Shire Oak Academy Pupil Premium Strategy Statement 2020/21

Including a review of 2019-20

School Overview

Metric	Data
School name	Shire Oak Academy
Students in school	Total students in the academy 1495
Proportion of disadvantaged students	30.3%
Pupil premium allocation this academic year	£355,000
Academic year or years covered by the statement	2020/21 with a review of 2019/20

PP Students by Year Group	Male	Female	Total
7	40	51	91
8	50	39	89
9	45	33	78
10	31	51	82
11	39	37	76
KS5	11	26	37
Overall Total	216	237	453

Publish date	October 2020
Review date	October 2021
Statement authorised by	Mrs A. Stoddart
Pupil premium lead	Mrs S. Baker
Governor lead	Mrs L. Markham-Moore

Disadvantaged pupil performance overview for last academic year

	Pupils eligible for PP 2019-20	Pupils eligible for PP 2018-19	Comparison 2019-20 to 2018-19	National Pupils not eligible for PP 2019-20 (**SISRA Collaboration Data 2018-19 used)
Progress 8	-0.74	-0.63	⇓	0
Attainment 8	38.0	39.0	⇓	54.0
% of Grade 5+ in English and maths	22%	23%	⇔	58%
Ebacc entry	5.4%	16.7%	⇓	28.5%**

Strategy aims for disadvantaged pupils

Aim	Target	Target date

Progress 8	Progress 8 to be above or in line with national value for all disadvantaged students (This value was -0.45 in 2018/19)	September 2021
Attainment 8	Attainment 8 to be above or in line with national value for all disadvantaged students (This value was 36.8 in 2018/19)	September 2021
% of Grade 5+ in English and maths	To continue to be above national value for all disadvantaged students (This value was 24.8% in 2018/19)	September 2021
Ebacc Entry	To be above or in line with national value for % entering the English Baccalaureate from disadvantaged backgrounds (This value was 27.5% in 2018/19)	September 2023
Attendance	To improve the attendance of students from disadvantaged backgrounds to the national average (National overall absence 2017/18 was 5.5%)	September 2021

Teaching priorities for the current academic year

Measure	Activity
Priority 1	Improve QFWT and the leadership of teaching
Priority 2	Improve Literacy through Accelerated Learning and Lexia

Barriers to learning these priorities address	The quality of teaching and learning is inconsistent across subject areas (Ofsted 2018), although there has been progress in this area this was still an area for reflection in the QA from the Mercian Trust June 2019.
	Lower levels of literacy on intake. On average ⅓ of DA students on entry have a KS2 Reading Scaled Score of below 100. According to our historic internal testing using Accelerated Reader, the reading ages of DA students compared to non-DA students are weaker on entry by an average of 8 months.
Projected spending	£105,395

Targeted academic support for the current academic year

Measure	Activity
Priority 1	Targeted support for learners in English and Maths - small group tuition
	Targeted support for Careers
Priority 2	Actions to support improved Attendance
Barriers to learning these priorities address	Support improved outcomes in English and Maths
	Attendance rates for PP students are below the national target and persistent non-attendance is also above the national figure. This reduces their school hours and causes them to fall behind.
	Improving parental engagement
	Aspiration and motivation to learn: on average 35% of DA students showing that they do not have strong aspirations
Projected spending	£179,395

Wider strategies for the current academic year

Measure	Activity
Priority 1	Success Centre - emotional and mental health support
Priority 2	Ensuring access to uniform, trips, careers
Barriers to learning these priorities address	Social and emotional barriers: Many disadvantaged students evidence low self-esteem and mental health issues. Behaviour issues amongst pupils eligible for PP are proportionately higher than for other pupils
Projected spending	£70,700

Monitoring and implementation

Area	Challenge	Mitigating action
Teaching	Building consistent good practice across the Academy	Planned CPD programme and learning walks to monitor impact
Targeted support	Ensure that gaps are identified and tutoring is targeted at these gaps	Baseline assessment and effective use of assessment data
Wider strategies	Support offered by the Success Centre is timely and appropriate	Baseline assessments and monitoring impact

Review 2019/20: Last year's aims and outcomes

Please note that all data has been affected by the COVID-19 Pandemic 2020.

Aim	Success Criteria	Outcome

To ensure that the progress of DA pupils in all years are at least in line with FFT50 estimates, with FFT20 estimates as an aspirational measure. Estimates are shown in the success criteria. Internal assessment data will be used to track against these estimates. HPA DA students will be carefully tracked to ensure gaps are diminishing.	Year 11 DA School FFT A8 target is 3.9 FFT 50 A8 target is 4.2 School FFT target at Grade 5+ in maths and English is 22% FFT 50 target at Grade 5+ in maths and English is 29% School FFT target % 5+ GCSEs Grade 7-9 is 5% FFT 50 target % 5+ GCSEs Grade 7-9 is 8% Year 10 DA School FFT A8 target is 4.2 FFT 50 A8 target is 4.5 School FFT target at Grade 5+ in maths and English is 29% FFT 50 target at Grade 5+ in maths and English is 37% School FFT target % 5+ GCSEs Grade 7-9 is 8% FFT 50 target % 5+ GCSEs Grade 7-9 is 12% Year 9 DA For at least 70% of DA students to be making expected progress. Year 8 DA For at least 70% of DA students to be making expected progress. Year 7 DA For at least 70% of DA students to be making expected progress.	Not Achieved Data is skewed due to COVID-19 Pandemic Year 11 DA (December Grades) Estimated Progress 8 = -1.17 Attainment 8 = 41.66 Grade 5+ in maths and English 5.4% Year 10 DA (December Grades) Estimated Progress 8 = -0.89 Attainment 8 = 44.96 Grade 5+ in maths and English 22.7% Year 9 DA 71.9% making expected progress (December grades) Year 8 DA 68% making expected progress (December grades) Year 7 DA 65.1% making expected progress (December grades)
All curriculum areas will provide consistently good and better quality teaching and learning	Data from learning walks shows improvements in the percentage of staff judged to be good or	Not Achieved

and provide interventions to ensure that Disadvantaged pupils make progress in line with Other pupils, with a focus on:
- High expectations
- Targeted questioning
- Promoting thinking, discussion and communication skills
- High-quality marking and Feedback
- Challenge
- Literacy skills
- Pupil assessment information is used to plan learning which fully meets the needs of all groups of disadvantaged pupils, including the needs of the most-able.
- Work set for all disadvantaged pupils consistently provides a high level of pace and challenge.
- All teachers have high expectations of the quality of disadvantaged pupils' work in all subjects and all year groups.
- There is a stronger reading culture and the importance of reading is raised across the Academy.

better based on the end of 2018-19 QA data, we expect to see that our internal learning walk information shows at least:
Planning > 80%
Questioning > 75%
Engagement > 80%
Behaviour management > 90%
Stretch & Challenge > 75%
Effective Feedback > 75%Staff that are not effective in the classroom will be put on pre-action plans and will work with the Teaching and Learning Coaches to make improvements. The success of this will be for them to be taken off their action plan.
Increased use of IRIS as a self-reflection tool across the academy.
Greater identification of students at risk of underachieving in each year group will be shared with staff and a team of Raising Achievement Coordinators will be put in place to ensure that these students remain high-profile across the academy.
HPA monitoring shows that the quality of T&L is strong for these students, particularly those that are disadvantaged.
All students will be given an aspirational target as well as their FFT50 target in KS4 to help raise their aspirations.
Reading ages of DA students falls more in line with non-DA students. The gap on entry is approximately 8 months and data will need to show that this is closing.

Our internal QA data for 2019-20 is incomplete due to the COVID-19 pandemic.

Although IRIS was an excellent self reflection tool for some - it has not proven to be a success at the academy. We need to think carefully at renewal time.

The RAC programme although limited in time (due to COVID-19 pandemic) was a success. There are many case studies available showing not only success in outcomes, but also success in wellbeing and confidence.

HPA Monitoring Data incomplete due to the COVID-19 pandemic.

Aspirational targets were set for all students, by the students themselves and should be evident on the front of all exercise books.

To improve the levels of literacy across the academy, with a focus on KS3 DA students and students joining the academy in Year 7.	DA students reading age to be in line with non-DA students. The gap on entry is approximately 8 months. Termly tracking data will show this to be closing. Lexia data will show improvements for all students working on that programme (Years 7 and 8 students), termly progress data will show a clear impact on students eligible for PP and especially those eligible for Year 7 catch-up premium.	Not Achieved - but moving in the right direction) AR Data Year 7 DA: +4 months (Non-DA +1 month) Year 8 DA: +2 months (Non-DA +2 month) Year 9 DA: +1 month (Non-DA +4 month) PP students are making equal to or more gains in Years 7 & 8, however this is not the case in Year 9. Lexia Data The gains showed for the Yr7 and 8 Pupils on this programme are extremely marginal. Where the programme has focussed on specific students (Key Skills Students - catch-up eligible) the gains have been better. Decisions will need to be made on how this is used in 2020/21 as the license is due for renewal.
To improve/embed a behaviour policy that enables us to show proportionally less behavioural issues for disadvantaged students.	A new behaviour policy to be introduced in September 2019. This policy will allow closer tracking of areas of concern with the aim of DA students to be in line proportionally with non-DA students.	Partially Achieved Defiance NPP - 607 PP - 531 Work Ethic NPP - 129 PP - 113 Rudeness NPP - 100 PP - 93 Parked NPP - 118 PP - 160 Disruption NPP - 370 PP - 302 The above information shows the number of logs in the 5 main behaviour areas. We can see that these have reduced in number for PP students this term apart from Defiance which has increased. The data is skewed due to the closure of schools by the Government on 23.3.20.

To raise the aspirations and confidence of our students from disadvantaged backgrounds.	Learning Performance impact questionnaires show positive outcomes for the majority of DA students that take part. Edukit Wellbeing surveys show an improvement from an average of 65% for aspirations and 52% for exam confidence. Continued support from the Success Centre and Acorn/Oak centres for our most vulnerable students.	Partially Achieved The Autumn Term Edukit Surveys showed Aspirations to be 65% and Exam Confidence to be 54%. Unfortunately due to COVID-19 this was the only survey that was completed by the students. In the LP workshops that took place, 86% of students rated them as reasonably helpful or better. With the vast majority rating them extremely helpful. Detailed case studies from the Success/Oak and Acorn centres show that this is an extremely important resource for our most vulnerable students.
To ensure greater engagement from parents of disadvantaged pupils at parents evening & information evenings.	For our average attendance for DA parents at parents evenings and information evenings to be >73% which was our average attendance in 2018/19	Not Achieved Year 11 Information Evening - 18% PP attendance, 49% non-PP Parents Evenings Year 7 - 72% (down on last year) Year 9 - 68% (down on last year) Year 10 78% (up on last year) Year 11 - 57% (up on last year) The Year 8 evening was postponed due to the school closure. On average 69% attendance of PP students across the parents evenings that took place. This is slightly down on last year's figure of 73%, this may have been different if the Yr8 evening had taken place.
To improve the average attendance of DA students to equal or above national averages. To reduce persistent absence of DA students.	The average attendance of DA students to be >95% Persistent absence of DA students to be <10% Attendance at the Learning Lobby for our	Not Achieved Until End of Spring Term 2020 Year 7 - 86%

	persistent non-attendees to be >90%	Year 8 - 85% Year 9 - 85% Year 10 - 82% Year 11 - 79% The data here is skewed due to the Coronavirus and actions taken by parents to protect their child.
To improve the transition of disadvantaged students into Shire Oak Academy,	Improved data collection sheet from Primary Schools to include details of interventions that any student eligible for PP has had during year 6 and previously. Yr7 RAC project shows positive outcomes for the students involved. Evidence in the first data drop shows minimal loss of progress for PP students based on students on or above track data. We would like this to be at least 75% of Yr7 PP students to be making >= expected progress. Edukit surveys for PP students show feelings of school life to be >60% in the Autumn term and this trend continues throughout the year.	Partially Achieved New data collection sheet was devised and sent out to primary schools. Edukit Survey for Yr7 DA in Autumn Term School Life = 69% Year 7 % >= Expected Progress is 65.1% in Autumn Term. No further data was collected on this due to the COVID-19 Pandemic. RAC project did show some positive outcomes on reading in particular for some students. Case studies are available.
To improve the mental well being of all of our students including those from disadvantaged backgrounds.	Edukit surveys for all PP students 2019-20 show improvements in the following areas: Self Esteem >70% Emotional State >60% Resilience >65% Self Image >60% Aspiration >65% School Life >60%Success/Acorn/Oak centre to provide case studies to show where support has been successful for disadvantaged students and report on referral figures.	Partially Achieved Edukit Autumn Term Survey 2019 (non-PP in brackets) Self Esteem - 68% (72%) Emotional State - 56% (61%) Resilience - 72% (76%) Self Image - 58% (60%) Aspiration - 65% (68%) School Life - 64% (69%) Based on this survey we appear to be doing well in 3 of the 6 areas with the other 3 being

		quite close to where I would like them to be. We are hopefully on track and can work towards all of the milestones.
		A wellbeing survey was sent during the COVID-19 Pandemic.