

Shire Oak Academy: Pupil premium strategy statement

This statement details our academy's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Shire Oak Academy
Number of pupils in school	1286
Proportion (%) of pupil premium eligible pupils	35.23%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2020-2024
Date this statement was published	December 2021
Date on which it will be reviewed	June 2022
Statement authorised by	Annabel Stoddart Headteacher
Pupil premium lead	Sarah Baker
Governor / Trustee lead	Louise Markham-Moore

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£399,345
Recovery premium funding allocation this academic year	£59,477
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all students, irrespective of their background or the challenges they face, make good progress and achieve high attainment across the curriculum.

The focus of our pupil premium strategy is to support disadvantaged students to achieve that goal, including progress for those who are already high attainers. We will consider the challenges faced by vulnerable students, such as those who have a social worker and young carers. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

Quality first wave teaching is at the heart of our approach, with a focus on areas in which disadvantaged students require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged students in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged students' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our strategy is also integral to wider academy plans for education recovery, notably in its targeted support through the National Tutoring Programme for students whose education has been worst affected, including non-disadvantaged students.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help students excel. To ensure they are effective we will:

- ensure disadvantaged students are challenged in the work that they're set*
- act early to intervene at the point need is identified*
- adopt a whole school approach in which all staff take responsibility for disadvantaged students' outcomes and raise expectations of what they can achieve*

Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

Challenge number	Detail of challenge
A.	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.
B.	Lower levels of literacy on intake. On average 1/3 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.
C.	Behaviour issues amongst PP students are proportionately higher than for other pupils (Average behaviour points per pupil during academic year 2020-21 PP was 25.4 compared with non-PP 15.4)
D.	Exam confidence: on average only 52% of our DA students have strong exam confidence (Edukit Questionnaires 2019 & 2021)
E.	Aspiration and motivation to learn: on average 35% of PP students showing that they do not have strong aspirations (Edukit Questionnaires 2018-19)
F.	Attendance rates for PP students are below the national target and persistent absence is also above the national figure. This reduces their school hours and causes them to fall behind.
G.	Parental engagement for some of our PP students is low. Attendance at parents evenings and information evenings still need to improve.
H.	Social and emotional barriers: Many disadvantaged students evidence low self-esteem and mental health issues.
J.	Covid addition: Access to IT and Broadband
K.	Covid addition: Parental support / engagement with remote learning

Intended outcomes

This explains the outcomes we are aiming for by the end of our current strategy plan, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
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)
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)
% 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)
Attendance	To improve the attendance of students from disadvantaged backgrounds to the national average (National overall absence 2017/18 was 5.5%)
<u>Behaviour for Learning</u> Behaviour points and Praise points Detentions Exclusions	Gaps between PP and non PP reduce

Activity in this academic year

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £98,800

Activity	Evidence that supports this approach	Challenge number(s) addressed
QFWT for all with a focus on Metacognition (SOA T&L FfE)	<p>"Quality of teaching is the single most important driver of pupil attainment and a range of other positive outcomes. Maximising the quality of teaching through the effective deployment and development of teachers and teaching assistants will therefore be at the top of any school's priorities" - EEF website.</p> <p>Metacognition & Self Regulation +7months - EEF Toolkit</p>	A
QFWT: using RADY strategies to accelerate the progress of PP students in Year 7	<p>Equalising targets for PP students v non PP students raises expectations.</p> <p>CPD with staff on how to accelerate PP student progress more rapidly</p>	A
Accelerated Reader KS3	Reading Comprehension strategies +6months EEF Toolkit	B
Lexia Y7 Skills Club Y8 Skills Club Y9 English (NEW)	<p>Improving literacy and numeracy at KS3 is extremely important for students to achieve at GCSE and beyond. According to the Skills for Life National Needs and Impact Survey, DfE, 2003, over half of the adult population, and by extrapolation, over half our school leavers, cannot read proficiently. These statistics indicate that many secondary school students would benefit from remediation reading instruction.</p> <p>Reading Comprehension strategies +6months EEF Toolkit</p>	B
To hold regular Raising Achievement Meetings with key stakeholders to monitor PP students' progress in KS4. With a particular focus on the core subjects of Maths and English.	We need to continue to keep a close eye on students eligible for pupil premium to ensure that gaps are closing, and that the right interventions are being targeted.	A
Online revision support: GCSEPod (Soundbit Learning) ; Tassomai,	<p>GCSEPod is an award-winning, user-friendly and convenient way of providing your students with exactly the subject knowledge they need to succeed, in short, sharp, student-friendly 3-5 minute chunks.</p> <p>Tassomai is an intelligent online learning program helping students at all levels achieve outstanding results.</p>	D
Voice 21 Oracy Project (Ryders Hayes)	The Voice 21 Oracy Improvement Programme supports schools to develop pupils' use of speech to express their	A

	thoughts and communicate effectively. We are joining a local project with approximately 15 other schools Oral Language Interventions +6months - EEF Toolkit	B
PIXL	Leadership and QFWT are key to student outcomes	A
Departmental Bids	Each department has different needs and can provide different experiences for the students at the academy, some of which our most disadvantaged will not have experienced. We believe that offering this extra fund (which has to be bidden for and evaluated) is good use of the funds	A, B, D, E

Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £278,895

Activity	Evidence that supports this approach	Challenge number(s) addressed
One-to-one tuition of Yr 11 PP students in Maths and English following mock examinations.	One to One tuition +5months EEF Toolkit Small Group Tuition +4months EEF Toolkit	A
Small group (and 1:1 tuition) using our tuition patterns (via NTP)	One to One tuition +5months EEF Toolkit Small Group Tuition +4months EEF Toolkit	A B
Additional Literacy intervention teacher	One to One tuition +5months EEF Toolkit Small Group Tuition +4months EEF Toolkit	A B
Raising Achievement Coordinators in Year 11, to carefully monitor, track and intervene with 25 of the most underachieving students in that year group.	Metacognition & Self Regulation +7months - EEF Toolkit Behaviour Interventions +4months - EEF Toolkit	E C
To continue with the Reading Leaders programme. Disadvantaged and non-disadvantaged 6th form students to be trained up to deliver 1-1 reading sessions with Yr 7-9 disadvantaged students. Particularly our LPA students.	Peer Tutoring +5months - EEF Toolkit	B
Bedrock Learning	Online vocabulary curriculum - to develop the literacy of our younger learners	B
To continue with the increased hours of the EWO at 8 hours per	Attendance is identified as a key success factor for student attainment both in-house and by EEF.	F

week. This enhanced local authority attendance support package will help to intervene with chronic DA student absenteeism.		
Attendance Strategy and Attendance Clinic (KEK)	Attendance is identified as a key success factor for student attainment both in-house and by EEF.	F
Learning Performance: to provide a whole-school strategic approach to raising achievement and inspiring a love of learning with all THE students in all years.	This Partnership is a long-term, whole-school strategic approach to raising achievement and inspiring a love of learning. Throughout the academic year we will work directly with PP eligible students, parents and a training session with staff on three fundamental areas; Metacognition, Self – Regulation and Resilience, The Whole Child Metacognition & Self Regulation +7months - EEF Toolkit	E
To continue with Increased hours of Careers Advisor so that all disadvantaged students get seen at least once over Yr 11.	PP students benefit from being better informed about CIAG. Contributes to raising achievement by raising aspirations and motivation Supports inclusion and promotes equality Encourages participation in education and or training beyond 16+ and 18+	E
To help fund the team of Teaching and Learning Assistants for our SEND students, and Pastoral staff, not mentioned in other initiatives. We will also train staff in the effective use of teaching assistants as part of our CPD programme based on the EEF guidance.	Evidence suggests that TAs can have a positive impact on academic achievement. However, effects tend to vary widely between those studies where TAs provide general administrative or classroom support, which on average do not show a positive benefit, and those where TAs support individual students or small groups, which on average show moderate positive benefits. The headline figure of one additional month's progress lies between these figures. Teaching Assistant Interventions +4months - EEF Toolkit This will be at most a 30% contribution based on the average percentage of PP students currently in the academy.	A B
Motivational Talks from outside speakers to Year 11. Focusing on Goal Setting and Aspirations.	Recent research evidence suggests that careers guidance talks an aspirational talks can have a significant impact on disadvantaged students.	E

Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £64,700

Activity	Evidence that supports this approach	Challenge number(s) addressed
Edukit Insight Online Questionnaire	EduKit saves teachers time by helping them understand school-wide priorities in pastoral care, identifying gaps in provision and providing instant access to impactful local supplementary support.	E H

Poverty Proofing	Poverty Proofing provides a toolkit to poverty proof the school day, to reduce stigma and remove barriers to learning and to assist schools in exploring the most effective way to spend pupil premium allocation. Poverty Proofing the School Day consists of an audit for each individual school, questioning pupils, staff, parents and governors. The result is an action plan tailored to each individual school to address any stigmatising policies or practices.	B C F
Music Tuition for PP students - to enable disadvantaged students to afford the extra curricular music tuition.	"The evidence supporting the academic impact of learning to play an instrument is particularly promising." - EEF Toolkit Arts interventions have educational value in themselves, but they are not, on average, a highly effective way to raise core academic attainment. - EEF Toolkit	E
Pastoral Uniform Budget Admin16	We uphold a very clear uniform policy at Shire Oak Academy. As such any disadvantaged student that requires help in purchasing aspects of uniform is given it. This can be a trigger for non-attendance.	E
Funding for Academic Trips.	We are wanting to ensure equity is available. No student should miss out on curriculum trips because they cannot afford to pay.	E
Yr 11 Exam Kits	To ensure that all students are fully equipped for their exams.	D
To ensure that all parents evenings and information evenings are widely publicised with enough notice through our various platforms (website, email, social media)	"Parents play a crucial role in supporting their children's learning, and levels of parental engagement are consistently associated with children's academic outcomes." - Parental Engagement +4months EEF Toolkit	G
To ensure that all parents of DA students are contacted by phone to encourage attendance to the after school events. Any parents that do not attend the event to be phoned after to give a brief summary - this will then count as attendance.	"Parents play a crucial role in supporting their children's learning, and levels of parental engagement are consistently associated with children's academic outcomes." - Parental Engagement +4months EEF Toolkit	F
Oak/Acorn/Success Centre - this dedicated resource works with all students with behavioural, social and emotional issues. A number of our PP students use the centres.	Behaviour interventions seek to improve attainment by reducing challenging behaviour. Evidence suggests that, on average, behaviour interventions can produce moderate improvements in academic performance along with a decrease in problematic behaviours - Behaviour Interventions +4months EEF Toolkit	C H
To improve the transition of students from Yr 6 to Yr 7 in the academy.	"According to Galton et al (1999) almost 40% of children fail to make expected progress during the year immediately following a change of schools, and DfE data from 2011 shows that average progress drops between KS2 and KS3 for reading, writing and maths.	H

	Moreover, the effects of transition are amplified by risk factors such as poverty and ethnicity. Those pupils eligible for PP are therefore among those most likely to suffer when they change schools” SecEde September 2019	
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Total budgeted cost: £442,395

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2020 to 2021 academic year.

Due to COVID-19, performance measures have not been published for 2020 to 2021, and 2020 to 2021 results will not be used to hold schools to account. Given this, please point to any other pupil evaluations undertaken during the 2020 to 2021 academic year, for example, standardised teacher administered tests or diagnostic assessments such as rubrics or scales.

Our end of year assessment (end of year 1 of 3) involved a RAG rating of all spending

Teaching Priorities: 4 amber, 2 green and 2 red (unable to use the identified strategy due to covid)

Targeted Academic Support: 1 green, 6 amber. 2 on hold due to Covid

Wider Strategies: 4 green, 3 amber, 2 red (due to parents evening going online due to covid)

Covid Catch up: some interventions possible in the summer term and in last week of summer holidays.

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
Lexia	Lexia
Accelerated Reader	Renaissance Learning
Learning Performance	
GCSEPod	
Tassomai	
RADY Strategy	Challenging Education