

## Pupil premium strategy / self- evaluation (secondary)

1. Summary information					
School	Smith's Wood Academy				
Academic Year	2019/20	Total PP budget	£535,755*	Date of most recent PP Review	Sep 19
Total number of pupils	971	Number of pupils eligible for PP	573 (59.5%)	Date for next internal review of this strategy	Sep 20

2. Current attainment		
	Pupils eligible for PP (your school)	Pupils not eligible for PP (national average)
Progress 8 score average (2019/20)	-0.8	
Attainment 8 score average (2019/20)	37.67	

3. Barriers to future attainment (for pupils eligible for PP)	
<b>Academic barriers</b> <i>(issues to be addressed in school, such as poor literacy skills)</i>	
A.	The attendance of disadvantaged students is less than other students within the school.
B.	Disadvantaged students are disproportionately represented in terms of behaviour data.
C.	Disadvantaged students are disproportionately represented in terms of being classed as 'falling behind' in maths and english on entry to the Academy.
<b>Additional barriers</b> <i>(including issues which also require action outside school, such as low attendance rates)</i>	
D.	<ul style="list-style-type: none"> <li>Students from disadvantaged backgrounds do not necessarily realise their own potential, and therefore their aspiration is lacking. This is linked to a cultural capital deficit and thus a lack of educational ambition to succeed in their studies;</li> <li>A significant number of disadvantaged students face very challenging personal circumstances, sometimes related to family and social situations.</li> <li>In recent years, quality of teaching and associated outcomes resulted in rapidly declining outcomes for students in receipt of PP grant.</li> </ul>

4. Intended outcomes (specific outcomes and how they will be measured)		Success criteria
A.	Improved attendance of disadvantaged students, further closing the gap relative to other students in school.	Disadvantaged students attend school at least in-line with their Non-PP peer group and in-line with Academy targets.
B.	Improved behaviour of disadvantaged students, further closing the gap relative to other students in school.	Disadvantaged students do not have a disproportional amount of exclusions throughout the academic year.
C.	The majority of disadvantaged who have 'fallen behind' on entry to the Academy have caught up by the end of year 7.	Disadvantaged students who have fallen behind in KS2 have caught up by the end of Y7.
D.	Disadvantaged students to be more motivated to aim high, and accelerate their progress so as they can attain well.	The progress of disadvantaged students is improving and in line with expected progress (Y7&8) and in line with national figures for all students (Y11).

5. Planned expenditure					
Academic year		2018/19			
The three headings enable you to demonstrate how you are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies.					
<b>i. Quality of teaching for all</b>					
Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Implementation of mastery approach / teaching for excellence model. Includes: <ul style="list-style-type: none"> <li>Feedback policy;</li> <li>Study policy;</li> <li>Coaching programme;</li> <li>CPD.</li> </ul>	Disadvantaged students to be more motivated to aim high, and accelerate their progress so as they can attain well.	The implementation of the Teaching for Excellence model and associated policies was integral in achieving the significant improvement in student progress in 2017/18 and remains a key aspect of the Academy Development Plan.	Structured QA and appraisal programme implemented according to the Academy policy	KCG	September 2020
<b>Total budgeted cost</b>					N/A
<b>ii. Targeted support</b>					
Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?

Additional bespoke curriculum pathways created for disadvantaged SEND students who have fallen behind in KS2 / Y7	Students in Y7 and 8 who have fallen or continue to fall behind catch-up before the end of the relevant Academic year.	Evidence suggests that additional support is required for students in the following areas: <ul style="list-style-type: none"> <li>Catch up groups (7&amp;8) in numeracy and literacy;</li> <li>Catch up groups (7&amp;8) in numeracy and literacy with students with ASD;</li> <li>Catch up groups (7&amp;8) in numeracy and literacy for students with issues with personal relationships / self-esteem issues.</li> </ul>	Students are robustly identified <ul style="list-style-type: none"> <li>by KS2 and GL baseline data;</li> <li>IPPs and SEND information.</li> </ul> SENDCO will monitor provision closely in terms of students and content.	SLY	September 2020
Introduction of Academy House System	To provide all disadvantaged students in with additional opportunities outside of the main curriculum in order to develop a positive experience within the Academy and to promote good attendance.	All students (including disadvantaged students) have historically not benefitted from additional opportunities within the Academy. The House System is part of a wider 'Smith's Wood Journey' to ensure students have the opportunity to develop new skills from new experiences outside the mainstream curriculum	The appointment of 4 House Participation Leads took place in June 2019 and a structured programme has been developed by Leaders within the Academy	LEL / JMA & 4 HPLs	September 2020
Behaviour Support Team to deliver the Academy Reinforcing positive behaviour plan	To improve the behaviour of disadvantaged students and reduce the rate of fixed term and permanent exclusions for disadvantaged students.	The behaviour incidents of disadvantaged is not proportional to the number of students. Behaviour of the students at the Academy remains a priority for the Academy and therefore this approach will continue.	Behaviour in the Academy is overseen by an AHT who in turn is line-managed by a DHT. Trust support is provided in terms of CPD. Newly appointed Excellence Leaders and Deputy Excellence Leaders supported by Key Stage pastoral leads and a school behaviour lead are integral to the successful implementation of the behaviour policy	JMO	September 2020
Outdoor Adventurous Activity Co-ordinator	To provide disaffected and disadvantaged students in receipt of the PP grant an alternative curriculum choice focussed on character development to reduce the risk of exclusion	Many students at risk of fixed term or permanent exclusion in receipt of the PP grant are struggling to access aspects of the mainstream curriculum and / or are lacking the resilience or social skills needed to follow basic instructions.	This is a key aspect of the preventing exclusions programme developed in the Academy and is overseen by the AHT in charge of behaviour who line-manages a specific Outdoor Education co-ordinator.	GCU / JMO	September 2020

Careers Advisor	To support disadvantaged students in recognising their potential and to have a clear career/educational pathway mapped out.	Careers advice forms a critical aspect of ensuring our students remain in employment, education or training when they leave the Academy.	Careers is overseen by our Academy careers advisor.	AOD	September 2020
Creating of bespoke curriculum pathways	Disadvantaged students experience a curriculum offer that is appropriate to their needs and aspirations.	The curriculum offer for a number of students is not appropriate for their needs and this is reflected in their behaviour and progress	The appropriate Excellence Leader, AAHT and DHT meet with students and parents to discuss and agree on the most affective curriculum offer and strategies to ensure its on-going success.	JMA	September 2020
<b>Total budgeted cost</b>					See below.
<b>iii. Other approaches</b>					
<b>Action</b>	<b>Intended outcome</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
Attendance Rewards Strategy	To improve the attendance of disadvantaged students in line with Academy targets	Poor attendance to the Academy is a significant reason why students in receipt of the PP grant do not achieve progress in line with their non PP peer group or all students nationally.	The Attendance team has been expanded to include: <ul style="list-style-type: none"> <li>• Attendance Manager;</li> <li>• 5 x Deputy Excellence Leaders;</li> <li>• Key Stage Pastoral Managers.</li> </ul> The whole team is overseen by an AAHT and is based on a recently implemented attendance policy and action plan.	JMA	September 2020
Counselling / CBT therapy provided for relevant students	Students in receipt of the PP grant are given sufficient support for any SEMH needs and develop the resilience to overcome any barriers to success.	Many students in receipt of the PP grant experience considerable SEMH difficulties that require professional input from agencies and individuals outside of the Academy staff tea,	Students are identified by the Year group team / KS team / DSL. Parents / carers will be involved from beginning to ensure all input is appropriate and effective	JMA	September 2019
<b>Total budgeted cost</b>					<b>100% of PPG.</b>

## 6. Review of expenditure

**Ofsted May '19:** Leaders use the pupil premium effectively. In common with other areas, improvement plans are clear, well focused and regularly evaluated. Most pupils in the school are disadvantaged and are increasingly benefiting from better teaching, improved support and more opportunities. Consequently, these pupils and others are attending more regularly, behaving better and making better academic progress.

**Previous Academic Year**

**2018/19**

### i. Quality of teaching for all

Action	Intended outcome	Estimated impact: Did you meet the success criteria? (Include impact on pupils not eligible for PP, if appropriate).	Lessons learned (and whether you will continue with this approach)	Cost						
Implementation of mastery approach / teaching for excellence model. Includes: <ul style="list-style-type: none"> <li>Feedback policy;</li> <li>Study policy;</li> <li>Coaching programme;</li> <li>CPD;</li> <li>Visualisers.</li> </ul>	Disadvantaged students to be more motivated to aim high, and accelerate their progress so as they can attain well.	<table border="1"> <tr> <td></td> <td>18/19</td> </tr> <tr> <td>PP student progress*</td> <td>-0.8</td> </tr> <tr> <td>All students*</td> <td>-0.59</td> </tr> </table> <p>Success criteria – not met</p>		18/19	PP student progress*	-0.8	All students*	-0.59	Given the disappointing nature of the results and the journey the Academy is on, this approach must continue. The teaching model is however being adapted to meet the needs of HALs with the use of structured talk within lessons.	N/A
	18/19									
PP student progress*	-0.8									
All students*	-0.59									

### ii. Targeted support

Action	Intended outcome	Estimated impact: Did you meet the success criteria? (Include impact on pupils not eligible for PP, if appropriate).	Lessons learned (and whether you will continue with this approach)	Cost															
Behaviour Support Team to deliver the Academy Reinforcing positive behaviour plan.	To improve the behaviour of disadvantaged students and reduce the rate of fixed term and permanent exclusions for this group of students.	<table border="1"> <thead> <tr> <th>18/19</th> <th>FTE</th> <th>Detention</th> <th>IE</th> <th>Levels</th> </tr> </thead> <tbody> <tr> <td>PP students (57%)</td> <td>86%</td> <td>74%</td> <td>72%</td> <td>65%</td> </tr> <tr> <td>Non PP students (43%)</td> <td>14%</td> <td>26%</td> <td>28%</td> <td>35%</td> </tr> </tbody> </table> <p>Success criteria – not yet met, It is worth nothing that the trends around behaviour around all behaviour KPIs are falling for all students.</p>	18/19	FTE	Detention	IE	Levels	PP students (57%)	86%	74%	72%	65%	Non PP students (43%)	14%	26%	28%	35%	<p>The behaviour incidents of the students in receipt of the PP grant is not proportional to the number of students. Behaviour of the students at the Academy remains a priority for the Academy and therefore this approach will continue.</p> <p>Lessons learned:</p> <ul style="list-style-type: none"> <li>Specific targeted support in terms of alternative provision, local authority intervention is key;</li> <li>Whole school CPD to ensure that the behaviour of students in receipt of the PP grant is effective is key and is shaping our focus for the current year.</li> </ul>	58% of the cost of the behaviour team and, where appropriate the AP costs, were met by the PP budget.
18/19	FTE	Detention	IE	Levels															
PP students (57%)	86%	74%	72%	65%															
Non PP students (43%)	14%	26%	28%	35%															

Careers Advisor	To support students in recognising their potential and to have a clear career/educational pathway mapped out.	<table border="1"> <tr> <td data-bbox="692 137 882 169">18/19</td> <td data-bbox="882 137 1072 169">NEET</td> </tr> <tr> <td data-bbox="692 169 882 201">PP students</td> <td data-bbox="882 169 1072 201">4%</td> </tr> <tr> <td data-bbox="692 201 882 264">Non PP students</td> <td data-bbox="882 201 1072 264">3.2%</td> </tr> </table>	18/19	NEET	PP students	4%	Non PP students	3.2%	Careers advice forms a critical aspect of ensuring our students remain in employment, education or training when they leave the Academy.	58% of the careers advisor salary was met by the PP budget.
18/19	NEET									
PP students	4%									
Non PP students	3.2%									

### iii. Other approaches

Action	Intended outcome	Estimated impact: Did you meet the success criteria? (Include impact on pupils not eligible for PP, if appropriate).	Lessons learned (and whether you will continue with this approach)	Cost						
Attendance Rewards Strategy	To improve the attendance of students in receipt of the PPG in line with Academy targets	<table border="1"> <tr> <td data-bbox="692 560 882 624"></td> <td data-bbox="882 560 1072 624">PP students</td> <td data-bbox="1072 560 1263 624">Non PP students</td> </tr> <tr> <td data-bbox="692 624 882 655">Absence %</td> <td data-bbox="882 624 1072 655">89.98%</td> <td data-bbox="1072 624 1263 655">93.30%</td> </tr> </table> <p data-bbox="692 687 1263 743">Attendance whilst still not at the levels required, continues to improve yr on yr.</p>		PP students	Non PP students	Absence %	89.98%	93.30%	The improvements required in attendance will only be achieved by a relentless and consistent approach to tackling both absences and parental attitudes towards absence. The size of the team dealing with absence / attendance needs to reflect this on-going.	58% of the cost of the attendance budget was met by the PP budget.
	PP students	Non PP students								
Absence %	89.98%	93.30%								
Individual Projects & Planned intervention programme	Disadvantaged students to be more motivated to aim high, and accelerate their progress so as they can attain well.	Unfortunately, the approach was not as rigorously implemented as 17/18 and was not targeted with sufficient accuracy at the most appropriate students. Impact was therefore minimal.	This approach was critical in delivering the significant improvements in progress of all students in Year 11 in 2017 / 18 and will therefore continue this year. Lessons learned: <ul style="list-style-type: none"> <li data-bbox="1339 884 2000 971">• Focused intervention on key students rather than a blanket approach will ensure improved progress is made by students in receipt of the PP grant;</li> <li data-bbox="1339 979 2000 1035">• The entire y11 intervention programme has been re-designed following the poor results in 18/19.</li> </ul>	58% of the budget use to implement the intervention programme was met by the PP budget						
Counselling / CBT therapy provided for relevant students	Students in receipt of the PP grant are given sufficient support for any SEMH needs and develop the resilience to overcome any barriers to success.	Behaviour data clearly demonstrates that, whilst remaining too high, the number of incidents connected to SEMH needs for all students are falling.	This approach must be implemented in tandem with the wider strategies to ensure students catch up and make sufficient progress within y11.	58% of the students and associated costs were determined by the PP budget.						

