

# Pupil premium strategy statement

*Before completing this template, you should read the guidance on [using pupil premium](#).*

*Before publishing your completed statement, you should delete the instructions (text in italics) in this template, including this text box.*

This statement details our school'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	Smith's Wood Academy
Number of pupils in school	965
Proportion (%) of pupil premium eligible pupils	59.61%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021-2024
Date this statement was published	October 2021
Date on which it will be reviewed	October 2024
Statement authorised by	Richard Cornell
Pupil premium lead	Elena Kkama
Governor / Trustee lead	

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£549, 602.50
Recovery premium funding allocation this academic year	£83, 738
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£633, 340.5

# Part A: Pupil premium strategy plan

## Statement of intent

At Smith's Wood Academy, our moral purpose is focused on ensuring that all pupils, regardless of background and/or circumstance, achieve their potential and leave Smith's Wood for the most appropriate and inspiring next steps. We will work relentlessly to ensure that no child is left behind through the following objectives:

- To raise the aspirations, attainment and improve the progress and life outcomes of disadvantaged pupils.
- To significantly close the attainment gap between disadvantaged pupils and the attainment of pupils nationally
- To narrow the attendance gap between disadvantaged and non-disadvantaged pupils (in line with national averages)
- To maintain the improvement in disadvantaged participation post-Covid.

Our current pupil premium strategy works towards achieving the objectives above by:

- Improving whole school student literacy/reading strategy to benefit all subjects.
- Employment of an Inclusion Manager and Well-being Officer to facilitate a well-being room to support pupils with behaviour and SEMH needs.
- Targeted interventions for improving disadvantaged attendance.
- Targeted intervention offers for SEND disadvantaged students.

## Challenges

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

Challenge number	Detail of challenge
1	Attendance of disadvantaged students is below that of their non-disadvantaged peers
2	KS4 outcomes of disadvantaged students is below that of their non-disadvantaged peers
3	Behaviour incidents are higher amongst disadvantaged students in comparison to their non-disadvantaged peers
4	The link between mental health issues and disadvantaged students is greater than their non-disadvantaged peers
5	Reading ages and fluency of disadvantaged students is below expected resulting in below expected outcomes at KS3 and 4
6	Disadvantaged students are more likely to be NEET post 16 due to historic low aspirations and family support

## 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
Disadvantaged student's attendance to school (and therefore access to QFT and targeted support and intervention) improves.	Disadvantaged students' attendance is at least at national average (92.5% in 2019) with Persistent Absence below national average (22.8% in 2019)
KS4 Outcomes for disadvantaged students improves.	KS4 outcomes for disadvantaged students is comparable to national averages: Attainment 8 (36.7 in 2019 compared to non at 50.3) Progress 8 (-0.45 in 2019 compared to non at 0.13) Achieving E+M at 5+ (24.7% compared to non at 49.9%)
Disadvantaged students feel, and are, well supported in school with improvements in behaviour and emotional regulation occurring as a result.	Behaviour incidents and sanctions decrease for disadvantaged students (national averages)
Disadvantaged students go on to appropriate destinations post 16 with 0 NEETS	0 NEETS

## Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium funding) **this academic year** to address the challenges listed above.

### Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £316, 670.25

Activity	Evidence that supports this approach	Challenge number(s) addressed
Ambition Institute – Transforming Teacher Programme CPD	<a href="https://www.ambition.org.uk/blog/pupil-premium-supporting-whole-community/?gclid=EAlaIQobChMlq5f9uoH68gIVT9TtCh2u5AdIEAAYAiAAEglPovD_BwE">https://www.ambition.org.uk/blog/pupil-premium-supporting-whole-community/?gclid=EAlaIQobChMlq5f9uoH68gIVT9TtCh2u5AdIEAAYAiAAEglPovD_BwE</a>  <a href="https://thirdspacelearning.com/blog/quality-first-teaching/">https://thirdspacelearning.com/blog/quality-first-teaching/</a>	2, 5, 6
Recruitment of Assistant Head SENCO to support teaching of SEN students	<a href="https://educationendowmentfoundation.org.uk/public/files/Publications/Pupil_Premium_Guidance_iPDF.pdf">https://educationendowmentfoundation.org.uk/public/files/Publications/Pupil_Premium_Guidance_iPDF.pdf</a>	1-6
CPD for leaders in Curriculum Development	<a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks3-ks4">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks3-ks4</a>	2, 5, 6
Recruitment of English and Maths teachers	<a href="https://educationendowmentfoundation.org.uk/public/files/Publications/Pupil_Premium_Guidance_iPDF.pdf">https://educationendowmentfoundation.org.uk/public/files/Publications/Pupil_Premium_Guidance_iPDF.pdf</a>	2, 6
Improvement in student's reading ages and access to challenging curriculum	<a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks3-ks4">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks3-ks4</a>	2, 5

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

Budgeted cost: £158, 335.12

Activity	Evidence that supports this approach	Challenge number(s) addressed
NTP sessions used to provide targeted	<a href="https://educationendowmentfoundation.org.uk/public/files/Publications/Pupil_Premium_Guidance_iPDF.pdf">https://educationendowmentfoundation.org.uk/public/files/Publications/Pupil_Premium_Guidance_iPDF.pdf</a>	2, 5, 6

students with intervention tutoring		
Smiths Wood staff tutoring individual/small groups to intervene where needed academically	<a href="https://educationendowmentfoundation.org.uk/public/files/Publications/Pupil_Premium_Guidance_iPDF.pdf">https://educationendowmentfoundation.org.uk/public/files/Publications/Pupil_Premium_Guidance_iPDF.pdf</a>	2, 5, 6
Purchase of NGRT to establish and assess all students' reading ages	<a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks3-ks4">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks3-ks4</a>	5
Purchase of GCP revision guides for English, Maths and Science for students to complete homework	<a href="https://educationendowmentfoundation.org.uk/public/files/Publications/Pupil_Premium_Guidance_iPDF.pdf">https://educationendowmentfoundation.org.uk/public/files/Publications/Pupil_Premium_Guidance_iPDF.pdf</a>	2

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

Budgeted cost: £158, 335.13

Activity	Evidence that supports this approach	Challenge number(s) addressed
Recruitment of Attendance Administrator to assist in increasing student's attendance to school.	<a href="https://educationendowmentfoundation.org.uk/public/files/Publications/Pupil_Premium_Guidance_iPDF.pdf">https://educationendowmentfoundation.org.uk/public/files/Publications/Pupil_Premium_Guidance_iPDF.pdf</a>	1
Recruitment of Inclusion Manager to support the needs of identify	<a href="https://educationendowmentfoundation.org.uk/public/files/Publications/Pupil_Premium_Guidance_iPDF.pdf">https://educationendowmentfoundation.org.uk/public/files/Publications/Pupil_Premium_Guidance_iPDF.pdf</a>	1, 3, 4

d vulnera ble student s		
Recruit ment of Student Wellbei ng Officer to support the mental health of identifie d student s	<a href="https://educationendowmentfoundation.org.uk/public/files/Publications/Pupil_Premium_Guidance_iPDF.pdf">https://educationendowmentfoundation.org.uk/public/files/Publications/Pupil_Premium_Guidance_iPDF.pdf</a>	1, 3, 4
External Agency: Foundat ions for the Future Mentori ng for identifie d student s	<a href="https://www.ambition.org.uk/blog/pupil-premium-supporting-whole-community/?gclid=EAlaIQobChMIq5f9uoH68glVT9TtCh2u5AdlEAAyAiAAEglPovD_BwE">https://www.ambition.org.uk/blog/pupil-premium-supporting-whole-community/?gclid=EAlaIQobChMIq5f9uoH68glVT9TtCh2u5AdlEAAyAiAAEglPovD_BwE</a>	1, 3, 4
Breakfa st Club for identifie d student s to encoura ge attenda nce and give a positive (well fed) start to the day	<a href="https://www.ambition.org.uk/blog/pupil-premium-supporting-whole-community/?gclid=EAlaIQobChMIq5f9uoH68glVT9TtCh2u5AdlEAAyAiAAEglPovD_BwE">https://www.ambition.org.uk/blog/pupil-premium-supporting-whole-community/?gclid=EAlaIQobChMIq5f9uoH68glVT9TtCh2u5AdlEAAyAiAAEglPovD_BwE</a>	1, 4
Reward s in place to motivat e and	<a href="https://educationendowmentfoundation.org.uk/public/files/Publications/Pupil_Premium_Guidance_iPDF.pdf">https://educationendowmentfoundation.org.uk/public/files/Publications/Pupil_Premium_Guidance_iPDF.pdf</a>	3, 4

celebrate students' successes		
External agency: Malaki mentoring for identified students	<a href="https://educationendowmentfoundation.org.uk/public/files/Publications/Pupil_Premium_Guidance_iPDF.pdf">https://educationendowmentfoundation.org.uk/public/files/Publications/Pupil_Premium_Guidance_iPDF.pdf</a>	1, 3, 4

**Total budgeted cost: £633, 340.5**

## 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.*

*If last year marked the end of a previous pupil premium strategy plan, what is your assessment of how successfully the intended outcomes of that plan were met?*

### 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
Foundations for the Future Mentoring Programme	Foundations for the Future
1:1 Mentoring	Malaki

### Service pupil premium funding (optional)

*For schools that receive this funding, you may wish to provide the following information:*

Measure	Details
How did you spend your service pupil premium allocation last academic year?	
What was the impact of that spending on service pupil premium eligible pupils?	



## Further information (optional)

*Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.*