

Pupil premium strategy statement

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

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

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Smestow Academy
Number of pupils in school	674 (623)
Proportion (%) of pupil premium eligible pupils	48.59%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	
Date this statement was published	31 st October 2021
Date on which it will be reviewed	31 st July 2022
Statement authorised by	Jane Dickens
Pupil premium lead	Jade Roberts
Governor / Trustee lead	

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£290,320
Recovery premium funding allocation this academic year	£44,484
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	£334,804

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 high quality CPD. Furthermore, improved student well-being and behaviour is demonstrated in and around the academy, through mentoring and personal strategies.

Our focus is on making sure that pupil premium pupils receive necessary and timely interventions to secure minimum age expected reading, writing and math to ensure that attainment will increase in line with that of non-disadvantaged pupils'.

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. Disadvantaged attendance and punctuality will be at least in line with national figures with persistent absence being significantly reduced.

Through our building people curriculum, we will ensure that vulnerable students move onto successful destinations, achieving 0% NEET. Furthermore, all disadvantaged pupils' will attend enrichment opportunities to develop their personal skills, in areas of their choice e.g., sports, arts, performance, language.

The key principles of our strategy are:

The pupil strategy is continuing to build on the academic year 20/21 foundations. This includes drawing evidence from successful impact and student voice in determining a plan that meets the academic and personal needs of our students.

In addition, we have drawn evidence from the EEF (Education Endowment Foundation) and Sutton Trust to identify high impact/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 students depending on their area of need.

Through half termly internal reviews we ensure that students 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	Assessments and observations indicate that disadvantaged pupils generally have lower levels of reading comprehension than their peers. Furthermore, internal assessments have also identified that the maths attainment of disadvantaged pupils is also generally lower than their peers.
2	Disadvantaged students in subjects are currently not making expected levels of progress. The gap between pupil premium students and their peers is stubborn.
3	Our attendance data over recent years indicates that attendance amongst disadvantaged students is lower than that of non-pupil premium. In 2020/21, the attendance of pupil premium 86.5%. This was 7% lower than their peers.
4	Our assessments (including PASS survey), observations and internal behaviour data have identified social and emotional issues for many students. These challenges particularly affect disadvantaged pupils, including their attainment. Across the previous academic year, disadvantaged pupils' exclusions were higher than non-disadvantaged pupils'.
5	Education and well-being of many of our disadvantaged students has been impacted by partial school closures at a greater extent than other pupils. This is partially driven by concerns about catching up on lost learning, exams/future prospects and the lack of enrichment opportunities due to the pandemic.

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 students have at least age-related literacy and numeracy skills	Reading comprehension test demonstrates improved comprehension skills amongst disadvantaged students. There will be a smaller disparity between the scores of disadvantaged pupils and their non-disadvantaged pupils'.

<p>To provide educational opportunities to ensure that P8 is in line with non-pupil premium</p>	<p>Teacher reports and class observations suggest disadvantaged pupils are more able to monitor and regulate their own learning. The attainment gap between disadvantaged and non-disadvantaged students reduces.</p>
<p>To ensure students have a positive attitude to and for learning</p>	<p>Student's positive attitude to learning is evidenced through excellent attendance and punctuality.</p> <p>This will be demonstrated by:</p> <ul style="list-style-type: none"> • Behaviour in lessons improves which is demonstrated through teacher assessments of A2L. • Attendance of disadvantaged pupils is in line with national figures • The percentage of all pupils who are persistently absent
<p>To ensure that all disadvantaged students are secure in the next phase of their education and training</p>	<p>Disadvantaged students are provided with quality careers guidance through building people, an external careers advisor and trips/visits.</p> <p>0% NEETS</p>
<p>To ensure that all disadvantaged students have a menu of enrichment activities that excites and further develops their personal skills</p>	<p>Students enjoy enrichment opportunities, they are keen to explore new activities, and secure the next steps in their learning or employment.</p> <p>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: £72, 274

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Overstaffing in Maths, English and Year 7 transition.</p> <p>Increased teaching capacity is use to deliver interventions and academic support for disadvantaged students.</p>	<p>To minimise class sizes and ensure that teachers can meet the individual needs of pupil premium students through a range of team teach approaches.</p> <p>“Closing the vocabulary Gap” TES</p> <p>Internal data - achievement outcomes for PP demonstrated positive outcomes 2020/21</p> <p>Transition support through Spinnaker demonstrates through internal monitoring – positive outcomes 2020/21</p>	<p>1,2, 3 and 4</p>
<p>KS3/4 achievement leads will focus purely on disadvantaged pupils, tracking their progress and attainment and identifying timely interventions.</p> <p>We will increase parental engagement through progress meetings, attendance, behaviour planning.</p>	<p>“Research has shown that disadvantaged pupils have been worst affected by partial school closures, and that the attainment gap has grown has 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 + 4 months</p> <p>Parental engagement EEF (educationendowmentfoundation.org.uk)</p> <p>Parent “My child at school” app parent voice enrolment</p>	<p>1,2,3,4,5</p>

<p>Quality first wave teaching and CPD to enable explicit provision for developing strategies to meet the needs of disadvantaged students 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>Pupi 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. + 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 students +5 months</p> <p>Homework EEF (educationendowmentfoundation.org.uk)</p>	<p>1,2,3,4,5</p>
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £93, 252

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>One to one and small group tuition, is delivered through the National Tutoring Programme (NTP) for disadvantaged students.</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” 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”</p> <p>https://www.gov.uk/government/publications/national-tutoring-programme-ntp/national-tutoring-programme-ntp</p> <p>Internal data of NTP programme academic year 2020/21 evidences student engagement and positive impact on student progress</p>	<p>1,3,4</p>

<p>Academic mentors will be appointed through the National Tutoring Programme for both Maths and English.</p> <p>Through Faculty identification/monitoring to provide- teacher led support, progress assistants and academic mentors interventions.</p> <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 family needs. E.g., before school, after school, during lunch break, during lesson time.</p>	<p>“Tuition is more likely to make an impact if it is additional to and explicitly linked with normal lessons.” Evidence indicates that one to one tuition can be effective, providing approximately five additional months’ progress on average.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition</p> <p>Collaborative learning outcomes with groups of 5 students indicates 5 months improvement in outcomes.</p> <p>Collaborative learning approaches EEF (educationendowmentfoundation.org.uk)</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.” 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, student voice shows that students value after school interventions</p>	<p>1,2,3,4,5</p>
<p>Structured reading interventions for KS3 students are delivered through the reading strategy.</p> <p>These interventions include a phonics program, peer reading, lexia, flash and accelerated reader.</p> <ul style="list-style-type: none"> • GL Assessment baseline • Use of Lexia • Accelerated reader • Flash academy 	<p>GL assessment baseline information -Reading and comprehension 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</p> <p>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>1,2,3,4,5</p>

<ul style="list-style-type: none"> • 6th form reading peers • Phonics programme (transition teachers) • Library introduction 	<p>Lexia literacy interventions evidence of impact of reading</p> <p>“According to the findings of their systematic review, Accelerated Reader has positive effects on reading comprehension and reading achievement” EEF 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. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</p>	
<p>Promote the use of online learning through the student portal.</p>	<p>‘EEF Homework’ concludes the impact of completing home learning is on average +5 months https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/homework</p> <p>Internal parent and student voice, values the student portal for remote learning. Student participation rates are high.</p> <p>External feedback of student portal provision is highly positive.</p>	<p>1,3,5</p>

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

Budgeted cost: £170,951

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Understanding our students' attitude to self and others</p> <p>PASS Survey</p>	<p>DFE supported</p> <p>“The only psychometric assessment specifically designed to spot attitudinal or emotional issues in children before they impact on school performance”</p> <p>Internal data</p>	<p>1,2,3,4,5</p>
<p>Attendance officer to support and give guidance, improving attendance and punctuality. We will provide interventions with the hardest to reach families.</p>	<p>Internal data EWO intervention academic year 2020/1</p> <p>DFE Evaluation of breakfast clubs March 2017</p> <p>Parental engagement EEF (educationendowmentfoundation.org.uk)</p>	<p>2,3,4</p>

<p>This will be support through:</p> <ul style="list-style-type: none"> • EWO intervention and clinics • Breakfast Club 		
<p>City mentors will provide targeted social and emotional interventions. This targeted support will be focused on:</p> <ul style="list-style-type: none"> • improving attendance and punctuality • behaviour • academic support 	<p>Social and emotional learning approaches have a positive impact, on average, of 4 months' additional progress in academic outcomes over the course of an academic year.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</p> <p>https://www.cityyear.org.uk/impact/annual-reports</p>	1,2,3,4,5
<p>Right path (violence prevention) intervention is embedded to secure outcomes for Year 11 disadvantaged students</p>	<p>“The Right Path delivers a variety of bespoke social and emotional wellbeing provisions that aid personal development and support a positive approach to challenging behaviours.”</p> <p>“The average impact of behaviour interventions is four additional months' progress over the course of a year.” EEF</p> <p>Internal data monitoring impact positive outcomes 2020/21</p> <p>Student voice</p>	2,3,4
<p>Enrichment programme offers a range of academic, sports, arts and languages. The enrichment programme develops students' skills and support their emotional wellbeing</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> <p>Participation rates</p> <p>Student voice</p>	2,4,5
<p>Independent careers advice provides pupils with a clear understanding of progression pathways into post 16 courses and beyond. Students are aspirational in securing ambitious</p>	<p>Internal data evidences impact of 0% NEETS</p> <p>“Most young people have high aspirations for themselves. Ensuring that students 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

career plans for themselves.		
<p>Ensure that PP students with another vulnerability 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"> • Inclusion portfolio meetings • External agency links • Plan, Do, Reviews • City Year Mentors • Educational Psychologist 	<p>SEND, Pupil Premium & parents (sec-ed.co.uk)</p> <p>External agency reports/feedback</p> <p>www.teachertoolkit.co.uk</p> <p>“How are we deliberately designing bespoke programmes of support around individuals”</p> <p>supporting-the-most-vulnerable-children-and-young-people-interactive-160420.pdf (annafreud.org)</p>	2,3,4,5
Contingency fund for acute issues which may arise across the academic year	We have identified a set amount of money which is put aside to respond to any challenges that may arise throughout the academic year.	All

Total budgeted cost: £336, 477

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2020 to 2021 academic year.

Progress of disadvantaged students has improved. The P8 score in 2019, the last time that results were published, was -0.69. This improved in 2021 to -0.42, even though the number of disadvantaged students in the Academy increased.

Academic mentors:

In the 1 to 1 intervention that were led by the English academic mentor, two thirds of the Y11 pupil premium students improved their grade by at least 1. The Maths academic mentor worked with pupil premium students with the least engagement in online learning during school closures. The data for these students shows that the predictions teaching staff made in the data capture before lockdown did not alter, despite lost learning. 100% of students predicted grades remained the same by the end of the academic year.

National tutoring:

Data from pupil premium students receiving tuition through the NTP shows that 52% of students who participated on the NTP last year improved their teacher predictions by at least 1 grade. 26% of students improved their grades by at least 2 grades with 1 student improving by 3 grades.

Reading catch up:

Due to robust assessments, targeted interventions were implemented to improve the reading ages of pupil premium students. The impact it had on this group is identified below:

- Through the **Lexia programme**, in Year 7, 72.7% demonstrated accelerated progress with 22.7% of students showing progress. In Year 8, 42% of students demonstrated accelerated progress with 53% showing progress.
- Through the **Flash programme**, a targeted intervention for our EAL students, 54% of students demonstrated accelerated progress with 30% showing progress. In Year 9, 54% of students demonstrated accelerated progress with 40% showing progress.
- Through the **accelerated reader** programme 63% of students were able to demonstrate progress.
- **Phonics** intervention, ran by the primary specialist, demonstrated an average improvement in reading ages of 3 years.

Communication with home:

By the end for the academic year, **every** parent was able to receive push notifications either via the app or an email to keep them up to date with important information. Students reported that

96% of them said that they had someone to contact in school if they needed to speak to someone.

Parents reported well of the continued weekly contact when students were not attending school, this evidenced improved engagement with some of our most challenging families. Progress meetings have continued into this academic year.

Additional EWO support:

By the end of the academic year, EWO support had supported the return of pupil premium students to school following lockdown. Links had been maintained with families of need during this time. Attendance for this cohort was 86.5%

IT support:

All pupil premium families secured the opportunity to have IT equipment for their children, this included drop-in sessions to educate parents how to access learning materials if required. In addition, the academy funded National Online Safety membership to enable parents to be educated on how to keep their child safe on line, along with other learning opportunities.

Integrated home learning portal:

In place for all subject areas, and accessible through the student portal. Resources are under constant quality checking through academy leaders, feedback from students, professionals is that the portal is of high quality.

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
National Tutoring Programme	TLC Live
Lexia	Lexia
Flash Academy	Flash Academy