effectiveness of staff in teaching Disadvantaged students in all year groups (Barriers A,B)</p>	<p>Disadvantaged Champions lead in each department, using guidance from WA and EEF Toolkit. Staff required to maintain class profile identifying Disadvantaged students in seating plans and data tables.</p>	<p>EEF Toolkit provides evidence base for impact of key strategies. Improving quality of L&T via these strategies is central to improving outcomes. EEF toolkit and Sir John Dunford explain that the most important factor in raising achievement for all students is the quality of Teaching and learning. The Sutton Trust states 'for Disadvantaged students the difference between a good teacher and a bad teacher is a whole year's learning'.</p>	<ol style="list-style-type: none"> 1. Whole school and departmental CPD 2. QA observation 3. MRE schedule 4. Disadvantaged Champions presentations to SLT and meetings calendared 5. Monitoring of Department Minutes 6. Data collection analysis 	<p>CB/LW/ WA</p>	<p>QA cycle 1 – Oct 18 QA cycle 2 – Feb 19 MRE half termly Disadvantaged Champions meetings half termly. At each data collection.</p>
<p>Improve motivation, ambition and therefore progress of HPA Disadvantaged students (Barriers B,F)</p>	<p>Disadvantaged HPA monitoring Programme of visits and raising aspirations activities Access Project provides HE mentor</p>	<p>Raising aspirations visits and activities take place each year for all year groups. Disadvantaged students travel costs are covered</p>	<ol style="list-style-type: none"> 1. Monitoring of student attendance at raising aspiration activities 2. Positive discrimination towards Disadvantaged in student coaching groups 	<p>LW/WA /TH</p>	<p>Termly monitoring of attendance at raising aspirations activities and visits.</p>
Total budgeted cost					£170,573
ii. Targeted support					

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
<p>Improve outcomes at A8, P8 and in English & Mathematics at 4+, 5+ and 7+ measures</p> <p>Disadvantaged students have personalised support in subjects (Barrier A,B,C)</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 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; Compulsory P7; Form Time focus groups; parental Meetings – how to help your child, Weekend and holiday classes, Homework Clubs</p>	<p>The RAP group helped target students in 16/17 and 17/18 with some effect.</p> <p>2018/19 will have an increased focus on disadvantaged students.</p> <p>Interventions are more effective when carefully targeted to key students and specific gaps / barriers.</p> <p>John Dunford speaks about the need for ‘Forensic Personalisation’ This is especially true to disadvantaged students. Leaders, Teachers, Tutors, and behaviour and attendance support work together to meet the individual needs of disadvantaged students</p>	<ol style="list-style-type: none"> 1. Calendared RAP meetings with key staff attending 2. Progress & Achievement Meetings held after each data collection to review progress of target students 3. QA 4. Data Collections 	<p>FG/NS/WA</p>	<p>At each data collection meeting</p> <p>At each RAP meeting</p>
Total budgeted cost					£37,000

iii. Other approaches					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
<p>Improve disadvantaged Attendance</p> <p>(Barrier C)</p>	<p>Increase of in school support for attendance, beyond the work of the Academy's EWO. The EWO will lead robust systems, but extra support of School Attendance Panels, in school interviews and rewards will help to support disadvantaged students to improve their attendance and motivate them to attend every day.</p>	<p>The NFER briefing on raising performance of disadvantaged pupils states 'more successful schools set up rapid response systems to address poor attendance. This includes staff contacting home immediately a pupil fails to arrive on time. If the problem persists, staff work with families to address any barriers they face in getting their children to school'</p>	<ol style="list-style-type: none"> 1. Close monitoring of attendance 2. Calendaring Rewards Assemblies 3. Calendaring School Attendance Panels 4. Monitoring all actions are completed through HoY meetings 	NS	Half termly.
<p>Maintain good behaviour across the school in particular reducing the over representation of disadvantaged students in isolation, seclusion and FEx.</p>	<p>Continued staffing and funding of BASE & GROW in house Alternative Provision for KS3 and 4. Behaviour & rewards systems maintained and strengthened following consultation with students, staff and parents.</p>	<p>An unusual spike in 17/18 showed that FEx at SBA are 3.3% higher compared to all secondary schools nationally.</p> <p>However, exclusions for disadvantaged students at SBA are in line with national average. Rates of repeat exclusions are lower at SBA than for all schools nationally (-0.92%) and significantly lower than</p>	<ol style="list-style-type: none"> 1. Weekly behaviour meetings with the BASE team. 2. Permanent agenda item at SLT and HoY meetings 3. On call and isolation staffed for every lesson and covered internally. 4. SIMS statistics 	NS	Weekly

(Barriers A, B)		<p>for similar schools (-2.88%). This indicates that our current systems are at least partly effective but can be further strengthened, especially for disadvantaged students who are still over represented in negative behaviour incidents.</p> <p>BASE and Alternative Provision packages have supported students at risk of PEx to complete Y11 and achieve positive post-16 destinations.</p>	5. Exclusion statistics		
<p>Increase student motivation, challenge fixed mind-set and raise self-aspiration</p> <p>(Barriers B)</p>	<p>Promote message of growth mind-set and aspiration through assemblies, speakers and regular reference to Building Learning Power strands</p> <p>Intervention groups run during Form Time for key sub cohorts: HPA, Boys, Girls. Each group has minimum 50% disadvantaged representation.</p>	<p>Limited research available in the UK however Stanford University study of students in Chile showed 'growth mind-set tempers the effects of poverty on academic achievement' Student voice and behaviour records show that students attending these groups and accessing visits have improved levels of attendance, reduced behaviour points and stronger engagement in school life and higher aspirations.</p>	<ol style="list-style-type: none"> 1. Effective targeting of students by HoY 2. Time to complete set tasks 3. Time to plan tasks for students 4. Monitoring of the quality of delivery by HoY 5. SIMS statistics 6. Attendance statistics 7. Review of BLP across the curriculum 	HoY/N S/CB	Weekly

	Disadvantaged Support Fund provides £50 for each Disadvantaged student to access visits and to help with uniform and equipment				
All disadvantaged have access to a wide variety of experiences (Barrier F)	Use disadvantaged funding to subsidise educational visits and residential experiences. Encourage disadvantaged to take part in extracurricular activities	<p>Research directly linked to the impact of educational visits is not conclusive however the EEF toolkit considers outdoor education visits: 'overall studies of adventure learning interventions consistently show positive benefits on academic learning, and wider outcomes such as self-confidence'</p> <p>Research from Sutton Trust suggests that disadvantaged pupils are less likely to participate in extracurricular activities compared with their more fortunate peers.</p> <p>Our own evidence suggests students taking part in visits and extracurricular activities improves their learning and motivation in school</p>	<ol style="list-style-type: none"> 1. Monitoring of student entitlement in journals 2. Department monitoring of attendance at extracurricular activities 	HoY/A G HoD	Termly

Disadvantaged students have the resources needed to be successful	Disadvantaged money to provide resources necessary for success e.g revision guides, calculators etc.	Disadvantaged students in previous year groups have made clear how important it is that they are given resources to enable them to achieve	1. Monitoring of department requests to support disadvantaged students	NS/WA	
Help to improve student mental health (Barrier B & F)	Provide counselling, anger management support, alongside employing 3 Mental Health Champions and a Full Time Dedicated Safeguarding Lead	<p>Mental Health issues have increased over the past three years.</p> <p>The Academy has created an effective system to support students mental health- in particular disadvantaged students (that make up a large proportion of this cohort).</p> <p>Mental Health Champions will help students and direct them to the best support.</p>	<ol style="list-style-type: none"> 1. Employment of key staff 2. Budget to pay for key staff 3. Timetabling of their roles 4. Feedback to SLT 5. My Concern records (Safeguarding database) 6. Attendance data 	AG/LW	Daily

<p>Improve proportion of Disadvantaged students aspiring to Russell Group University (Barrier B)</p>	<p>Access Project – charity providing mentoring / 1:1 subject tutorials and university visits for target students</p>	<p>Project has been successful in London and Birmingham</p> <p>EEF toolkit states that the 'evidence indicates that one to one tuition can be effective, on average accelerating learning by approximately five additional months progress'</p>	<ol style="list-style-type: none"> 1. Half termly project evaluation meetings with Access Project staff. 2. Participation in tutorials, attendance at visits, student voice. 	<p>WA</p>	<p>Half Termly</p>
Total budgeted cost					£115,000

6. Review of expenditure						
Previous Academic Year		2017-2018				
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 disadvantaged, if appropriate.		Lessons learned (and whether you will continue with this approach)	Cost	
Improve outcomes in English & Mathematics for the BASICS and for % at 7+ (Barrier D)	Increased staffing in English and Maths. Employ Subject Consultants for English and Maths 2 days per week. Ensure Disadvantaged students are placed in appropriate high sets. Ensure disadvantaged students that are targeted 7+ have extra support in class.	Results for disadvantaged students improved		This will continue to be a main focus for this year. High quality teaching and learning will have the biggest impact on outcomes for students in school especially disadvantaged students.	£170,573	
			2017			2018
		9-5 E&M	14.5%			22.6%
		9-4 E&M	33.3%			47.2%
		7+ EM	4%			6%
		7+ E	10%			15%
		7+ M	4%			6%
		A8	35.68			37.43
P8	-0.67	-0.63				

<p>Improve the effectiveness of staff in teaching disadvantaged students in all year groups (Barrier D)</p>	<p>Disadvantaged Champions lead CPD in each department, using guidance from MA and EEF Toolkit. Staff required to maintain class profile identifying Disadvantaged students in seating plans and data tables.</p>	<p>Gaps across KS3 appear to have reduced compared to previous years. However, annual changes to assessment models as they are refined following the removal of national curriculum levels at KS3 make year on year comparisons tentative at best.</p>	<p>This will continue to be a main focus for this year. High quality teaching and learning will have the biggest impact on outcomes for students in school especially disadvantaged students.</p> <p>The Shirebrook Standard model of assessment and tracking at KS3 is now embedded and as such HoDs and TLR holders will be able to place an increased focus on accuracy of assessments and effective tracking of progress at KS3.</p>	
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ii. Targeted support

Desired outcome	Chosen action / approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for disadvantaged, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
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Improve outcomes in CORE subjects (Barriers A & C)	Targeted intervention, supported through effective targeting from the Raising Achievement Group specifically for CORE subjects. A wide variety of interventions available to fit the needs of the students; Boost Your Grade extra lessons; Compulsory P7 Form Time focus groups Parental Meetings – how to help your child Weekend and holiday classes Homework Club	<p>Results improved</p> <table border="1"> <thead> <tr> <th></th> <th>2017</th> <th>2018</th> </tr> </thead> <tbody> <tr> <td>9-5 E&M</td> <td>14.5%</td> <td>22.6%</td> </tr> <tr> <td>9-4 E&M</td> <td>33.3%</td> <td>47.2%</td> </tr> <tr> <td>7+ EM</td> <td>4%</td> <td>6%</td> </tr> <tr> <td>7+ E</td> <td>10%</td> <td>15%</td> </tr> <tr> <td>7+ M</td> <td>4%</td> <td>6%</td> </tr> <tr> <td>A8</td> <td>35.68</td> <td>37.43</td> </tr> <tr> <td>P8</td> <td>-0.67</td> <td>-0.63</td> </tr> </tbody> </table> <p>Disadvantaged students 4+E&M has improved by 22% over the last 3 years and by 15% in last year. This is above the national average for disadvantaged students.</p> <p>Disadvantaged students 5+E&M improved by 8% from 2017 to 2018</p>		2017	2018	9-5 E&M	14.5%	22.6%	9-4 E&M	33.3%	47.2%	7+ EM	4%	6%	7+ E	10%	15%	7+ M	4%	6%	A8	35.68	37.43	P8	-0.67	-0.63	For after school sessions to be successful the barrier of transport must be removed.	£37,000
	2017	2018																										
9-5 E&M	14.5%	22.6%																										
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iii. Other approaches

Desired outcome	Chosen action / approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for disadvantaged, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost

<p>Improve disadvantaged Attendance (Barrier B & E)</p>	<p>Increase of in school support for attendance, beyond the work of the Academy's EWO The EWO will lead robust systems, but extra support of School Attendance Panels, in school interviews and rewards will help to support students to improve their attendance and motivate them to attend every day.</p>	<p>Attendance for disadvantaged students has improved slightly whilst that of other students remained static. 2016-17 = 93.6% 2017-18 = 94%</p> <p>Systems that the EWO has put in to place have continue to have a positive impact on the attendance of disadvantaged students</p>	<p>This strategy has proven to be successful over time. Attendance for disadvantaged students at SBAs is in line with that of all students nationally and PA at 10.9% is well below that of disadvantaged nationally (24%) and all students nationally (13.5%). However, as disadvantaged students do not attend as well as other students at SBA and without the strong focus would be more likely to drop than 'other' students, as such, this remains a priority action.</p>	<p>£115,000</p>
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<p>Help to maintain good behaviour across the school. (Barrier B)</p>	<p>Continued staffing and funding of BASE & GROW in house Alternative Provision for KS3 and 4. Behaviour & rewards systems maintained and strengthened following consultation with students, staff and parents.</p>	<p>In an exception to previous trends, FEx at SBA in 2017/18 were 3.3% higher compared to all secondary schools nationally.</p> <p>However, compared to schools with similar levels of deprivation FEx were still 1.59% below the national average for similar schools. Non-disadvantaged students exclusions are below the national average and for disadvantaged they are in line with national average. Rates of repeat exclusions are lower at SBA than for all schools nationally (-0.92%) and significantly lower than for similar schools (-2.88%).</p> <p>BASE and Alternative Provision packages have supported students at risk of PEx to complete Y11 and achieve positive post-16 destinations.</p>	<p>Adaptations made to the behaviour policy include implementation of new consequence system in 2018/19 and seclusion. Pathways for supporting behaviour are clear in 18/19.</p>	
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<p>Increase student motivation (Barrier B)</p>	<p>Intervention groups run during Form Time for key sub cohorts: HPA, Boys, Girls. Each group has minimum 50% Pupil Premium representation. Disadvantaged Support Fund provides £50 for each Disadvantaged student to access visits and to help with uniform and equipment</p>	<p>Results improved</p> <table border="1" data-bbox="707 204 1294 603"> <thead> <tr> <th></th> <th>2017</th> <th>2018</th> </tr> </thead> <tbody> <tr> <td>9-5 E&M</td> <td>14.5%</td> <td>22.6%</td> </tr> <tr> <td>9-4 E&M</td> <td>33.3%</td> <td>47.2%</td> </tr> <tr> <td>7+ EM</td> <td>4%</td> <td>6%</td> </tr> <tr> <td>7+ E</td> <td>10%</td> <td>15%</td> </tr> <tr> <td>7+ M</td> <td>4%</td> <td>6%</td> </tr> <tr> <td>A8</td> <td>35.68</td> <td>37.43</td> </tr> <tr> <td>P8</td> <td>-0.67</td> <td>-0.63</td> </tr> </tbody> </table> <p>Disadvantaged students 4+E&M has improved by 22% over the last 3 years and by 15% in last year. This is above the national average for disadvantaged students.</p> <p>Disadvantaged students 5+E&M improved by 8% from 2017 to 2018</p>		2017	2018	9-5 E&M	14.5%	22.6%	9-4 E&M	33.3%	47.2%	7+ EM	4%	6%	7+ E	10%	15%	7+ M	4%	6%	A8	35.68	37.43	P8	-0.67	-0.63	<p>Intervention groups to be continued in 18/19 with a focus on small groups. Student coaching model to be implemented in 18/19 supplementary to the intervention packages.</p>	
	2017	2018																										
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<p>Help to improve student mental health (Barrier B & E)</p>	<p>Provide counselling, anger management support, alongside employing 3 Mental Health Champions and a Full Time Dedicated Safeguarding Lead</p>	<p>My Concern reports show comparable concerns raised between disadvantaged and non-disadvantaged students. More referrals are being made as a result of the systems in place allowing students to access appropriate support.</p>	<p>This strategy has proven to be successful over time.</p>	
<p>Improve proportion of Disadvantaged students aspiring to Russell Group University (Barrier B)</p>	<p>Access Project – charity providing mentoring / subject tutorials and university visits for target students</p>	<p>19 Y11 leavers 2018 took part in the project. 6 of whom were provided with a tutor. All 19 students went to on positive post 16 destinations appropriate to their plans. 3 students are continuing the Access Project at West Notts College.</p>	<p>Unfortunately due to staffing changes and difficulties in recruiting local graduates to mentor the Access Project did not achieve expected outcomes. The project will continue in 2018//19 with additional support to ensure students are able to access tuition. Students will be provided with resources to allow them to engage in 1:1 tuition from home.</p>	

7. Additional detail

- In this section you can annex or refer to **additional** information which you have used to inform the statement above.

