



Smestow Academy Pupil Premium Strategy Statement 2023-24

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	569 (Years 7-11) Y7 52.99% (62/117) Y8 41.79% (56/134) Y9 53.78% (64/119) Y10 52% (52/100) Y11 45.45% (45/99)
Proportion (%) of Pupil Premium eligible pupils	49.2%
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 2023
Date on which it will be reviewed	2 nd December 2024
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	£291,870
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>	£78,112
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>	£369,982

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 school 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>Poor 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 significantly 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 significantly behind.</p>
2	<p>Lack of 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 Key Stage 4 GCSE outcomes showed 40.5% of non-disadvantaged pupils achieving 9-5 in English and Maths, compared to disadvantaged pupils 26.6%.</p>
3	<p>Poor 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 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.</p>
4	<p>High levels of 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. A steady rise has been seen in the number of exclusions, repeat offenders, with the gap between Pupil Premium and non-Pupil Premium widening. Since January 2023 Pupil Premium pupils account for 73% of all fixed-term exclusions, with them accounting for 321 of 419 occurrences.</p>
5	<p>Lack of cultural capital and low 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>Poor 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>Lack of 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>Poor 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>Pupil Premium pupils with higher levels of social and emotional issues that relate to poor behaviours will be provided with a</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>

	wide 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>Lack of cultural capital and low 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: £222,000

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 	<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>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>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 • Consistent routines through learning modes 	<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>

	Smestow teaching principles informed by evidence from Rosenshine's Principles of Instruction	
<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 additional provision and support is required to remove barriers to learning.</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

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

Budgeted cost: £74,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Improve outcomes in Core and EBacc subjects	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.	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>	1,2,4
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”</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>https://www.gov.uk/government/publications/national-tutoringprogramme-ntp/national-tutoring-programme-ntp.</p>	1,2

	Internal data of NTP (2021/22) evidences pupil engagement and positive impact on pupil progress.	
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>"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.</p> <p>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>	1,2,4
<p>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 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>	1,2
<p>Structured reading interventions for Pupil Premium pupils delivered through the reading strategy, targeting meeting age-related expectations.</p> <p>These interventions include a phonics program, peer reading, flash academy and accelerated reader.</p>	<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.gi-assessment.co.uk/case-studies/using-glassessment-data-with-educators-and-leaders-to-drive-highachievement</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</p>	1,2,5

<ul style="list-style-type: none"> • GL Assessment Baseline • Accelerated reader • 6 th form reading peers • Phonics programme • Book buzz • Form time programme of activities to include reading 	<p>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>“According to the findings of their systematic review, Accelerated Reader has positive effects on reading comprehension and reading achievement”</p> <p>EEF www.educationendowmentfoundation.org.uk/project-andevaluation</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>	
<p>Promote the use of online learning through Sparx maths and other online platforms.</p>	<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>	
<p>Year 11 Revision Packs</p>	<p>Revision guides provided for all Pupil Premium Year 11 subjects.</p>	<p>1,2</p>

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

Budgeted cost: £73,982

Activity	Evidence that supports this approach	Challenge number(s) addressed
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<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 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>	<p>1,2,3</p>
<p>Enrichment programme offers a range of academic, sports and arts. The enrichment programme develops pupils' 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/educationevidence/teaching-learning-toolkit/arts-participation</p>	<p>2,4,5</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>	2,3,5
<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>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 Success Centre that offers a series of programmes to support individuals with behaviour and SEMH issues.</p>	2,3,4
<p>Improve partnership between home and school</p>	<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</p>	1,2,3,4,5

<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>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>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/educationevidence/teaching-learning-toolkit/school-uniform</p>	1,2,3
<p>Improve pupil participation in the Wider Curriculum and contribution to school life, increasing their cultural capital</p> <ul style="list-style-type: none"> • Discovery week 	<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>	1,2

<ul style="list-style-type: none"> • 50% minimum contribution to all PP pupils for educational visits • Y11 prom incentives linked to attendance • Rewards programme with incentives linked to good attendance, behaviour and learning to subsidise educational visits 	<p>EEF – Sports participation +2 months minimal impact</p> <p>EEF – Arts participation +2 minimal impact</p>	
<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 possible for disadvantaged pupils.</p> <p>Study space before and after school provided in library, with support to pupils.</p>	<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>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: £ 369,982

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, 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.

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. Thirteen new staff were recruited, and only one left, meaning we have no supply staff and 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 Y1 2023-25 cohort EBacc entries are 38%, with 19% being Pupil Premium, showing a significant rise, and a parity with no-disadvantaged peers. This is due to individual support and guidance given to support in the options process.

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 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. We only have baseline data at the moment, re-tests to measure progress will take place next half term. Whilst it is too early to fully evaluate the programme, we hope that disadvantaged pupils will improve their chronological age significantly, as well as close the gap to their non-disadvantaged peers.

Attendance has seen a significant improvement over the last year, with further work detailed to get to national average in our strategic plan. The Focus on PP pupils has improved attendance, although the gap in attendance still exists 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 Autumn term of 2023-24, due to our more targeted attendance strategy, with a stronger focus on Pupil Premium. Pupil Premium pupils attended 85.1% of possible sessions, compared to 92.8% of non-Pupil Premium, with the gap closing from 8.89% to 7.7%.

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. 61.3% 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

P8	-0.57
A8	38.73
English and Maths 5+	26.6%
English and Maths 4+	48.4%

Destinations data

Smestow Sixth Form	6	9.3%
Apprenticeship or other training provider	1	1.5%
College	36	56.2%
Other school sixth form	16	25%
Destination to be confirmed	5	7.8%

Exclusions

Our target was for Pupil Premium pupils to have a reduced number of suspensions, and see the gap narrow to non-Pupil Premium pupils. A steady rise, however, has been seen in the number of suspensions, repeat offenders, with the gap between Pupil Premium and non-Pupil Premium widening. Since January 2023 Pupil Premium pupils account for 73% of all fixed-term exclusions, with them accounting for 321 of 419 occurrences. This can be attributed to a new behaviour system that has more rigour, and higher expectations, but work is required to reduce the frequency of incidents and the gap that currently exists through our new intervention and support in the Success Centre.

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
Accelerated Reader	Renaissance Learning
SISRA Analytics	Juniper Education
SISRA Observe	Juniper Education
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