

Smith's Wood Academy - Pupil premium strategy statement

This statement details our school's use of pupil premium 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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	747
Proportion (%) of pupil premium eligible pupils	65%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended – you must still publish an updated statement each academic year)	2023-2026
Date this statement was published	October 2024
Date on which it will be reviewed	October 2025
Statement authorised by	Stephen Huntington
Pupil premium lead	Lisa Huckstep
Governor / Trustee lead	Andrew Best

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 521,850.00
Pupil premium funding carried forward from previous years (<i>enter £0 if not applicable</i>)	£0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£ 521,850.00

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. Our Pupil Premium Strategy is guided by our Trust values of Ambition, Dedication, Integrity, Excellence, and Tradition, reflecting our aspiration for every student to achieve their full potential and succeed both during their time with us and beyond.

As a school we have 3 core values which we 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. We have begun to close the achievement gap between Disadvantaged and non-Disadvantaged students but there is still a significant amount of work to be done to ensure that Disadvantaged students achieve in line with 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**
- **The gap in attendance**
- **The social & emotional gap which comes through the behaviour of pupils**

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	Attendance and persistent absence: 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	Achievement: KS4 outcomes of disadvantaged pupils are below that of their non-disadvantaged peers and significantly below national average.
3	Behaviour, attitudes and self-regulation: 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	Literacy and Numeracy: 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 Wellbeing and confidence: 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.
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6	Aspirations: 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
<p>Improve the attendance levels of disadvantaged pupils.</p>	<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. Additionally, fewer disadvantaged students are persistently absent or internally truanting and engagement from disadvantaged families increases at school-based events.</p>
<p>Improve pupil progress and outcomes for disadvantaged pupils.</p>	<p>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.</p>
<p>Quality First responsive teaching is in place in lessons and assessment is robust and effective and supports progress.</p>	<p>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</p>
<p>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.</p>	<p>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.</p>
<p>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.</p>	<p>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.</p>

Activity in this academic year

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

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £260,925

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	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. Reading comprehension strategies EEF (educationendowmentfoundation.org.uk) Improving Literacy in Secondary Schools EEF (educationendowmentfoundation.org.uk)	2, 3, 4, 5
Department specific budgets to be offered to support disadvantaged students	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. 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.	2, 3, 5, 6
Recruitment of English and Maths teachers	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. Reducing class size EEF (educationendowmentfoundation.org.uk)	2, 3
Tailored training/CPD for staff to develop key strategies that will	Deliver training on key strategies that will support the learning and development of disadvantaged students. Quality Assure	1, 2, 3, 4, 5, 6

support the performance of disadvantaged students in the school	<p>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>Effective Professional Development EEF (educationendowmentfoundation.org.uk)</p>	
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>Parental engagement EEF (educationendowmentfoundation.org.uk)</p>	1, 2, 4, 6

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

Budgeted cost: £130,462

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	<p>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.</p> <p>Making Best Use of Teaching Assistants EEF (educationendowmentfoundation.org.uk)</p>	1, 3, 5
Targeted interventions for KS4 students	<p>Disadvantaged first intervention at KS4 for students who have gaps in their learning in English and Maths.</p> <p>Improving Literacy in Secondary Schools EEF (educationendowmentfoundation.org.uk)</p>	2, 4, 5
Aspirational target grades for students s	Based on past GCSE performance, targets across all year groups will be aspirational and set well above where the past results have been.	2, 4, 5

	Aspiration Interventions EEF (educationendowmentfoundation.org.uk)	
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. Metacognition EEF (educationendowmentfoundation.org.uk)	2, 3, 5

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

Budgeted cost: £130,462

Activity	Evidence that supports this approach	Challenge number(s) addressed
Recruitment of an additional Attendance lead to follow up on attendance concerns	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. Attendance Intervention EEF (educationendowmentfoundation.org.uk) Parental engagement EEF (educationendowmentfoundation.org.uk)	1, 2, 4, 6
External agency: MW Impact mentoring for targeted students along with informal support	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. Behaviour interventions EEF (educationendowmentfoundation.org.uk)	1, 3, 4
Continued funding of Student Wellbeing Officer to support the mental health of identified students	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. Behaviour interventions EEF (educationendowmentfoundation.org.uk) Social and emotional learning EEF (educationendowmentfoundation.org.uk)	1, 3, 4
CSAWS Attendance Team work	Caseload of students working with CSAWS with a priority on impacting on disadvantaged student attendance to school and reducing PA.	1, 3, 4

with students	Attendance Intervention EEF (educationendowmentfoundation.org.uk)	
Increased capacity in pastoral team	Achievement Leaders and Assistant Achievement Leaders work alongside a Pastoral Manager to support students across the different year groups. Improving Behaviour in Schools EEF (educationendowmentfoundation.org.uk)	1, 2, 3, 4, 6
Additional budget for Achievement Teams to support any interventions	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.	

Total budgeted cost: £ *[insert sum of 3 amounts stated above]*

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

The focus of the Pupil Premium Strategy for Smith's Wood Academy was around raising attendance of the cohort as we understand that attendance is the key barrier to academic success and raising the academic outcomes of the cohort in terms of GCSE progress indicators.

Attendance Outcomes

The data shows that the rate of absence of disadvantaged students has reduced by 5.7% over the last Academic year. This follows the appointment of a new attendance lead. There is still a difference between students who are disadvantaged and those who are not, with non-disadvantaged students attending the Academy more often. This gap has reduced and shows that the Pupil Premium Funding that has been used to improve attendance, is having a positive impact. The National average absence rate for all students is approximately 9% and the National average rate of absence for PP students is around 14%. We are currently not in line with the National average but through continuing to embed our work around attendance, we are on target to reduce the attendance gap by 2026.

Performance	Smith's Wood Academy	Absence			Outcomes
		2022/23	2023/24	Difference	
The data the progress	All	19.3%	14.7%	-4.6%	shows that made by
	PP	23.6%	17.9%	-5.7%	
	Gap	4.3%	3.2%	-1.1%	

disadvantaged students in their GCSEs has improved and is almost in line with non-disadvantaged students. The improvements in progress for the PP students is statistically in line with the improvements across the whole cohort. This shows that strategies are having an impact, however there is still significant work to do to continue to move this forward as the figures sit significantly below the national average.

	Progress 8
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Teaching Learning Through the 'Teaching for model and CPD, have quality of the These					and use of the Excellence' targeted teachers increased the teaching in classroom.
		2022/23	2023/24	Difference	
	All	-1.90	-1.53	+0.37	
	PP	-2.02	-1.63	+0.39	
	Gap	-0.12	-0.10	+0.02	

improvements include:

1. The use of cold call questioning to check for understanding
2. The explicit teaching of tier 2 and 3 vocabulary
3. Using Quality First Teaching and Student Profiles to ensure lessons meet the need of all learners.
4. Well sequenced learning journeys that are shared and allow students to understand the 'bigger picture' of their learning.

The Leaders at Smith's Wood Academy have introduced more rigour and accountability at all levels to ensure progress will significantly improve year on year. Whilst teaching is not consistently good across the school, there has been a significant improvement in progress in English, Maths, EBacc, Science and Humanities.

	2023	2024	Diff
P8	-1.85	-1.49	+0.36
English	-1.70	-1.30	+0.40
Maths	-1.63	-1.20	+0.43
EBacc	-1.90	-1.30	+0.60
Open	-2.14	-2.10	+0.04
Sci	-1.70	-1.20	+0.50
Hums	-2.26	-1.70	+0.56
MFL	-0.90	-0.90	0.00

Reading

The appointment of a Literacy Lead helped us to secure improvements in reading ages for our weakest readers and also continued our drive to encourage reading for pleasure. In terms of intervention, we utilise the Reading Wise Decoding and Comprehension modules to target the weakest readers, and this led to considerable

success last year. On average, students' reading ages increased by 18.4 months, with the Pupil Premium students' reading ages increasing by 15.6 months.

In terms of progression in reading, Pupil Premium students' achievements are broadly in line with all across the school, although this remains an area of focus:

Cohort	% of students with expected or better progress	Students with above expected progress	% of students with below expected progress
All students	76%	22%	24%
PP	73%	19%	27%
Non-PP	81%	25%	19%
Dual Disadvantaged (SEND & PP)	75%	12%	25%

Our biggest area of focus for the coming year based on the data is to increase the number of students making above-expected progress in reading for both the Pupil Premium and Dual Disadvantaged students.

Behaviour

The interventions that have been put in place to support Pupil Premium students have had a positive impact on behaviour. Some of the strategies put in place have included the development of the pastoral team and also the use of MW to provide mentoring to students in a timely and impactful manner. In the academic year 2022-2023, Pupil Premium students accounted for 87% of the suspensions. Last year, this number fell to 57%, a fall of 30%. Moreover, the number of times PP students were placed in Internal Exclusion last year fell by 19%. These figures confirm that the strategies that have been implemented to support students to make positive behaviour choices are having an impact on them.

Careers and Destinations

Following the appointment of a new Careers Lead the careers opportunities in the school have increased both in amount and variation. In addition to our rigorous careers programme, Pupil Premium students were given additional careers opportunities. These included:

- Access for year 11 to SMBC's Skills for Success team to increase aspirations and reduce the risk of students becoming Not in Employment, Education or Training (NEET)
- Taster sessions with providers, for example a group of year 10 students went to Solihull College to explore careers in Engineering and Construction (Year 10)
- Careers Day curriculum, including an off-site visit for year 8 to the Think Tank and Planetarium where they considered careers in Science and Maths

Whilst we recognise there is more to do improving the aspirations and destinations for our students, our NEET figure has reduced from 10.7% in 2023 to 2.7% in 2024, and 68% of our Pupil Premium students go on to student a level 2 qualification or higher as shown in the table below.

Level	PP	%
Entry	7	7
1	20	20
2	35	36
3	31	32
FTE	1	1
NEET	4	4
Total	98	

Health and Wellbeing

Some Pupil Premium students have been given access to 1:1 and group Wellbeing Sessions. The focus of these sessions has covered:

- How do I manage my Anxiety?
- My positive self
- Social media understanding
- Self-care diary
- Prevent coping mechanisms
- Self-reflection journal
- Self-esteem and Confidence
- Year 7 Transition groups
- SH Drop in Sessions
- Bereavement Support

- Anger management

The aim of these sessions is to support students with low self-esteem/ confidence, low mood and anxiety as well as reintegrating some students back into school. Students were able to access this through art sessions, group circle time and the use of reflection booklets.

Additional sessions mainly for group work involved physical activities where students could use exercise and team building to support with self-esteem and confidence.

Students who had access to these sessions improved their self-esteem and confidence in school, made new friends and their attendance improved. Students felt happier in school and their health and self-worth increased.

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium to fund in the previous academic year.

Programme	Provider
Impact for mentoring	MW
Counselling	Aquarius and Mable Therapy
SEMH, ASD, HI, PD and CLD	SISS Teams
Speech and Language Therapy,	Chatterbox
Child and Adolescent Mental Health Services	SOLAR
The Brilliant Club	The Brilliant Club