



Smestow Academy Pupil Premium Strategy Statement 2024-25

This statement details our school's use of Pupil Premium (and recovery 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
School Name	Smestow Academy
Number of pupils in school	272/517 (Years 7-11) Y7 53.5% (38/71) Y8 55%% (60/109) Y9 46.3% (57/123) Y10 57.8% (67/116) Y11 51% (50/98)
Proportion (%) of Pupil Premium eligible pupils	52.6%
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)	2022-23 2023-24 2024-25
Date this statement was published	31 st December 2024
Date on which it will be reviewed	2 nd December 2025
Statement authorised by	Ian Chamberlain
Pupil Premium lead	Chris Heywood
Governor / Trustee lead	Sir Mark Aspinall

Funding overview

Detail	Amount
Pupil Premium funding allocation this academic year	£290,850
Recovery premium funding allocation this academic year <i>Recovery premium received in academic year 2023/24 cannot be carried forward beyond August 31, 2024.</i>	
Pupil Premium funding carried forward from previous years <i>(enter £0 if not applicable)</i>	
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>	£290,850

Part A: Pupil Premium strategy plan

Statement of intent

Our intention for all our pupils at Smestow Academy is that they have equality of opportunity, and all make good progress. We aim to equip our pupils at Smestow Academy with resilience, confidence and aspiration, making them optimistic for a positive and successful future. Effective use of Pupil Premium funding will help to increase social mobility and reduce the attainment gap between the most and least disadvantaged pupils. All pupils will be able to access rich knowledge through our broad and balanced curriculum, irrespective of their background. No pupil's learning will be capped due to challenges to learning they might have, such as a vocabulary deficit and reading comprehension.

Our primary focus is on quality first teaching that is proven to have the greatest impact on closing the attainment gap and remains at the heart of our targeted approach. We will ensure that key performance indicators of P8, A8 and 5+ increase to narrow the gap with non-disadvantaged pupils.

Through our Pupil Premium strategy, we will aim to remove any barriers, supporting 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, and pay particular attention to our unique, rich and diverse context, where aspirational and hard-working children need doors opening for them and opportunities created to allow them to flourish.

A key principle of our strategy is being 'evidence informed', using research 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.

Our core principals of the Pupil Premium strategy are to:

- Ensure that no pupil is disadvantaged by lack of equitable access to 'quality first' teaching and wider, enriching learning experiences, both within and outside of the classroom.
- Our strategy reflects our context to best support our pupils.
- Close collaboration with other schools in our trust and wider community, looking at how they have effectively closed the disadvantage gap.
- Best value and impact are achieved through effective use of evidenced based research from the EEF and Sutton Trust.

Challenges

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

Challenge number	Detail of challenge
1	<p>Improve levels of literacy</p> <p>NGRT reading assessments show that disadvantaged pupils generally have lower levels of reading than their peers, with disadvantaged pupils reading ages being below chronological age. When comparing disadvantaged pupils to their non-disadvantaged peers, Pupil Premium pupils are behind. Furthermore, in relation to their chronological age, disadvantaged pupils were also behind. Data from 2023-2024 show the disadvantaged reading gap trend: Year 7 (FSM) 94.6 SAS in comparison to 97.4 (Non FSM); Year 8 (FSM) 97.6: 101.1 (Non-FSM); Year 9 (FSM) 104.9: 105.0 (Non-FSM).</p>
2	<p>Improve academic progress</p> <p>At present, disadvantaged pupils are not making expected levels of progress across the curriculum. Their education has been impacted by historic school closures to a greater extent than other pupils. In 2023/24 Key Stage 4 GCSE outcomes showed 30.4% of non-disadvantaged pupils achieving 9-5 in English and Maths, compared to disadvantaged pupils 13%.</p>
3	<p>Increase attendance</p> <p>Our attendance data indicates that attendance amongst disadvantaged pupils is lower than that of non-Pupil Premium. In 2022/23, the attendance of Pupil Premium was Attendance for 2023-24 academic year was 88.9% for the school, with pupil premium pupils being 85.6%. This gap is significant, but not as much as the gap to non-disadvantaged peers, who attend 92.61% of sessions.</p>
4	<p>Reduce social and emotional issues resulting in poor behaviours</p> <p>Our assessments, observations and internal behaviour data highlight a wide range of social and emotional issues for many of our disadvantaged pupils. These challenges are barriers to good attendance, learning and positive attainment outcomes. Across the previous academic year, disadvantaged pupils' exclusions were higher than non-disadvantaged pupils.</p> <p>Across 2023/24 academic year, pupil premium accounted for 84.4% of suspensions with them accounting for 266 of the 315 occurrences.</p>
5	<p>Increase cultural capital and raise aspirations</p> <p>Disadvantaged pupils can experience a lack of enrichment opportunities and have low aspirations for their future and career. Many of our disadvantaged children have low levels of cultural capital, often stemming from a narrower than average range of experiences outside school. This narrow range of experience constrains some pupils' vocabulary and language development.</p>

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.

Challenge Number	Intended outcome	Success criteria
1	<p>Improve levels of literacy will be targeted through the implementation of a bespoke, comprehensive reading programme across the academy. Disadvantaged pupils will significantly narrow the gap between non-disadvantaged peers as well as their chronological age.</p>	<p>NGRT data from reading assessments will be carefully tracked and will demonstrate a narrowing of the gap between disadvantaged pupils and their non-disadvantaged peers.</p>
2	<p>Improve academic progress will be improved through quality first teaching, careful and considered use of data as well as targeted interventions.</p> <p>We will see the gap narrow between disadvantaged and non-disadvantaged pupils in all key outcome measures, including, EBacc uptake, P8, A8 and 5+ in English and Maths.</p> <p>Class sizes are reduced to further support this.</p>	<p>Monitoring, and careful tracking of data from data capture analysis, pupil voice and educational monitoring show disadvantaged pupils are developing skills to monitor and regulate their own learning. Assessment data carefully tracked that the attainment gap between disadvantaged and non-disadvantaged pupils is narrowing.</p>
3	<p>Increase attendance will be tackled with attendance moving towards national average, as well as improving punctuality of disadvantaged pupils. The gap between Pupil Premium and non-Pupil Premium pupils will narrow significantly.</p>	<p>100% attendance rewards will reduce costs of trips for Pupil Premium pupils, with draws each half-term and at the end of the academic year. Pupil Premium pupils are proportionally represented in attendance rewards and incentives each attendance draw.</p> <p>Pupils' improved attendance and punctuality will translate to more positive attitudes to learning, evidenced through pupil reports and pupil voice.</p> <p>Improved attendance of disadvantaged pupils moving closer to non-disadvantaged peers as well as national attendance figures.</p> <p>A reduction in the percentage of disadvantaged pupils who are persistently absent</p>
4	<p>Reduce Pupil Premium pupils with higher levels of social and emotional issues incidents of poor behaviour by providing with a wide</p>	<p>Regular reviews of behaviour data will show a decline in the frequency and recurrence of behaviour incidents for disadvantaged pupils, as well as a</p>

	range of pastoral support and interventions to reduce the frequency and recurrence of poor behaviour choices.	narrowing of the gap in relation to non-disadvantaged peers.
5	<i>Increase cultural capital and raise aspirations</i> will be a key focus, ensuring that all disadvantaged pupils have equality of opportunity in accessing enriching cultural capital experiences and activities that excites and further broadens their horizons, opening doors to a world of opportunity.	Pupils are provided a breadth of enrichment opportunities, as well as trust experiences such as the Turing Scheme. This will be evidenced through careful analysis of data by a significant increase in participation in enrichment activities amongst disadvantaged pupils, as well as 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: £218,138

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Quality first teaching to enable explicit provision for developing strategies to meet the needs of disadvantaged pupils in all subjects.</p> <ul style="list-style-type: none"> • Faculty meetings teaching and learning reviews • Teaching and learning focus and monitoring • Smestow teaching principles • Monitoring, pupil voice and work samples triangulate evidence informed impact of quality first teaching • Curriculum co-planning 	<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>Smestow Teaching principles to continue to build on improvements in teaching and improved outcomes.</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> <p>Continually improving curriculum is raising academic standards, as well as improving outcomes for pupils.</p>	<p>1,2,3,4,5</p>
<p>Whole staff CPD, with a focus on evidence informed practice.</p> <ul style="list-style-type: none"> • Whole school CPD • Evidence-informed CPD based on the science of learning • Whole school focus on effective feedback • Recall and retrieval approached and 'do now' activities 	<p>Teachers have the necessary training through high-quality CPD, and are accountable for supporting all pupils, whilst implementing effective strategies to diminish the gap between disadvantaged and non-disadvantaged pupils.</p> <p>Engaging in a wealth of educational research to formulate, high-impact, evidence-based approaches to staff CPD https://bokcenter.harvard.edu/science-learning</p> <p>Feedback redirects or refocuses learners' 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 www.educationendowmentfoundation.org.uk</p>	<p>1,2,5</p>

<ul style="list-style-type: none"> Consistent routines through learning modes 	<p>Smestow teaching principles informed by evidence from Rosenshine's Principles of Instruction</p> <p>Consistently high expectations, and embedded routines with Smestow Learning Modes create optimal conditions for learning.</p>	
<p>Senior Leadership Team</p> <ul style="list-style-type: none"> Designated staff assigned to driving Pupil Premium strategy in school. 	<p>Leadership will work with all the relevant stakeholders to ensure that the gap between disadvantaged and non-disadvantaged is significantly reduced.</p> <p>Assistant Headteachers and Directors of Learning will oversee interventions to ensure that maximum impact is achieved, by effectively evaluating the data from each data capture point for disadvantaged pupils, with a rigorous focus on Year 11. The Deputy Headteacher will oversee the engagement of all strategies across the academy.</p> <p>School cultures and practices: supporting the attainment of disadvantaged pupils (publishing.service.gov.uk)</p>	1,2,3,4,5
<p>Leaders will focus gaining a deeper insight of the key proxies for learning and the barriers that exist for disadvantaged pupils.</p> <p>A 'Golden Thread' of knowing our Pupil Premium children well. Every aspect of school life is viewed through the eyes of a disadvantaged pupil, ensuring that all leaders are driving our aim to close the gap in their respective areas.</p> <p>We will increase parental engagement through progress meetings, attendance liaison and clinics, as well as specific behaviour interventions.</p> <p>Home study questionnaires will be used to identify where</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 www.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 www.educationendowmentfoundation.org.uk</p> <p>Communicating home to parents about pupils' behaviour, attendance and progress.</p> <p>Support in school to be provided to remove barriers created due to lack of access of an appropriate study space and electronic devices to access learning.</p>	1,2,3,4,5

additional provision and support is required to remove barriers to learning.	Project introduced to increased usage of Matrix app to engage with parents, communicating more effectively school information.	
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Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £43,627

Activity	Evidence that supports this approach	Challenge number(s) addressed
Improve outcomes in Core and EBacc subjects	<p>Talking Children meetings take place frequently to discuss progress of pupils, with a focus on Pupil Premium pupils. Identifying 5+ match up pupils, as well as those who would benefit from additional interventions, smaller group interventions and one-to-one support will all serve to enhance life chances and next steps.</p> <p>Pupil voice for disadvantaged pupils and parents to identify barriers to learning and support required in addition to current provision.</p>	1,2
Improve outcomes for vocational subjects	<p>Both small group and one-to-one intervention support to help support disadvantaged pupils, as well as a study space for them to complete work in school in the library. Targeted approach, writing to Pupil Premium families to offer support and access to study space and device to access learning.</p> <p>Individual instruction can gain +3 months and small group tuition +4 months, having a moderate impact according to the EEF.</p>	1,2
Pupil Premium pupils who are also SEND and EAL make good progress and achieve well in assessments	<p>The EEF strategies of individualised instruction +3 months, small group tuition +4 months and one-to-one tuition +5 months have a positive impact on progress.</p> <p>Learning support assistants, NTP programme, Mathematics and English small group and one-to-one support, form time interventions.</p> <p>SEND/EAL coordinators to identify additional support required for disadvantaged pupils, signposting children and families</p>	1,2,4

<p>One to one and small group tuition for disadvantaged pupils.</p>	<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”</p> <p>Tutoring Programme, EEF. “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.”</p> <p>Internal data evidences pupil engagement and positive impact on pupil progress.</p>	<p>1,2</p>
<p>Small group interventions will be delivered providing teaching in a more personalised environment, to accelerate progress. 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/educationevidence/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 www.educationendowmentfoundation.org.uk</p>	<p>1,2,4</p>
<p>Before school, after school specific interventions.</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 after school to give additional time and specialist support, 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/educationevidence/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>Pupils are given targeted support based on their needs and are tracked after each data capture to see impact of support in narrowing the attainment gap.</p>	<p>1,2</p>
<p>Structured reading interventions for Pupil Premium pupils delivered through the</p>	<p>Reading skills unlock the wider curriculum; the development of vocabulary, and of ‘reading between the lines’ comprehension skills, allow</p>	<p>1,2,5</p>

<p>reading strategy, targeting meeting age-related expectations.</p> <p>These interventions include a phonics program, peer reading, form tutor tracking and accelerated reader.</p> <ul style="list-style-type: none"> • GL Assessment Baseline • Accelerated reader • 6th form reading theatre (peer) • Phonics programme • Form time programme of activities to include reading 	<p>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/educationevidence/teaching-learning-toolkit/peer-tutoring</p> <p>Disadvantaged pupils tracked and gap narrowed due to targeted interventions and support of comprehensive school-wide reading strategy, evidenced by NGRT scores.</p> <p>2023-2024 Data Year 7 FSM Start 94.6 End 100.1 Year 7 Non-FSM Start 97.4 End 98.2 Year 8 FSM Start 97.6 End 102.7 Year 8 Non-FSM Start 100.1 End 103.3 Year 9 FSM Start 104.9 End 107.0 Year 9 Non-FSM Start 105.9 End 109.4</p> <p>The baseline data for 2024 shows minimal gap between FSM and Non-FSM pupils.</p> <p>“According to the findings of their systematic review, Accelerated Reader has positive effects on reading comprehension and reading achievement”</p> <p>EEF www.weducationendowmentfoundation.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/educationevidence/teaching-learning-toolkit/phonics.</p>	
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Promote the use of online learning through Sparx maths and other online platforms.	<p>'EEF Homework' concludes the impact of completing home learning is on average +5 months</p> <p>https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/homework</p> <p>Internal parent and pupil voice reveal that they value Sparx maths and other online platforms. Pupil participation rates are high.</p> <p>External feedback of pupil portal provision is highly positive.</p>	
Year 11 Revision Packs	Revision guides provided for all Pupil Premium Year 11 subjects.	1,2

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

Budgeted cost: £29,085

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Improve attendance through Breakfast club</p> <p>Attendance officer (internal and EWO) to offer support and give guidance on improving attendance and punctuality.</p> <p>Home visits and 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>"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." DFE Evaluation of breakfast club in schools with high levels of deprivation March 2017.</p> <p>Pupils with higher attendance perform better academically, with P8 being significantly higher. The impact of low attendance</p> <p>Parental engagement EEF www.educationendowmentfoundation.co.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. EEF Toolkit suggests parental engagement adds 3+ months progress.</p> <p>https://www.gov.uk/government/publications/working-together-to-improve-school-attendance</p>	1,2,3
Enrichment programme offers a range of academic, sports and arts. The enrichment	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.	2,4,5

<p>programme develops pupils' skills and support their emotional wellbeing</p>	<p>https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/arts-participation</p>	
<p>Independent careers advice provides pupils with a clear understanding of progression pathways into post 16 courses and beyond. Pupils are aspirational in securing ambitious career plans.</p> <ul style="list-style-type: none"> • Careers advisor • Individual meetings • Mock Interviews for next steps • Careers fair • University visits • Collaboration with Wolverhampton Grammar School • PD curriculum-careers focus, budgeting, university focus • Destinations for disadvantaged pupils 100% avoiding NEET's 	<p>www.teachertoolkit.co.uk</p> <p>www.supporting-the-most-vulnerable-children-and-youngpeople-interactive-160420.pdf (Anna Fried)</p> <p>The events were well attended by parents and the university workshops garnered the most positive feedback.” Pupil Premium: Raising university aspirations (sec-ed.co.uk)</p> <p>University Aspirations 2019 - Sutton Trust</p> <p>Aspiration interventions EEF (educationendowmentfoundation.org.uk)</p> <p>Zero NEET pupils, tracking destinations to ensure appropriate destination is secured.</p>	<p>2,3,5</p>
<p>Tailored intervention spaces for pupils to receive support and guidance based on area of need:</p> <p>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</p> <p>Tigers programme</p>	<p>Creating a Culture – Tom Bennett 4.2.5 Internal Inclusion Units</p> <p>External agency reports/feedback “How are we deliberately designing bespoke programmes of support around individuals”</p> <p>https://assets.publishing.service.gov.uk/media/5a7506e4ed915d3c7d529cec/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 a series of programmes to support individuals with behaviour and SEMH issues.</p> <p>Increased pupil support services to support pupils in overcoming barriers to education and learning, supporting them to make better progress, improve</p>	<p>2,3,4</p>

<p>Mental health support worker</p> <p>School counsellor</p>	<p>attendance and reduce incidents of poor behaviour.</p>	
<p>Improve partnership between home and school</p> <p>Parental meetings with Pastoral team/SLT throughout the year.</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"> • Year 7 Settling in Evening. • Year 11 help your child revise evening. • Parents Evenings. 	<p>EEF research indicates parental engagement can yield +3 months impact on pupil progress</p> <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>Home visits, WeDuc, parent forum, parent voice, parent coffee mornings, parent attendance clinics</p> <p>Parent power https://www.suttontrust.com/wp-content/uploads/2018/09/Parent-Power-2018.pdf</p> <p>Engaging Parents effectively https://www.suttontrust.com/research-paper/engaging-parents-effectively-early-years/</p> <p>Parental engagement and impact on attainment https://www.suttontrust.com/research-paper/easy-peasy-parenting-app/</p>	<p>1,2,3,4,5</p>
<p>Removing barriers to learning</p> <p>School uniform, equipment, PE kit, hygiene products, revision guides</p>	<p>Success Centre to support pupils in identifying the need, removing the barriers to learning and providing required items for Pupil Premium pupils.</p> <p>School shop will provide items through Pupil Premium funding.</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/edu</p>	<p>1,2,3</p>

	cationevidence/teaching-learning-toolkit/school-uniform	
<p>Improve pupil participation in the Wider Curriculum and contribution to school life, increasing their cultural capital</p> <ul style="list-style-type: none"> • Enrichment trips • 50% minimum contribution to all PP pupils for optional educational visits • 100% contribution for all curriculum visits • Y11 prom incentives linked to attendance • Rewards programme with incentives linked to good attendance, behaviour and learning to subsidise educational visits 	<p>Pupil voice to identify need and barriers to accessing wider enrichment curriculum, providing opportunities and removing obstacles disadvantaged pupils face.</p> <p>EEF – Social and Emotional learning +4 months moderate impact</p> <p>EEF – Sports participation +2 months minimal impact</p> <p>EEF – Arts participation +2 minimal impact</p>	1,2
Turing scheme programme through Matrix Academy Trust	<p>Pupils supported to gain access to Turing Scheme. Additional places for the scheme purchased to give more opportunities for disadvantaged pupils to experience a life changing trip to another country.</p> <p>Year 9 pupils will be travelling to Italy for 5 days in July 2025.</p> <p>Year 10 pupils will be travelling to Greece for 5 days in April 2025.</p> <p>Year 12 students will be travelling to Morocco for 5 days in March 2025.</p>	
Write specifically to PP parents to advertise use of library before and after school, as having a quiet space to study at home with access to a device is often not	<p>“Remove barriers to learning: Provide equipment and resources where necessary along with revision and homework materials” http://www.sec-ed.co.uk/best-practice/pupil-premium-general-and-targeted-interventions</p>	

<p>possible for disadvantaged pupils.</p> <p>Study space before and after school provided in library, with support to pupils.</p> <p>Parent voice to capture barriers to learning and education to best tailor and target support.</p>	<p>EEF – Extending school time +2 minimal impact</p> <p>Raise Aspirations https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/aspiration-interventions/</p>	
<p>Encourage pupils to increase access to home-learning platforms:</p> <ul style="list-style-type: none"> • Sparx Maths • Use of online platforms 	<p>EEF – Homework +5 moderate impact.</p> <p>EEF – One to one tuition +5 moderate impact.</p>	1,2
<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>	5
<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>	1,2,3,4,5

Total budgeted cost: £ 290,850

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Context: In December 2022, Smestow School closed, and Matrix Academy Trust took over the school, reopening on January 1st as Smestow Academy. With this came a comprehensive package of support, and a large school improvement team, who have a rigorous approach of school evaluation, with Pupil Premium being a central theme to transform the lives of the young people in our care.

The overall Progress 8 score for disadvantaged pupils was -0.57 in 2023 and non-disadvantaged pupils was -0.1 , with 26.6% of disadvantaged pupils gaining a grade 9-5 in English and Maths. The DfE has advised to not compare examination data to the pandemic years of 2022 and 2021, so the comparison to 2019 with disadvantaged pupils having an overall Progress 8 score of -0.59 with 18.6% of pupils achieving a 5+ in both English and Maths. The overall Progress 8 score for disadvantaged pupils was -0.12 in 2024 and non-disadvantaged pupils was 0.75, with 30% of disadvantaged pupils gaining a grade 9-5 in English and Maths. The improvement in progress from -0.57 to -0.12 shows significant progress for Pupil Premium students, however we still need to close the gap further.

Our investment made in staffing, has now seen us go from being understaffed, to recruiting strongly, due in most part to the stability of the school from the instant impact of Matrix Academy Trust, new Headteacher and Senior Leadership Team. We have no supply staff, with any absence covered by teachers to improve the learning experience of all pupils and provided consistency for our Pupil Premium pupils. This also creates extra capacity to drive curriculum improvements to translate into better educational outcomes over time.

EBacc entry for disadvantaged pupils remains a challenge. For 2022-23 non-PP pupils were 17.2% (12 pupils) compared to PP 16.2% (11 pupils). This went down in 2023-24 entry, seeing a reduction for PP pupils to 5% (5 pupils) and 6% (6 pupils non-pp). This is a legacy of option choices before the school was taken over by Matrix Academy Trust. For Y11 2024-25 cohort EBacc entries are 38%, with 19% being Pupil Premium, showing a significant rise, and a parity with non-disadvantaged peers. This is due to individual support and guidance given to support in the options process. 2025-26 shows the EBacc entries are 57%, with 41.5% being Pupil Premium showing a further rise.

Reading has been a key focus area, and now a comprehensive reading programme is in place. NGRT assessing reading age, accelerated reader, form reading, sixth-form reading, staff modelling reading, Lexonic Leap. New initiatives: Tutor reading programme – pupils are to be read to by staff to encourage and model reading for pleasure, NGRT testing – 7-11 are tested twice across the academic year. Those that receive intervention are re-tested more frequently to monitor progress. From the 2023/2024 data, the reading programme within the Academy is highly effective in closing the reading gap. Year 7 FSM pupils improved by 5.4%, Year 8 by 5.1%, Year 9 by 2.1% putting them in line with their non-FSM peers. This trend continues with the baseline assessments of 2024 with FSM pupils averaging the same SAS outcomes as their non-FSM peers.

Attendance has seen a significant improvement over the last year, with our Pupil Premium pupils attending 85.6% of sessions now exceeding the national figure for Pupil Premium

students of 85.4%. The Focus on Pupil Premium pupils has improved attendance, although the gap in attendance still exists over non-disadvantaged peers, it has improved significantly over 2022-23. Attendance for 2022-23 academic year was 85.41% for the school, with Pupil Premium pupils being 81.10%. This gap is significant, but not as much as the gap to non-disadvantaged peers, who attend 89.99% of sessions. This gap of 8.89% from 2022-23 has seen a significant reduction in 2023-24, due to our more targeted attendance strategy, with a stronger focus on Pupil Premium. Pupil Premium pupils attended 85.6% of possible sessions, compared to 92.6% of non-disadvantaged, with the gap closing from 8.89% to 7%. In Autumn term 2024-25 Pupil Premium attendance is 90.87%, compared to the national figure of 87.6%. The gap between Pupil Premium 90.87% and non-disadvantaged peers 93.6% has also reduced significantly, with the gap closing from 7% in 2023-24 to 2.73% currently in 2024-25. This highlights the precise focus on attendance and our strategy for Pupil Premium pupils, targeting resources and support to increase their school attendance, and in turn their educational outcomes

Behaviour incidents have seen a positive reduction under the new strategic leadership of the academy, however the incidents by PP pupils is still disproportionately wide. 65.4% of detentions logged on Class Charts are Pupil Premium pupils. New systems introduced in November 2023 have seen more focussed interventions to reduce repeat offenders and aim to narrow the gap moving forwards.

Outcomes data

Measure	2023	2024
P8	-0.57	-0.12
A8	38.73	35.45
English and Maths 5+	26.6%	30%
English and Maths 4+	48.4%	32%

Exclusions

The number of suspensions for disadvantaged pupils has shown a steep decline in Autumn Term 1 of 2024, with disadvantaged pupils accounting for 14 of the 19 suspensions in comparison to Autumn Term 1 of 2023 where they accounted for 74 of the 86 suspensions.

Externally provided programmes

Please include the names of any non-DfE programmes that you used your Pupil Premium (or recovery premium) to fund in the previous academic year.

Programme	Provider
Fresh Start	Fresh Start in Education
Lexia	Lexia Learning
Lexonik	Renaissance Learning
Accelerated Reader	Juniper Education
SISRA Analytics	Juniper Education
SISRA Observe	
Sparx Maths	

Further information (optional)

Additionally, a range of other activities are intended to improve the experiences of all pupils, and specifically those who are disadvantaged.

These include:

- Compulsory study seminars (Y11)
- A full and rich extracurricular programme in place
- Implementation of Duke of Edinburgh Award
- Additional support provided for families with challenges such as securing school uniform, ICT access and travel passes.

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?	N/A
What was the impact of that spending on service Pupil Premium eligible pupils?	N/A