

Smestow Academy Pupil Premium Strategy Statement 2022-23

This statement details our school's use of pupil premium 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	Smestow Academy
Number of pupils in school	591 (Years 7-11)
Proportion (%) of pupil premium eligible pupils	49.2%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022- 2025
Date this statement was published	31 st December 2022
Date on which it will be reviewed	31 st December 2023
Statement authorised by	Ian Chamberlain
Pupil premium lead	Amy Heilbronn
Governor / Trustee lead	Jeremy Bench

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£284, 665
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£284, 665

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all pupils in our school make good progress. The aim of our pupil premium strategy is to identify and implement strategies that help to increase social mobility and reduce the attainment gap between the most and least disadvantaged pupils.

High quality teaching is proven to have the greatest impact on closing the attainment gap and remains at the heart of approach, by increasing staffing capacity and delivering high-quality CPD. Furthermore, our intention is for improved pupil well-being and behaviour demonstrated both in and around the academy, through mentoring and personal strategies.

The focus of our pupil premium strategy is to support disadvantaged pupils to maximise their potential, including the progress for those who are already high attainers. We will consider the wider challenges faced by vulnerable pupils (for example, if they are working with external agencies). The activities we have outlined in this statement are also intended to support their needs, regardless of whether they are disadvantaged or not.

Our strategy is also integral to wider school plans for education recovery, including the targeted support delivered through the National Tutoring Programme (NTP) for those pupils worst affected by school closures. The attendance and punctuality of disadvantaged pupils will be working towards national figures with persistent absence being significantly reduced.

Through our form time programme and RSHE curriculum, we will ensure that vulnerable pupils move onto successful destinations, achieving 0% NEET. Furthermore, all disadvantaged pupils' will be given the opportunity to attend enrichment opportunities to develop their personal skills, in areas of their choice e.g., sports, arts, performance, language.

We have drawn evidence from the EEF (Education Endowment Foundation) and Sutton Trust to identify high impact, yet low-cost interventions to maximise the opportunities that the funding allows. This means that we can provide a bespoke individual package of support for our pupils depending on their area of need.

Through half termly internal reviews we ensure that pupils are continuing to make the required progress and engage well with the opportunities available.

Challenges

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

Challenge number	Detail of challenge
1	Poor levels of literacy Assessments and observations indicate that disadvantaged pupils generally have lower levels of reading than their peers. Furthermore, external

	assessments have also identified that the English attainment of disadvantaged pupils is also generally lower than those who are non-disadvantaged.
2	Lack of academic progress At present, disadvantaged pupils are not making expected levels of progress across the curriculum. Their education has been impacted by historic school closures at a greater extent than other pupils.
3	Poor attendance Our attendance data over recent years indicates that attendance amongst disadvantaged pupils is lower than that of non-pupil premium. In 2021/22, the attendance of pupil premium 85.07%. This was 5.73% lower than their peers. Attendance figures for disadvantaged shows little improvement for the autumn term 2022 was 81.08% in comparison to 90.89% of their non-disadvantaged peers.
4	High levels of social and emotional issues resulting in poor behaviours Our assessments (including PASS survey), observations and internal behaviour data have identified social and emotional issues for many pupils. These challenges particularly affect disadvantaged pupils, including their attainment. Across the previous academic year, disadvantaged pupils' exclusions were higher than non-disadvantaged pupils'. This includes permanent exclusions.
5	Lack of cultural capital and low aspirations Disadvantaged pupils can experience a lack of enrichment opportunities and have low aspirations for their future and career.

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
To ensure pupils have at least age-related literacy	Analysis of reading assessments demonstrate improved comprehension skills amongst disadvantaged pupils, with a smaller disparity between the scores of disadvantaged pupils and their non-disadvantaged peers.
To provide educational opportunities to ensure that P8 is in line with non-pupil premium.	Teacher reports and class observations suggest disadvantaged pupils can develop skills to monitor and regulate their own learning. Assessment data shows that the attainment gap between disadvantaged and non-disadvantaged pupils is narrowing.
To improve attendance and punctuality of disadvantaged pupils	Pupil's positive attitude to learning is evidenced through improved attitudes to attendance and punctuality. This will be demonstrated by: <ul style="list-style-type: none"> • Behaviour in lessons improves which is demonstrated through teacher assessments of attitude to learning. • Improved attendance of disadvantaged pupils is in line with national figures. • A reduction in the percentage of all pupils who are persistently absent.

<p>To ensure that all disadvantaged pupils are secure in the next phase of their education and training.</p>	<p>Disadvantaged pupils are provided with quality careers guidance through form-time activity programme, external careers advisor meetings and trips/visits. Target = 0% NEETS.</p>
<p>To ensure that all disadvantaged pupils have a menu of enrichment activities that excites and further develops their personal skills.</p>	<p>Pupils enjoy enrichment opportunities, they are keen to explore new activities, and secure the next steps in their learning or employment. There will be:</p> <ul style="list-style-type: none"> • A significant increase in participation in enrichment activities, particularly among disadvantaged pupils. • A significant increase in the leadership opportunities available to disadvantaged pupils.

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: £82,967

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Leaders will focus primarily on disadvantaged pupils, tracking their progress and attainment and identifying timely interventions.</p> <p>We will increase parental engagement through progress meetings, attendance liaison and behaviour modification planning.</p>	<p>“Research has shown that disadvantaged pupils have been worst affected by partial school closures, and that the attainment gap has grown as a result of national lockdowns”.</p> <p>Best evidence on impact of Covid-19 on pupil attainment EEF (educationendowmentfoundation.org.uk).</p> <p>Internal monitoring evidence – Inclusion Portfolio.</p> <p>Pupil Premium Interventions Teacher toolkit www.teachertoolkit.co.uk.</p> <p>Parent engagement and understanding of their child’s progress will have a positive impact of + 4 months.</p> <p>Parental engagement EEF (educationendowmentfoundation.org.uk)</p> <p>Communicating home to parents using the “My child at school” app about pupils behaviour, attendance and progress.</p>	1,2,3,4,5
<p>Quality first wave teaching and CPD to enable explicit provision for developing strategies to meet the needs of disadvantaged pupils in all subjects.</p> <ul style="list-style-type: none"> • CPD package for staff • Faculty meetings teaching and learning reviews • T&L focus and monitoring • Remote learning portal 	<p>EEF There is evidence of the benefits of staff professional development on pupil outcomes.</p> <p>Pupil Premium Interventions Teacher toolkit www.teachertoolkit.co.uk.</p> <p>Feedback redirects or refocuses the learner’s actions to achieve a goal, by aligning effort and activity with an outcome. This will have a positive impact of + 6 months.</p> <p>Teacher Feedback to Improve Pupil Learning EEF (educationendowmentfoundation.org.uk).</p> <p>Staff provide home learning opportunities to meet the needs and demands for pupils. This will have an impact of +5 months on pupil’s progress.</p>	1,2,3,4,5

	Homework EEF (educationendowmentfoundation.org.uk).	
Senior Leadership Team – Designated staff assigned to driving pupil premium strategy in school.	Leadership will hold to account all the relevant stakeholders to ensure that the gap between disadvantaged and non-disadvantaged diminished. Associate Assistant Headteachers will oversee interventions to ensure that maximum impact is achieved, by effectively evaluating the data from each assessment point for disadvantaged pupils with a focus on Year 11. The Deputy Headteacher will oversee the engagement and pastoral strategies for the all year groups.	1, 2, 3, 4, 5

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

Budgeted cost: £63,800

Activity	Evidence that supports this approach	Challenge number(s) addressed
One to one and small group tuition delivered through the National Tutoring Programme (NTP) for disadvantaged pupils.	<p>“There is a large body of evidence that tutoring and small-group tuition is effective – particularly where it is targeted at pupils’ specific needs; and that it can be particularly effective for disadvantaged pupils” National Tutoring Programme, EEF.</p> <p>“Tutoring is one of the most effective ways to accelerate pupil progress. Evidence suggests that small group and one-to-one tuition can boost progress by 3 to 5 months per pupil” https://www.gov.uk/government/publications/national-tutoring-programme-ntp/national-tutoring-programme-ntp.</p> <p>Internal data of NTP (2021/22) evidences pupil engagement and positive impact on pupil progress.</p>	1,3,4
<p>Small group interventions will be delivered providing teaching in a more personalised environment, to accelerate progress.</p> <p>The time of interventions is taken into consideration with the child’s individual needs.</p>	<p>“Tuition is more likely to make an impact if it is additional to and explicitly linked with normal lessons.”</p> <p>Evidence indicates that one to one tuition can be effective, providing approximately five additional months’ progress on average. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition.</p> <p>Collaborative learning outcomes with groups of 5 pupils indicates 5 months improvement in outcomes. Collaborative learning approaches EEF (educationendowmentfoundation.org.uk)</p>	1,2,3,4,5

<p>E.g., before school, after school, during lesson time.</p> <p>Targeted form groups, led by English and Maths specialist staff to conduct intervention at the start of the day in core subjects.</p> <p>Study seminars to be rotated between core subjects and option subjects to allow for specific revision and examination support across the curriculum.</p>	<p>“Before and after school programmes with a clear structure, a strong link to the curriculum, and well-qualified and well-trained staff are more clearly linked to academic benefits than other types of extended hour’s provision.”</p> <p>www.educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/extending-school-time.</p> <p>Internal data of attendance registers show that voluntary/guided attendance is good, pupil voice shows that pupils value after school interventions.</p>	
<p>Structured reading interventions for KS3 pupils delivered through the reading strategy.</p> <p>These interventions include a phonics program, peer reading, flash academy and accelerated reader.</p> <ul style="list-style-type: none"> • GL Assessment Baseline • Accelerated reader • 6th form reading peers • Phonics programme • Book buzz • Form time programme of activities to include reading 	<p>Reading skills unlock the wider curriculum; the development of vocabulary, and of ‘reading between the lines’ comprehension skills, allow children to flourish in other areas. Tools that identify the barriers to reading are therefore key.</p> <p>https://www.gl-assessment.co.uk/case-studies/using-gl-assessment-data-with-educators-and-leaders-to-drive-high-achievement.</p> <p>EEF guidance on “Improving Literacy in Secondary Schools”. Peer mentoring: Peer tutoring approaches have been shown to have a positive impact on learning, with an average positive effect equivalent to approximately five additional months’ progress within one academic year.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/peer-tutoring.</p> <p>“According to the findings of their systematic review, Accelerated Reader has positive effects on reading comprehension and reading achievement” EEF</p> <p>www.educationendowmentfoundation.org.uk/project-and-evaluation.</p> <p>EEF 1. Phonics has a positive impact overall (+5 months) with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics.</p>	<p>1,2,3,4,5</p>

Promote the use of online learning through the pupil portal.	<p>'EEF Homework' concludes the impact of completing home learning is on average +5 months</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/homework</p> <p>Internal parent and pupil voice, values the pupil portal for remote learning. Pupil participation rates are high.</p> <p>External feedback of pupil portal provision is highly positive.</p>	1,3,5
Year 11 Revision Packs	Revision packs for all Year 11 pupils in GCSE subjects.	1, 2

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

Budgeted cost: £138,324

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Attendance officer (internal and EWO) to offer support and give guidance on improving attendance and punctuality. We will conduct home visits and deliver interventions with the hardest to reach families.</p> <p>This will be supported through:</p> <ul style="list-style-type: none"> • EWO intervention and clinics • Breakfast Club 	<p>Parental engagement EEF (educationendowmentfoundation.org.uk)</p> <p>Ensure parents/carers of PP pupils feel safe and confident engaging with school. Home visits completed to engage the hard to reach pupils.</p> <p>EEF Toolkit suggests parental engagement adds 3+ months progress.</p> <p>https://www.gov.uk/government/publications/working-together-to-improve-school-attendance</p>	2,3,4
Breakfast club	<p>"Schools perceived important benefits from having a breakfast club. As well as reducing hunger, breakfast clubs were perceived to improve concentration and behaviour in class and to improve punctuality for some pupils."</p> <p>DFE Evaluation of breakfast club in schools with high levels of deprivation March 2017.</p>	1,2,3
<p>Enrichment programme offers a range of academic, sports and arts.</p> <p>The enrichment programme develops</p>	<p>The following articles on the EEF all support the development of an enrichment programme; sports participation; Arts participation; social and emotional learning; extending school time.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation.</p>	2,4,5

pupils' skills and support their emotional wellbeing		
<p>Independent careers advice provides pupils with a clear understanding of progression pathways into post 16 courses and beyond.</p> <p>Pupils are aspirational in securing ambitious career plans for themselves.</p>	<p>Internal data evidences impact of 0% NEETS</p> <p>“Most young people have high aspirations for themselves. Ensuring that pupils have the knowledge and skills to progress towards their aspirations is likely to be more effective than intervening to change the aspirations themselves.”</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/aspiration-interventions</p>	5
<p>Ensure that pupil premium pupils with additional vulnerability status are supported to meet their individual needs e.g. SEND; LACE; Social care, Young Carers.</p> <p>This includes:</p> <ul style="list-style-type: none"> • Progress meetings • External agency links • Assess, Plan, Do Reviews • Educational Psychologist 	<p>SEND, Pupil Premium & parents (sec-ed.co.uk)</p> <p>External agency reports/feedback</p> <p>“How are we deliberately designing bespoke programmes of support around individuals” - www.teachertoolkit.co.uk</p> <p>supporting-the-most-vulnerable-children-and-young-people-interactive-160420.pdf (annafreud.org)</p>	2,3,4,5
<p>Tailored intervention spaces for pupils to receive support and guidance based on area of need:</p> <ul style="list-style-type: none"> • Success Centre acts as a positive intervention space to support those pupils with social, emotional and mental health needs – including when support with improving attendance is a key focus area • Satellite Centre is a referral unit and is a facility used as an 	<p>Creating a Culture – Tom Bennett</p> <p>4.2.5 Internal Inclusion Units</p> <p>https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/602487/Tom_Bennett_Independent_Review_of_Behaviour_in_Schools.pdf</p> <p>We are mindful that over the course of the pandemic, the mental health of our pupils may have deteriorated. With that in mind we have created both a Success Centre and a Satellite Centre, both spaces offer a series of programmes to support individuals with behaviour and SEMH issues.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/socialand-emotional-learning</p>	2, 3, 4

<p>alternative to suspension, provides support with behaviour modification whilst delivering core areas of the curriculum and can contribute to the reduction in suspension figures, also supporting an improvement in attendance</p>	<p>https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/behaviour-interventions</p>	
<p>Parental engagement - so parents feel more involved with the Academy and understand ways in which they can support their child's progress.</p> <ul style="list-style-type: none"> • Parental meetings with Pastoral team/SLT throughout the year. • Year 7 Settling in Evening. • Year 11 expectations evening. • Parents Evenings. • Careers Fayre 	<p>“Parental engagement has a positive impact on average of 4 months’ additional progress. It is crucial to consider how to engage with all parents to avoid widening attainment gaps”. EEF – Parental Engagement</p> <p>“By designing and delivering effective approaches to support parental engagement, schools and teachers may be able to mitigate some of these causes of educational disadvantage, supporting parents to assist their children’s learning or their self-regulation, as well as specific skills, such as reading” EEF - Closing the disadvantage gap</p>	<p>1, 2, 3, 4, 5</p>
<p>School Uniform</p>	<p>“Pupils from lower socioeconomic households are less likely to be able to afford the cost of school uniforms. Schools should consider what provision can be made policy should to cover the costs of uniform changes for disadvantaged pupils”.</p> <p>EEF - https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/school-uniform</p>	<p>1,2, 3</p>
<p>Music lessons</p>	<p>Out of school music instruction. All pupil premium pupils in KS4, who study music as one of their GCSE subjects, will have the opportunity to attend additional music instruction as an enrichment opportunity. A selection of KS3 pupils will also be offered this opportunity.</p> <p>“Arts participation approaches can have a positive impact on academic outcomes in other areas of the curriculum”</p>	<p>1,2</p>

<p>Encourage pupils to increase access to home-learning platforms:</p> <ul style="list-style-type: none"> • GCSE POD • Pupil portal • Use of online platforms 	<p>EEF – Homework +5 moderate impact.</p> <p>EEF – One to one tuition +5 moderate impact.</p>	<p>1,2</p>
<p>Encourage engagement through targeted incentives:</p> <ul style="list-style-type: none"> • Commendation rewards programme across subjects • Attendance rewards and competitions • Year 11 Prom 	<p>Promoting inclusive opportunities for disadvantaged pupils to be rewarded for their efforts throughout the school.</p>	<p>5</p>
<p>Contingency fund for acute issues which may arise across the academic year.</p>	<p>We have identified a set amount of money which is put aside to respond to any challenges that may arise throughout the academic year.</p>	<p>1, 2, 3, 4, 5</p>