

Pupil premium strategy / self- evaluation (secondary)

1. Summary information					
School	Smith's Wood Academy				
Academic Year	2018/19	Total PP budget	£504,904	Date of most recent PP Review	09/18
Total number of pupils	1030	Number of pupils eligible for PP	556 (54%)	Date for next internal review of this strategy	09/19

2. Current attainment		
	Pupils eligible for PP (your school)	Pupils not eligible for PP (national average)
Progress 8 score average (2017 / 18)	-0.47	
Attainment 8 score average (2017 / 18)	3.68	

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
B.	Disadvantaged students are disproportionately represented in terms of behaviour data
C.	Disadvantaged students, as well as other students, within the school have low levels of reading on entry and do not often undertake wider reading.
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. In recent years, quality of teaching and associated outcomes resulted in rapidly declining outcomes for students in receipt of PP grant.

4. Intended outcomes (<i>specific outcomes and how they will be measured</i>)		Success criteria
A.	Improved attendance of disadvantaged students, further closing the gap relative to other students in school.	Students in receipt of PP grant 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.	Students in receipt of PP grant do not have a disproportional amount of exclusions throughout the academic year.
C.	Improved reading skills of disadvantaged students, and engagement in reading.	The majority of students in receipt of the PP grant improve their reading age throughout the academic year
D.	Disadvantaged students to be more motivated to aim high, and accelerate their progress so as they can attain well.	The progress of students in receipt of the PP grant 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.					
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?
Implementation of mastery approach / teaching for excellence model. Includes: <ul style="list-style-type: none"> • Feedback policy; • Study policy; • Coaching programme; • CPD. 	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.	Structured QA and appraisal programme implemented according to the Academy policy	KCG	September 2019
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?

Imbedding of accelerated reader.	Improved reading skills of disadvantaged students, and engagement in reading.	Poor literacy skills remain a significant barrier to the progress of the majority of students in receipt of the PP grant. Given the additional academic challenge posed by the new GCSE specifications, accelerated reader remains a key approach to supporting students in receipt of the PP grant.	Programme overseen by colleague in English Faculty with regular updates provide to the SLT.	EME	September 2019
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.	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.	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 2019
Outdoor Adventurous Activity Co-ordinator	To provide disaffected 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 2019
Careers Advisor	To support 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 2019
Creating of bespoke curriculum pathways	Students in receipt of the PP grant 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 / ADE	July 2019
Total budgeted cost					74% of PPG

iii. Other approaches					
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?
Attendance Rewards Strategy	To improve the attendance of students in receipt of the PPG 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"> • Attendance Manager; • 5 x Deputy Excellence Leaders; • Key Stage Pastoral Managers. The whole team is overseen by an AAHT and is based on a recently implemented attendance policy and action plan.	JMA	September 2019
Individual Projects & Planned intervention programme	Disadvantaged students to be more motivated to aim high, and accelerate their progress so as they can attain well.	This approach was critical in delivering the significant improvements in progress of all students in Year 11 and will therefore continue this year	Intervention and projects are overseen by a DHT.	ADE	September 2019
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 team,	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
Total budgeted cost					26% of PPG

6. Review of expenditure					
Previous Academic Year		2017/18 (588 students in receipt of the PP premium – 54%)			
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; • Visualisers. 	<p>Disadvantaged students to be more motivated to aim high, and accelerate their progress so as they can attain well.</p>	<table border="1" data-bbox="696 137 1258 280"> <tr> <td></td> <td>2017</td> <td>2018</td> <td>+/-</td> </tr> <tr> <td>PP progress</td> <td>-0.695</td> <td>-0.45</td> <td>0.245</td> </tr> <tr> <td>Non PP progress</td> <td>-0.685</td> <td>-0.01</td> <td>0.675</td> </tr> <tr> <td>All students</td> <td>-0.69</td> <td>-0.22</td> <td>0.47</td> </tr> </table> <p>Success criteria – partially met</p>		2017	2018	+/-	PP progress	-0.695	-0.45	0.245	Non PP progress	-0.685	-0.01	0.675	All students	-0.69	-0.22	0.47	<p>This Teaching for excellence model is integral to the future of the Academy and will continue. Lessons learned:</p> <ul style="list-style-type: none"> • High ability students in receipt of the PP budget achieved significantly less progress than their low and middle ability peers – this therefore is a lesson learned and has shaped our focus for the current academic year. • The quality of explanations as part of the teaching model remains the areas where most development is required and has again shaped our focus for the current year. 	<p>N/A</p>
	2017	2018	+/-																	
PP progress	-0.695	-0.45	0.245																	
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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>Implementation of accelerated reader</p>	<p>Improved reading skills of disadvantaged students, and engagement in reading.</p>	<p>Y7 – 54% of students increased their reading age; Y8 – 70% of students increased their reading age; Y9 – 59% of students increased their reading age</p> <p>Success criteria – met.</p>	<p>Poor literacy skills remain a significant barrier to the progress of the majority of students in receipt of the PP grant. Given the additional academic challenge posed by the new GCSE specifications, accelerated reader remains a key approach to supporting students in receipt of the PP grant.</p>	<p>4% of PPG</p>																								
<p>Behaviour Support Team to deliver the Academy Reinforcing positive behaviour plan.</p>	<p>To improve the behaviour of disadvantaged students and reduce the rate of fixed term and permanent exclusions for this group of students.</p>	<table border="1" data-bbox="696 919 1258 1062"> <thead> <tr> <th></th> <th>FTE (all)</th> <th>A1</th> <th>A2</th> <th>Sp1</th> <th>SP2</th> <th>Su1</th> <th>Su2</th> </tr> </thead> <tbody> <tr> <td>PP students</td> <td>540 78%</td> <td>110 76%</td> <td>131 81%</td> <td>165 76%</td> <td>59 83%</td> <td>30 64%</td> <td>45 81%</td> </tr> <tr> <td>Non PP students</td> <td>154 22%</td> <td>34 24%</td> <td>30 19%</td> <td>51 24%</td> <td>12 17%</td> <td>17 26%</td> <td>10 19%</td> </tr> </tbody> </table> <p>Success criteria – not met</p>		FTE (all)	A1	A2	Sp1	SP2	Su1	Su2	PP students	540 78%	110 76%	131 81%	165 76%	59 83%	30 64%	45 81%	Non PP students	154 22%	34 24%	30 19%	51 24%	12 17%	17 26%	10 19%	<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"> • Specific targeted support in terms of alternative provision, local authority intervention is key; • 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. 	<p>N/A</p>
	FTE (all)	A1	A2	Sp1	SP2	Su1	Su2																					
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Progress Support Team	To accelerate the progress of disadvantaged students so that they attain well and the gap between outcomes in the Academy and national outcomes is reduced.	<table border="1"> <thead> <tr> <th></th> <th>2017</th> <th>2018</th> <th>+/-</th> </tr> </thead> <tbody> <tr> <td>PP progress</td> <td>-0.695</td> <td>-0.45</td> <td>0.245</td> </tr> <tr> <td>Non PP progress</td> <td>-0.685</td> <td>-0.01</td> <td>0.675</td> </tr> <tr> <td>All students</td> <td>-0.69</td> <td>-0.22</td> <td>0.47</td> </tr> </tbody> </table> <p>Success criteria – partially met</p>		2017	2018	+/-	PP progress	-0.695	-0.45	0.245	Non PP progress	-0.685	-0.01	0.675	All students	-0.69	-0.22	0.47	The progress of students in receipt of the PP grant is improving in-line with Academy figures and is above the DfE floor figure but is still both behind the National cohort and behind non-PP students at the Academy. For these reasons this approach will continue. Lessons learned: <ul style="list-style-type: none"> High ability students in receipt of the PP grant achieved significantly less progress than their low and middle ability peers – this therefore is a lesson learned and has shaped our focus for the current academic year. 	41% of PPG
	2017	2018	+/-																	
PP progress	-0.695	-0.45	0.245																	
Non PP progress	-0.685	-0.01	0.675																	
All students	-0.69	-0.22	0.47																	
Outdoor Adventurous Activity Co-ordinator	To use outdoor education to narrow the gaps in attendance, behaviour and academic outcomes between disadvantaged learners and their peers.	The OOAC was used in a generally supportive capacity specifically to support students in the SEN Pod in receipt of the PP grant and to support with increasing the opportunities for these students across the Academy.	In order for the input of the OAAC to be successful students must be chosen based on clearly identified criteria and in full liaison with the relevant colleagues in the Academy and Parents / carers. Activities undertaken must also be specific to the needs of the students.	8% of PPG																
Child and Family Support Workers	To remove the barriers to good attendance, behaviour and academic outcomes that may be present due to family situations and circumstances.	Due to the requirements of the Academy and its students the CFSW were reduced to 1 and her role altered to that of a Deputy DSL.		14% of PPG																
Careers Advisor	To support students in recognising their potential and to have a clear career/educational pathway mapped out.	<table border="1"> <thead> <tr> <th></th> <th>PP students</th> <th>Non PP students</th> </tr> </thead> <tbody> <tr> <td>Yr11 NEET (Sept 2018)</td> <td>4.5%</td> <td>3.5%</td> </tr> </tbody> </table>		PP students	Non PP students	Yr11 NEET (Sept 2018)	4.5%	3.5%	Careers advice forms a critical aspect of ensuring our students remain in employment, education or training when they leave the Academy.	8% of PPG										
	PP students	Non PP students																		
Yr11 NEET (Sept 2018)	4.5%	3.5%																		

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"> <thead> <tr> <th></th> <th>PP students</th> <th>Non PP students</th> <th>2017 / 18 target</th> </tr> </thead> <tbody> <tr> <td>Absence %</td> <td>11.2%</td> <td>9.2%</td> <td>8%</td> </tr> </tbody> </table>		PP students	Non PP students	2017 / 18 target	Absence %	11.2%	9.2%	8%	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.	16% of PPG
	PP students	Non PP students	2017 / 18 target									
Absence %	11.2%	9.2%	8%									

Individual Projects & Planned intervention programme	Disadvantaged students to be more motivated to aim high, and accelerate their progress so as they can attain well.	<table border="1" data-bbox="692 137 1267 197"> <thead> <tr> <th></th> <th>2017</th> <th>2018</th> <th>+/-</th> </tr> </thead> <tbody> <tr> <td>PP progress</td> <td>-0.695</td> <td>-0.45</td> <td>0.245</td> </tr> </tbody> </table> <p data-bbox="692 229 1005 256">Success criteria – partially met</p>		2017	2018	+/-	PP progress	-0.695	-0.45	0.245	<p data-bbox="1290 105 2002 197">This approach was critical in delivering the significant improvements in progress of all students in Year 11 and will therefore continue this year. Lessons learned:</p> <ul data-bbox="1339 204 2002 292" style="list-style-type: none"> • Focused intervention on key students rather than a blanket approach will ensure improved progress is made by students in receipt of the PP grant. 	10% of PPG
	2017	2018	+/-									
PP progress	-0.695	-0.45	0.245									

