



SMITH'S WOOD PRIMARY SCHOOL

Use and impact of the pupil premium

**Pupil Premium
Awards 2013
Regional Winner**

The Initiatives

Over 60% of pupils at Smith's Wood are eligible for the pupil premium. These pupils routinely perform to at least the national average expected and are often above. The impact of our work is shown below. Some of the initiatives have been extremely successful in the past and are still in use, others are new for 2016-17.

At Smith's wood primary we have used the pupil premium to focus on **raising academic standards**, supporting pupils to achieve more and broadening the range of opportunities to our pupils. Statistically, pupil premium pupils are more likely to be absent from school than other pupils. At Smith's Wood, there has been a major focus on reducing absence levels, particularly for pupils who are Persistently Absent. Up to 100 interventions are utilised each term which benefit all pupils. These are carefully tracked and those that work are extended. Those interventions which have limited impact are scrapped. This year, (2016-17) there is an additional focus on mental health, with the introduction of Place 2 Be, in our new therapy area.

A further new initiative in 2016-17 has been to reduce class sizes in Reception, by going to 3 classes. This will help to ensure that *all pupils* have a fantastic start in their first year of full time school.

1. Phonics Factory

This initiative has run for a number of years now, with pupils involved attending on a needs basis. It works. Pupil Premium children routinely perform well above the national average level. 95% of pupil premium children achieved the standard expected, almost 20% above the national figure for all pupils.

The development of early reading is crucial, particularly when children **enter school well below average** levels. Smith's Wood has developed an individualised programme that identifies quickly those children not making expected progress. Specific, measured intervention (15 mins per day) is then put in place, delivered by a small army of trained staff. Even senior staff take responsibility for individual pupils.

The idea has been expanded to look at high performing pupils who can realistically be expected to reach well above national average levels in reading.

2. Feed Forward marking—The Wheel of Fortune

Evidence shows that structured “next step marking” can have a significant impact on pupil progress. All staff have been trained in delivering high quality feedback and children are encouraged to respond EVERY DAY. This is carefully monitored with the “Wheel of Fortune” randomly selecting pupils each week whose feedback is shared with the whole school. There are prizes for those who have responded to the marking every time! (For evidence of impact, please see data section).

3. Strategic appointment of staff

It takes high quality and highly motivated staff to close the gap. The pupil premium has given us greater flexibility in the appointment of staff. It has allowed us to actively recruit the best Newly Qualified Teachers early on, ensuring high quality fields of candidates (a standard advert will now attract 60+ applicants). The pupil premium has also allowed us to appoint our own speech therapist. This means we can identify and support children from the moment they enter the school and then train staff to deliver specific programme. Crucially, disadvantaged parents no longer have to travel distances for illusive speech therapy sessions— it is all in school. The appointment of Sports Apprentices, provides round the clock sporting interventions at all levels of ability. For the most able children, coaching in specific sports (eg rowing, biathlon) has resulted in significant successes at local and regional level.

4. Pastoral support and attendance support

Children in challenging circumstances need to be in school to benefit from any in school initiative. Our learning mentors work closely with families to ensure the most vulnerable attend. The attendance of Free School Meal children is statistically lower than non-FSM children. This also has to be addressed if the gap is to be closed. Children with the lowest attendance have been identified and targeted. With whole school attendance now at least at average levels (95.5%), even the pupils with the lowest levels of attendance have recorded a 7% improvement over the last 12 months.

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5.Awe and Wonder

The world is bigger than Smith`s Wood. The Pupil Premium has supported us in ensuring our children open their eyes to the wider world. From Champions League football, to climbing the Eiffel Tower and sleeping on HMS Belfast.

Every Child Over Every Barrier

Standards have risen rapidly at Smith`s wood since the school opened in 2009. Despite children entering school well below national average levels, children leave school above national average standards in many areas. **The pupil premium has played a crucial role in closing the gap.** "In 2013...the gap had closed completely in reading. In writing these pupils were performing better than other pupils." –Ofsted 14 . We are not content in closing the gap, we are expecting our most able pupils –regardless of barriers to learning- to exceed expectations- aided by carefully planned interventions.

Our most recent data (2016) shows pupils at Smith`s Wood exceeding national average levels in almost all areas in KS2 and KS1 and standards in the national phonics screening test well above national average standards.

Nick Gibb, Minister of State for School Reform, " I would like to congratulate you, your staff and your pupils for your school`s very high standard of achievement in the 2016 phonics screening check." (Nov 16)

Rt Hon David Laws (Minister of State for Schools) "...you are highly effective in educating your disadvantaged pupils.." (Feb 15).

Smith`s Wood Primary was also a regional winner in the Pupil Premium Awards in 2013.

Below are some examples of how pupil premium interventions have impacted outcomes for disadvantaged pupils. In addition to this headline data, the school operates an Intervention Map which plots the impact at pupil level of each initiative.

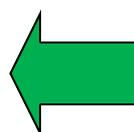
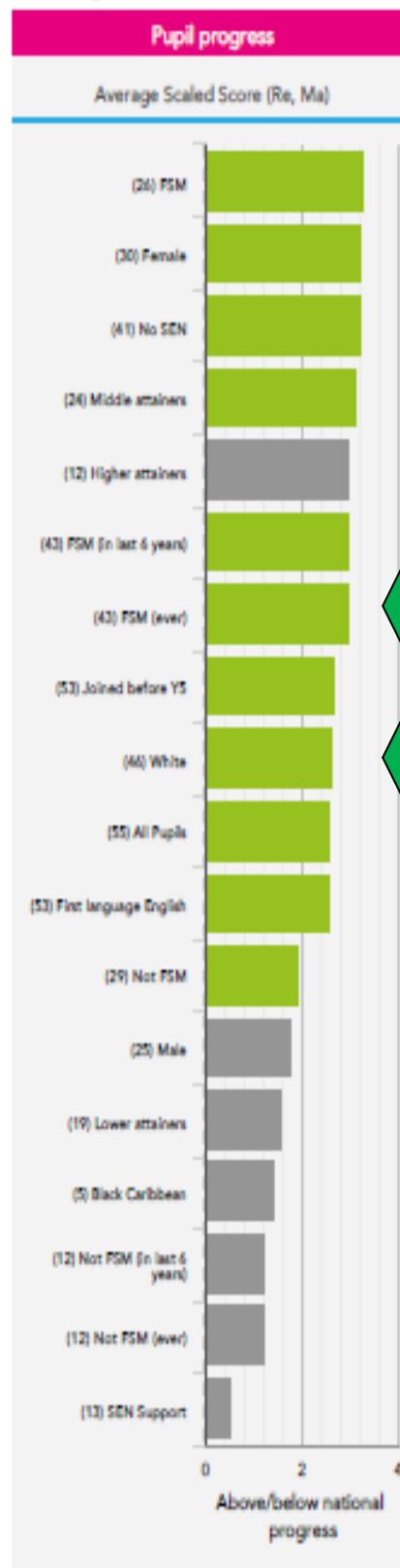
The school also uses standardised data to plot the progress of disadvantaged pupils throughout each term.

Pupil groups

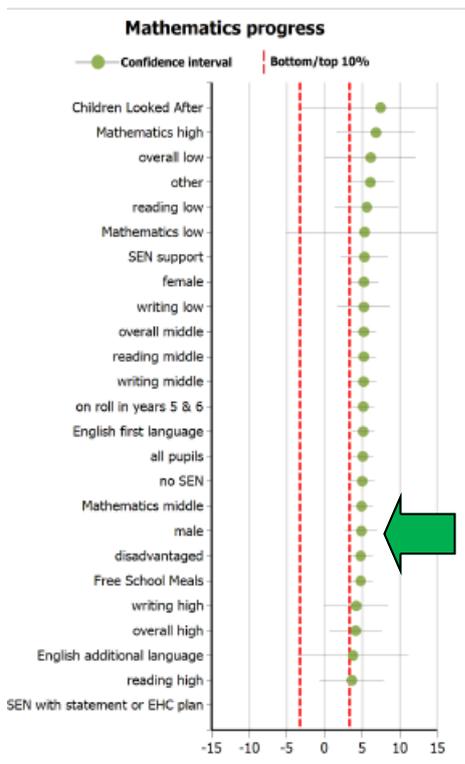
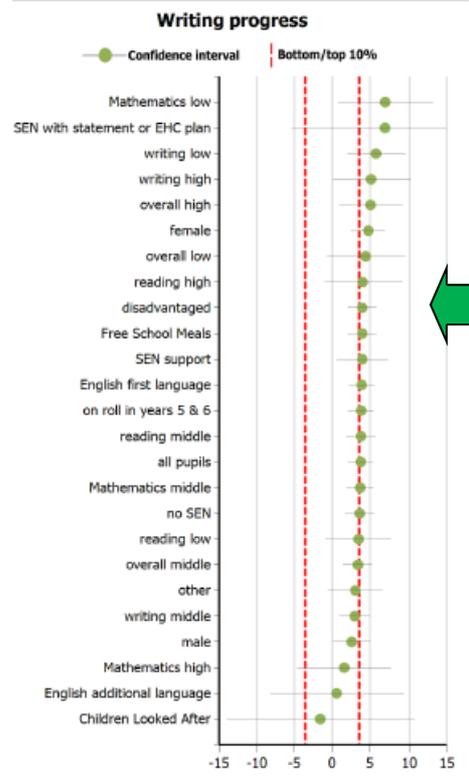
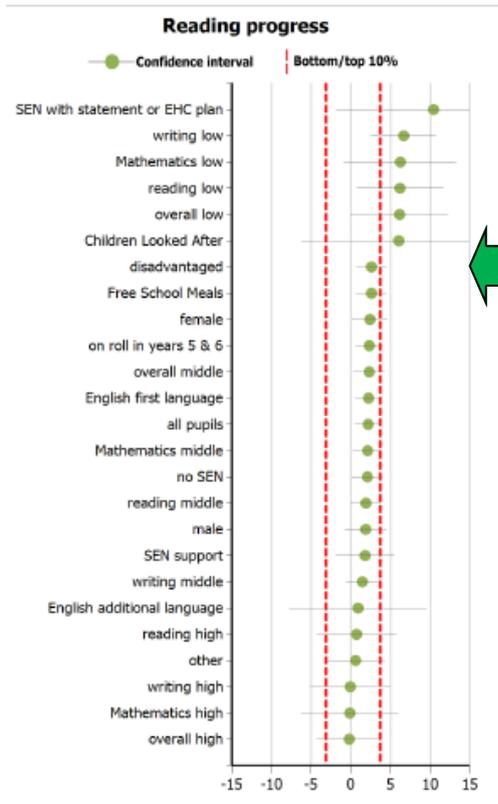
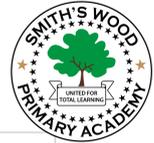
KS2 Pupil groups performance 2016

	Pupils	Actual results			Pupil progress			
		Average Scaled Score (Re, Ma)	% Expected standard+ (Re, Wt, Ma)	% Higher standard (Re, Wt, Ma)	Average Scaled Score (Re, Ma)	% Expected standard+ (Re, Wt, Ma)	% Higher standard (Re, Wt, Ma)	
Summary	All Pupils	56	104.8	68%	7%	+2.6	+25%	+5%
Gender	Male	25	104.0	64%	0%	+1.8	+27%	-1%
	Female	31	105.5	71%	13%	+3.3	+22%	+10%
Prior Attainment	Higher attainers	12	110.3	100%	33%	+3.0	+16%	+24%
	Middle attainers	24	105.0	79%	0%	+3.1	+31%	-1%
	Lower attainers	19	101.2	37%	0%	+1.6	+22%	-0%
Pupil Premium	FSM (in last 6 years)	43	104.6	67%	7%	+2.9	+25%	+5%
	Not FSM (in last 6 years)	13	105.4	69%	8%	+1.2	+22%	+6%
FSM	FSM	26	104.9	73%	8%	+3.3	+32%	+6%
	Not FSM	30	104.8	63%	7%	+1.9	+18%	+4%
FSM Ever	FSM (ever)	43	104.6	67%	7%	+2.9	+25%	+5%
	Not FSM (ever)	13	105.4	69%	8%	+1.2	+22%	+6%
SEN Group	SEN Support	13	102.0	38%	0%	+0.5	+12%	-1%
	EHC Plan	1	96.0	0%	0%	+2.4	-1%	-0%
	No SEN	42	105.8	79%	10%	+3.2	+29%	+7%
EAL	First language not English	3	104.0	67%	0%	+2.7	+46%	-1%
	First language English	53	104.9	68%	8%	+2.6	+24%	+5%
Mobility	Joined in Y5 or Y6	3	101.7	33%	0%	+0.4	+5%	-0%
	Joined before Y5	53	105.0	70%	8%	+2.7	+25%	+5%
Ethnicity	White	46	104.6	65%	7%	+2.6	+24%	+5%
	Black Caribbean	5	107.4	100%	20%	+1.4	+24%	+14%
	Black African	1	101.0	0%	0%	-	-	-
	Indian	2	105.5	100%	0%	+2.7	+46%	-1%
	Any Other	2	105.5	50%	0%	+4.2	+9%	-0%

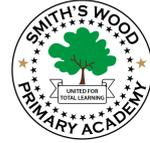
KS2 Progress 2016



The green arrow shows disadvantaged pupils. This group is performing above the average level in terms of progress. (KS2, 2016)



The green dots show the progress of each group of pupils at Smith's Wood relative to the bottom / top 10% of schools. Disadvantaged pupils (see green arrow) compare well in all subjects and particularly well in writing and maths.

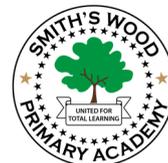


	Cohort	National comparator type	Expected standard +		High standard	
			Sch %	Nat %	Sch %	Nat %
all pupils	56	all	68	53	7	5
male	25	same	64	49	0	5
female	31	same	71	57	13	6
disadvantaged	43	non	67	60	7	7
other	13	same	69	60	8	7
Free School Meals	43	non	67	59	7	7
Children Looked After	1	non	0	53	0	5
SEN with statement or EHC plan	1	all	0	53	0	5
SEN support	13	all	38	53	0	5
no SEN	42	same	79	61	10	6
on roll in years 5 & 6	53	same	70	55	8	6
English first language	53	all	68	53	8	5
English additional language	3	all	67	53	0	5
Prior attainment						
overall low	6	same	17	6	0	0
overall middle	40	same	70	46	0	1
overall high	9	same	100	91	44	17
reading low	8	same	38	7	0	0
reading middle	41	same	71	48	5	1
reading high	6	same	100	91	33	18
writing low	11	same	45	10	0	0
writing middle	38	same	71	57	3	3
writing high	6	same	100	95	50	26
Mathematics low	4	same	25	5	0	0
Mathematics middle	47	same	70	49	4	2
Mathematics high	4	same	100	91	50	20



The percentage of disadvantaged pupils at Smith's Wood reaching the expected standard in Reading, writing and maths is above the average for all pupils nationally. This is despite low starting points for many pupils.

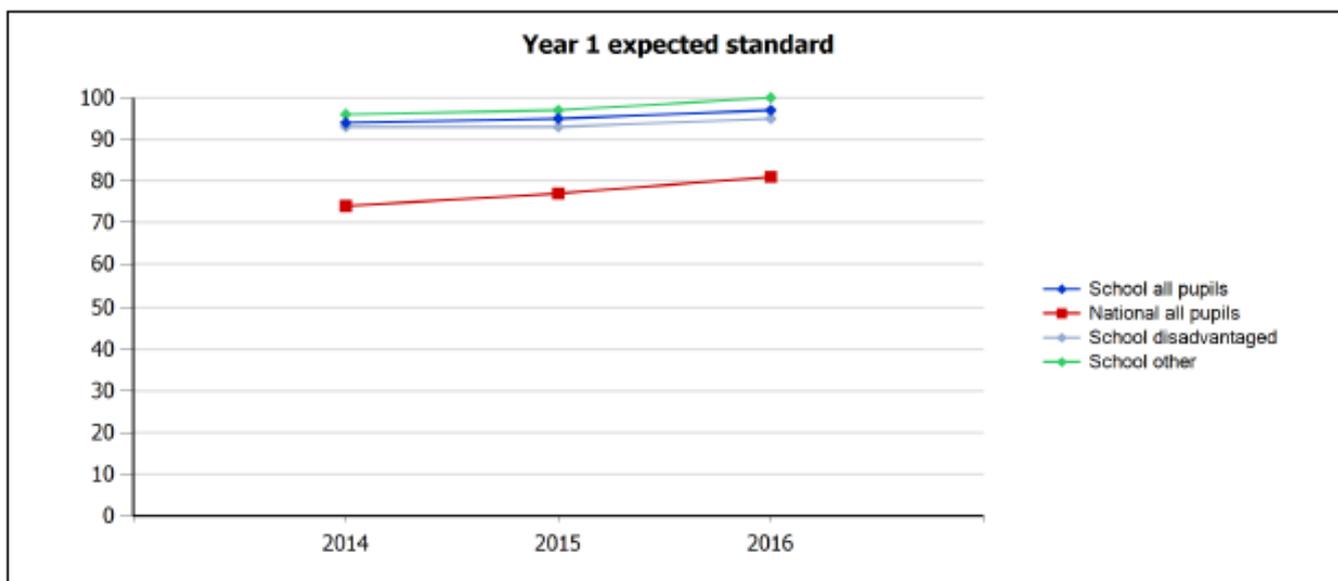
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Smith's Wood Primary Academy (URN: 140923 DfE No. 3342094)

Phonics percentages attaining expected standard Years 1 and 2 trend

This report provides analysis of pupils reaching the expected standard over the last three years in the phonics screening check for the school and national.



	Year 1						Year 2 Cumulative					
	2014		2015		2016		2014		2015		2016	
	School	National	School	National	School	National	School	National	School	National	School	National
All Pupils	94	74	95	77	97	81	-	-	97	90	100	91
Boys	92	70	93	73	96	77	-	-	97	88	100	89
Girls	97	78	97	81	97	84	-	-	97	92	100	93
Disadvantaged	93	63	93	66	95	70	-	-	95	84	100	86
Other	96	78	97	80	100	83	-	-	100	92	100	93

Rectangular Snip

All groups of pupils perform beyond the national average at Smith's Wood. Disadvantaged pupils (95%) perform well above the national figure for disadvantaged pupils (70%)



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