

Pupil premium strategy / self- evaluation (secondary)

1. Summary information					
School	Smith's Wood Academy				
Academic Year	2020/21	Total PP budget	£515,000	Date of most recent PP Review	Sep 20
Total number of pupils	971	Number of pupils eligible for PP	604	Date for next internal review of this strategy	Sep 21

2. Current attainment		
	Pupils eligible for PP (your school)	Pupils not eligible for PP (national average)
Progress 8 score average (2019/20)	-0.51	-0.38
Attainment 8 score average (2019/20)	38.66	42.72

3. Barriers to future attainment (for pupils eligible for PP)	
Academic barriers <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 (Average of 7% vs 5.1%)
B.	Disadvantaged students are disproportionately represented in terms of mental health issues and anti-social behaviour.
C.	Disadvantaged students are disproportionately represented in terms of being classed as 'falling behind' in maths and english on entry to the Academy.
Additional barriers <i>(including issues which also require action outside school, such as low attendance rates)</i>	
D.	<ul style="list-style-type: none"> 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; A significant number of disadvantaged students face very challenging personal circumstances, sometimes related to family and social situations. For a number of reasons the Academy does not have access to appropriate Academy courses that would be ideal to meet the needs of disadvantaged students.

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 and 8	Disadvantaged students who have fallen behind in KS2 have caught up by the end of Y7.
D.	Students with mental health issues are supported to provide them with the skills and responses to become more able to manage themselves.	Students are identified early through a range of sources and supported in the Academy both internally and external agencies.

5. Planned expenditure					
Academic year		2020/21			
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.					
i. Quality of teaching for all					
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?
To ensure an inclusive, broad knowledge-based curriculum is in place during this Academic year that is based on the Academy curriculum intent statement and delivered through highly structure learning journeys	Students experience a curriculum that is as broad as possible for as long as possible. Students experience a well-delivered, inter-leaved and appropriate structured curriculum experience.	The legacy curriculum was not suited to the needs of disadvantaged students in that it was: <ol style="list-style-type: none"> 1. Too narrow for too long; 2. Not sequenced with the needs of learners in mind; 3. Not effective in supporting students for the next stage in their education 	<ol style="list-style-type: none"> 1. Highly structured roll-out plan; 2. CPD based on latest academic research; 3. Regular QA opportunities; 4. Regular SLT deep dive review opportunities 	KCG / KDO	At regular intervals throughout the year.
Total budgeted cost					N/A
ii. Targeted support					
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?

<p>Catch up for maths and English (y7 & 8) to be integrated into faculty responsibility. Specific coordinator employed in maths.</p>	<p>Students who enter the Academy classed as having 'fallen behind' are identified and supported to catch up by the end of Y8</p>	<p>Students have previously been supported by non-specialist TAs which proved less than effective. Rational to integrate into Faculty responsibility:</p> <ul style="list-style-type: none"> • Progress is the responsibility of the individual teacher and subject lead; • TAs are trained to support students with SEND – they are not subject specialists; • A coordinator is key to analyse data and support teachers with the delivery of the curriculum. 	<p>Review of assessment data will establish impact of support and curriculum.</p>	<p>NRO / ETR / CBY</p>	<p>Key assessment points.</p>
<p>Careers Advisor providing support on a stratified basis whilst prioritising disadvantaged students</p>	<p>To support disadvantaged students in recognising their potential and to have a clear career/educational pathway mapped out.</p>	<p>The aspirations of disadvantaged students in the Academy are low. Evidence suggests that early and sustained intervention in-terms of careers guidance is effective when raising the aspirations of disadvantaged students.</p>	<p>Live monitoring of disadvantaged students in teams. Intervention where further support required</p>	<p>AOD</p>	<p>On-going.</p>
<p>Attendance Rewards Strategy</p>	<p>To improve the attendance of disadvantaged students in line with Academy targets</p>	<p>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.</p>	<p>The monitoring of attendance is a daily process and reported to the Trust as required.</p>	<p>JMA</p>	<p>On-going</p>
<p>Attendance support from external agency C-Saws</p>	<p>To improve the attendance of disadvantaged students in line with Academy targets</p>	<p>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. C-Saws provide home visit and legal support that the Academy can provide.</p>	<p>The monitoring of attendance is a daily process and reported to the Trust as required.</p>	<p>JMA</p>	<p>On-going</p>

External agency support with anti-social behaviour / behaviour issues on a stratified basis.	To provide specialised, independent and neutral support with students.	Data has shown there is a correlation between anti-social behaviour and disadvantaged students	On-going data analysis and feedback from students	DBY	On-going.
External agency support with student mental health on a stratified basis.	To provide specialised support for identified disadvantaged students with mental health issues.	The majority of students with mental health concerns and issues are considered to be disadvantaged	On-going data analysis and feedback from students	JMA	On-going
Focus on evaluating the impact of the curriculum for disadvantaged students.	To ensure disadvantaged learners can access the curriculum and their needs are met through appropriate design, sequencing and implementation.	The curriculum has to be designed to help students retain knowledge and interest. It must retain sufficient breadth for as long as possible and ensure aspirations and life-chances are maximised.	On-going quality assurance of curriculum to measure the implementation and impact as an on-going process	RCO	On-going
Focused intervention in core subjects to ensure that progress is at least in-line with non-disadvantaged students	To ensure that disadvantaged students are given the bespoke support they require to achieve their target grades.	Disadvantaged students are least likely to attend additional lessons or complete homework to supplement their lesson learning.	On-going monitoring of students vs progress in line with Academy assessment plan	RCO	On-going.
Total budgeted cost				100% of PP grant	

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		2019/20		
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

<p>Implementation of mastery approach / teaching for excellence model. Includes:</p> <ul style="list-style-type: none"> • Feedback policy; • Study policy; • Coaching programme; • CPD. 	<p>Disadvantaged students to be more motivated to aim high, and accelerate their progress so as they can attain well.</p>	<p>Impact varied. August 20 outcomes indicated that progress of disadvantaged students increased vs LYR but still remained below the progress of non-disadvantaged students.</p>	<p>The curriculum delivered to students was not appropriate. It required a complete re-design and an new assessment strategy needed developing to assess its impact.</p>	
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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
<p>Additional bespoke curriculum pathways created for disadvantaged SEND students who have fallen behind in KS2 / Y7</p>	<p>Students in Y7 and 8 who have fallen or continue to fall behind catch-up before the end of the relevant Academic year.</p>	<p>Lack of assessment data due to school closure has meant we are unable to provide empirical data to measure the progress of students in relation to starting points.</p>	<p>As indicated above. A completely different approach to the support of students classed as having 'fallen behind' is now used by the Academy</p>	
<p>Introduction of Academy House System</p>	<p>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.</p>	<p>Highly successful. The House system now permeates the life of the Academy and a considerable number of students are now involved in a range of house activities.</p>	<p>This will continue this year.</p>	

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

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.	All indicators suggest that the behaviour of disadvantaged students is improving.	The Academy now uses a more positive behaviour system that places a positive engagement process at the heart of a structured behaviour policy.	
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	All indicators suggest that the behaviour of disadvantaged students is improving.	The Academy now uses a more positive behaviour system that places a positive engagement process at the heart of a structured behaviour policy.	
Careers Advisor	To support disadvantaged students in recognising their potential and to have a clear career/educational pathway mapped out.	The majority (92%) of y11 disadvantaged students secured post 16 destinations.	This will continue as indicated above. A live update system allows leaders to monitor the advice given by the Careers advisor to ensure it is appropriately challenging and in-line with the needs of the students.	
Attendance Rewards Strategy	To improve the attendance of disadvantaged students in line with Academy targets	Highly successful. Attendance of disadvantaged students was at an average of 93% when the Academy closed in March vs a National Average attendance of 91.9% for disadvantaged students.	The strategy for 20/21 is indicated above and has been adapted to take into account budget cuts.	

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.	Highly successful. There is a negative correlation between student mental health and attendance. This support was critical in securing the improvements in attendance detailed above.	As indicated in the strategy above.	
				Total spend 100% of PP grant

