

# Smith's Wood Academy Pupil Premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2023 to 2024 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	887
Proportion (%) of pupil premium eligible pupils	64.4%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2023-2026
Date this statement was published	October 2023
Date on which it will be reviewed	October 2024
Statement authorised by	Stephen Huntingdon
Pupil premium lead	Michael Martin
Governor / Trustee lead	

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£586,845
Recovery premium funding allocation this academic year	£156,492
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	£743,337

# 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 Academy for the most appropriate and inspiring next steps. As a school we have 3 core values which we wish to instil into our pupils: Resilience, Respect and Ambition. In developing these core values, we believe that our students will be well placed to be successful in their future lives. The achievement for Disadvantaged students in 2022-23 was poor and significantly below both their non-Disadvantaged counter cohort and the national average. An integral part of the strategy for the next 3 years is to narrow the gap whilst also raising the bar for all students.

For this to happen, we have developed a strategy that focuses on 3 specific areas, all of which will form an integral part of the school improvement plan, the statement of action and feature in CPD and other staff training.

- **The gap in reading and vocabulary** (this is currently over 1 year in reading for students with reading ages on record)
- **The gap in attendance** (this is currently at 7.5% for the first 2 weeks of 2023-24)
- **The social & emotional gap which comes through the behaviour of pupils** (this is currently around -2 after the first 2 weeks of 2023-24)

Our aims for this strategic document are that:

- We use pupil premium funding effectively to help rapidly improve and subsequently sustain attainment for disadvantaged pupils at our school and bring more in line with non-disadvantaged pupils
- Over the period of this plan, 3 years, we address the key barriers and challenges that our pupils face. With this being a live and working document, changes may need to be made during the course of the plan and we will respond to the needs of our pupils, rather than make assumptions about what the differing needs may be
- We implement a robust whole-school approach in which all staff take accountability and responsibility for the outcomes and attendance of disadvantaged pupils, having high expectations for all, irrespective of their background
- Pupils are exposed to a broad and balanced curriculum that enables them to acquire essential knowledge and skills for their next steps
- Pupils are supported when there is a clear barrier to their learning, for example if a pupil struggles to read or if English language is a barrier
- Pupils can reflect on their learning, identifying their strengths and weaknesses. Pupils can think deeper and use essential metacognitive strategies to help enable them to become better learners

## Challenges

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

Challenge number	Detail of challenge
1	<b>Attendance and persistent absence:</b> Average attendance of disadvantaged pupils below that of their non-disadvantaged peers and significantly below national average. In addition, Persistent Absence is significantly worse than National Average. The impact of this is reduced learning time and diminished progress.
2	<b>Achievement:</b> KS4 outcomes of disadvantaged pupils are below that of their non-disadvantaged peers and significantly below national average
3	<b>Behaviour, attitudes and self-regulation:</b> Behaviour incidents are higher amongst disadvantaged students in comparison to their non-disadvantaged peers. As a result, some disadvantaged pupils require additional support to address the barriers to their progress and ensure their attitudes and behaviour are conducive to learning.
4	<b>Wellbeing and confidence:</b> School data suggests that some of the disadvantaged students have struggled more than others following the lockdown situations and this has impacted in several ways, including a rise in mental health concerns, and a decrease in engagement from home
5	<b>Literacy and Numeracy:</b> Ensure that weaknesses in literacy, reading and numeracy of disadvantaged pupils are addressed on entry through to Year 11 so pupils can have full access to the curriculum
6	<b>Aspirations:</b> Ensure that disadvantaged pupils are actively engaged in their learning in lessons and are supported and challenged to continue their learning outside of the classroom

## 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
Improve the attendance levels of disadvantaged pupils.	<p>Disadvantaged attendance to come more in line with non-disadvantaged cohort. This gap will be narrowed by raising the bar. Disadvantaged attendance to also come more in line with national average over the 3-year period of this strategic plan.</p> <p>Additionally, fewer disadvantaged students are persistently absent or internally truanting and engagement from disadvantaged families increases at school-based events.</p>

Improve pupil progress and outcomes for disadvantaged pupils.	An improved Progress 8 score which continues to improve over the duration of this strategic document and closes the gap between disadvantaged and non-disadvantaged pupils.
Quality First responsive teaching is in place in lessons and assessment is robust and effective and supports progress.	Range of monitoring data indicates that teaching is responding to the needs of pupils. Clear evidence of consistent and regular assessment and students reflecting on feedback that has been given to them.
Improve the engagement and resilience of disadvantaged pupils through a relevant and well sequenced curriculum where impact is clearly evidenced through outcomes and an appropriate implementation matches the intent.	Pupils learn well and achieve well and in line with their targets. The outcomes for disadvantaged students in general and in relation to their non-disadvantaged counterparts are improved, particularly in relation to the main reported data: Progress 8, Attainment 8, 4+ Eng/Ma and 5+ Eng/Ma. Proportion of disadvantaged students engaging in enrichment and intervention increases. Monitoring data indicates the curriculum design is effective and supports opportunities for learning and retention through strategic interleaving of topics and frequent retrieval practice.
Improve wellbeing and value for all students, including and primarily targeted at those that are disadvantaged, including raising ambition and aspirations for future learning/employment.	Students buy into the school ethos, whilst engaging with new policies around behaviour and attendance. Students feel they have appropriate support in school for their wellbeing and for their career ambitions.  This can be collated through student voice and surveys.  A reduction in behavioural issues, suspensions and persistent absentees will also support the objective.

## 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: £372,498

Activity	Evidence that supports this approach	Challenge number(s) addressed
Recruitment of a whole school lead for literacy and development of a strategy to improve literacy, oracy and reading	<p>Embed a whole school literacy development programme to focus and include mentor time reading and work in lessons and at home that has a focus on Tier 2 and Tier 3 vocabulary.</p> <p><a href="https://educationendowmentfoundation.org.uk/reading-comprehension-strategies/">Reading comprehension strategies   EEF (educationendowmentfoundation.org.uk)</a></p> <p><a href="https://educationendowmentfoundation.org.uk/improving-literacy-in-secondary-schools/">Improving Literacy in Secondary Schools   EEF (educationendowmentfoundation.org.uk)</a></p>	2, 3, 4, 5
Recruitment of Assistant Principal Behaviour and Attendance to support championing of disadvantaged students	<p>Recruitment of an assistant principal to lead on all matters disadvantaged and ensure there is proportional representation for disadvantaged students in school based activities, competitions and teams.</p> <p>Assistant principal will work on increasing parental engagement to school-based activities.</p> <p><a href="https://publishing.service.gov.uk/government/publications/supporting-the-attainment-of-disadvantaged-pupils">Supporting the attainment of disadvantaged pupils (publishing.service.gov.uk)</a></p> <p><a href="https://educationendowmentfoundation.org.uk/parental-engagement/">Parental engagement   EEF (educationendowmentfoundation.org.uk)</a></p>	1, 2, 3, 4, 5, 6
Department specific budgets to be offered to support disadvantaged students	<p>Departments will be able to bid for funding to support their disadvantaged students. The rationale behind this is that students will have differing needs in different subjects so individual faculties can bid for funds to support disadvantaged students within subjects as most progress is likely to be made in individual classrooms.</p> <p>In addition, where appropriate (and where it will increase achievement and development), this can be used to develop the cultural capital of disadvantaged students particularly through faculty-based immersion days.</p>	2, 3, 5, 6
Recruitment of English and Maths teachers	<p>Continue to recruit effective classroom practitioners in Maths and English to ensure we are fully staffed with specialists who can best support students. This will enable students to have barriers to learning removed and teachers that will support in addressing subject-specific gaps in learning.</p>	2, 3

	<a href="https://educationendowmentfoundation.org.uk">Reducing class size   EEF (educationendowmentfoundation.org.uk)</a>	
Tailored training/CPD for staff to develop key strategies that will support the performance of disadvantaged students in the school	<p>Deliver training on key strategies that will support the learning and development of disadvantaged students. Quality Assure the impact through lesson observations. This will be targeted, but not exclusive, at how to address gaps in knowledge, how to support learning and retention and how to bridge the social disadvantage. Ensure that through quality assurance, we can demonstrate that disadvantaged students are receiving quality first teaching and feedback first.</p> <p><a href="https://educationendowmentfoundation.org.uk">Effective Professional Development   EEF (educationendowmentfoundation.org.uk)</a></p>	1, 2, 3, 4, 5, 6
Recruitment of an additional Attendance lead to follow up on attendance concerns	<p>1 x new attendance lead will be recruited to support current attendance lead and increase capacity to complete targeted intervention and support around attendance, in particular disadvantaged attendance.</p> <p>Support with the opening of attendance related Early Help, with a clear focus on disadvantaged first.</p> <p><a href="https://educationendowmentfoundation.org.uk">Parental engagement   EEF (educationendowmentfoundation.org.uk)</a></p>	1, 2, 4, 6

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

Budgeted cost: £199,419

Activity	Evidence that supports this approach	Challenge number(s) addressed
Academic Support	Enable engagement of students in lessons and activities through the removal of any barriers to learning (eg. PE Kit, Revision Guides, Equipment).	2, 3, 4
Teaching Assistant Deployment	Teaching assistants are used in lessons to support their allocated students in the first instance and where appropriate they will go to support disadvantaged students as well. Teaching assistants will also support with Emotional Based School Avoiders by holding sessions to re-engage them with school and learning. <a href="https://educationendowmentfoundation.org.uk/making-best-use-of-teaching-assistants/">Making Best Use of Teaching Assistants   EEF (educationendowmentfoundation.org.uk)</a>	1, 3, 5
Targeted interventions for KS4 students	Disadvantaged first intervention at KS4 for students who have gaps in their learning in English and Maths. <a href="https://educationendowmentfoundation.org.uk/tools/guidance-reports/improving-literacy-in-secondary-schools/">https://educationendowmentfoundation.org.uk/tools/guidance-reports/improving-literacy-in-secondary-schools/</a>	2, 4, 5
Aspirational target grades for students	Based on past GCSE performance, targets across all year groups will be aspirational and set well above where the past results have been. <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/aspiration-interventions?utm_source=/education-evidence/teaching-learning-toolkit/aspiration-interventions&amp;utm_medium=search&amp;utm_campaign=site_search&amp;search_term=aspirations">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/aspiration-interventions?utm_source=/education-evidence/teaching-learning-toolkit/aspiration-interventions&amp;utm_medium=search&amp;utm_campaign=site_search&amp;search_term=aspirations</a>	2, 4, 5
Targeted revision training for students and parents/carers	Run study skills sessions during the school year to support students (with a disadvantaged focus) on how to revise and prepare for examinations. <a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/metacognition">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/metacognition</a>	2, 3, 5

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

Budgeted cost: £171,420

Activity	Evidence that supports this approach	Challenge number(s) addressed
Recruitment of an additional Attendance lead to follow up on attendance concerns	<p>1 x new attendance lead will be recruited to support current attendance lead and increase capacity to complete targeted intervention and support around attendance, in particular disadvantaged attendance. Support with the opening of attendance related Early Help, with a clear focus on disadvantaged first.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/attendance-interventions-rapid-evidence-assessment">https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/attendance-interventions-rapid-evidence-assessment</a>  <a href="#">Parental engagement   EEF</a>  <a href="https://educationendowmentfoundation.org.uk">educationendowmentfoundation.org.uk</a></p>	1, 2, 4, 6
External agency: MW Impact mentoring for targeted students along with informal support	<p>Targeted intervention support for key students from MW Impact. In conjunction with this, mentors offer key support throughout the school day in enabling students to re-engage with learning and make the correct choices.</p> <p><a href="#">Behaviour interventions   EEF</a>  <a href="https://educationendowmentfoundation.org.uk">educationendowmentfoundation.org.uk</a></p>	1, 3, 4
Continued funding of Student Wellbeing Officer to support the mental health of identified students	<p>Caseload of students working with student wellbeing officer to tackle any mental health concerns and issues that may impact on student's performance in lesson.</p> <p><a href="#">Behaviour interventions   EEF</a>  <a href="https://educationendowmentfoundation.org.uk">educationendowmentfoundation.org.uk</a>  <a href="#">Social and emotional learning   EEF</a>  <a href="https://educationendowmentfoundation.org.uk">educationendowmentfoundation.org.uk</a></p>	1, 3, 4
CSAWS Attendance Team work with students	<p>Caseload of students working with CSAWS with a priority on impacting on disadvantaged student attendance to school and reducing PA.</p> <p><a href="#">Attendance interventions rapid evidence assessment   EEF</a>  <a href="https://educationendowmentfoundation.org.uk">educationendowmentfoundation.org.uk</a></p>	1, 3, 4
Increased capacity in pastoral team	Achievement Leaders and Assistant Achievement Leaders work alongside a	1, 2, 3, 4, 6



	<p>Pastoral Manager to support students across the different year groups.</p> <p><a href="https://www.educationendowmentfoundation.org.uk/Improving-Behaviour-in-Schools">Improving Behaviour in Schools   EEF (educationendowmentfoundation.org.uk)</a></p>	
Additional budget for Achievement Teams to support any interventions	<p>Achievement team can bid for funding for items to support meeting the needs of disadvantaged students. This could include materials or rewards/incentives. This can also be used to increase cultural capital for students.</p>	

**Total budgeted cost:** £743,337