



SHIRLEY HIGH SCHOOL PERFORMING ARTS COLLEGE

Our Vision:

To develop aspirational learners who strive for excellence academically, creatively and culturally, benefitting from a wide range of opportunities led by inspirational educators.

COVID-19 ADDENDUM TO PUPIL PREMIUM WEBSITE STATEMENT

Due to the changes to educational provision caused by the COVID-19 pandemic our use of PPG funding has been adapted to meet students' needs as they have arisen, whilst maintaining where possible the principles outlined in the Pupil Premium Statement.

It should be recognised that the likely outcome of the school closures are as follows:

- School closures are likely to reverse progress made to close the gap in the last decade since 2011.
- Supporting effective remote learning will mitigate the extent to which the gap widens.
- Sustained support will be needed to help disadvantaged pupils catch up.

During the pandemic decision have been made by the school and the following key steps have been taken to ensure that 'disadvantaged' pupils' barriers to learning will continue to be overcome wherever possible:

- Many of our students were not classified by the Government as disadvantaged and did not necessarily fall under the Government's definition of vulnerable children, which included children with social workers and children with EHCPs. The school chose to adopt a broader definition of vulnerable children so that provision was offered to those identified as being at risk of social disadvantage as well as of educational disadvantage.
- Those identified were encouraged to attend the vulnerable and keyworker provision established at the start of the lockdown period through personal phone calls from SLT and Pastoral staff.
- School provision offered for vulnerable students and children of keyworkers comprising small groups, staffed lessons and free lunch daily.
- Provision of work packs for students either unable, have intermittent access or have difficulty accessing electronic resources. These packs were hand delivered where necessary.
- DFE and LA provision of computers for identified students in Year 10 and LAC students pursued.
- A structured plan for learning was put in place with clear staff expectations. This included Heads of Department ensuring their subject staff provided mandatory work to be submitted and marked with feedback to students in place for consolidation and improvement of work. Conversations with parents and carers were encouraged as required.
- Lessons outlines, recorded lessons, live lessons and resources uploaded to Fronter, disseminated via Zoom or sent to students using their school email.
- Websites in place to enable access to further learning – e.g. Tassomai, Hegarty Maths, Lexia.
- National Oak Academy and BBC Bitesize Daily signposted to students and parents.
- SSA support daily for the students attending the provision.
- Welfare checks for all students by form tutors and members of the Pastoral Team.
- Welfare resources (including general safeguarding and online safety) signposted and on the school website.
- Maintenance of counselling and mentoring provision.
- Updates on various activities, information and news from the school via social media.
- Staff meetings to ensure effective communication and collaboration regarding education provision for our students.
- Year 10 and Year 12 provision from 15th June
- Virtual School Sports Day
- Subject challenges to inspire and motivate our students at home.



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- Transition planning at Year 6 and Year 11 in place and undertaken.
- Evidence has shown that the poorest students and black students receive lower exam predictions than their more privileged peers, and often perform better than their predicted grades. Therefore the process of awarding grades based on teachers' recommendations was carefully undertaken and scrutinised to ensure no student was disadvantaged by this system.
- Planning for summer holiday programmes and a recovery curriculum in September currently underway.
- Policy addendums in place where applicable to ensure current procedures and policies reflect the current situation.

The Pupil Premium Website Statement 2020-21 will reflect the changes that have been and / or are currently being made.

School leaders with responsibility for administering the PPG continue to draw on these helpful publications from the Children's Commissioner and the Education Endowment Foundation:

<https://www.childrenscommissioner.gov.uk/wp-content/uploads/2020/04/cco-tackling-the-disadvantage-gap-during-the-covid-19-crisis.pdf>

<https://educationendowmentfoundation.org.uk/covid-19-resources/best-evidence-on-impact-of-school-closures-on-the-attainment-gap/>

We will continue to follow guidance and advice from relevant bodies as it emerges, in consultation with other stakeholders.

We want all at SHS to believe in and maintain the values of our school:

