



"EVERY CHILD OVER EVERY BARRIER"

Below are just a few of the 50 or so initiatives which are in place each term that help to ensure that NO GAP exists between our disadvantaged and non disadvantaged pupils by the time they leave Smith's Wood.

Early Reading at Smith's Wood

A structured approach to the teaching of phonics has been implemented, starting in nursery. Pupils are screened for any speech and language problems using our in house speech therapist. Fully trained, monitored staff implement structured phonics in ability groups, with any child falling behind accessing the daily "Phonics Factory."

This has had a dramatic impact on all pupils, particularly disadvantaged pupils, enabling pupils to catch up rapidly in the first formal year of schooling. (see Reception summary below, showing rapid improvements in the numbers of pupils achieving a "Good Level of Development" by the end of the Foundation Key Stage. Whilst the gap is not fully closed at the end of Reception, it continues to narrow. By the end of KS2, the gap is negligible, with disadvantaged pupils matching (and sometimes exceeding) the performance of non disadvantaged pupils. (note that both groups are above the national average standard)

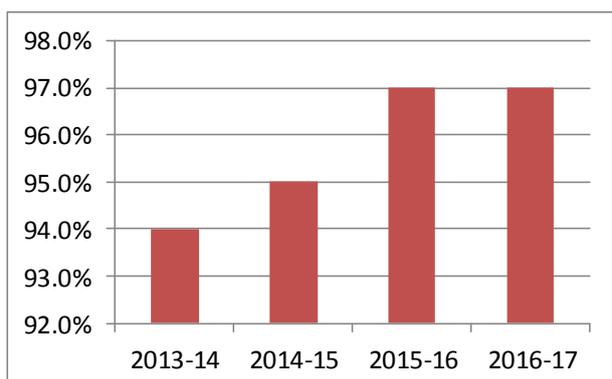
2016-17 Reception

- In 10 out of 14 GLD areas (Good Level of Development), disadvantaged pupils achieved higher than non disadvantaged pupils.
- In some areas of learning in 2017, up to 80% more pupils in receipt of pupil premium reached the expected standard, than were on track to on entry.
- The GLD for FSM pupils has increased by 39% during the past 3 years, to reach a GLD of 65% in 2017.
- In 2017, there was an 8% gap between Non-FSM and FSM pupils achieving a GLD. (In 2016, the national gap was 17%) 2017 national data for FSM not yet available.

2017 Phonic Screening test (Year1)

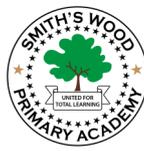
97% of Smith's Wood pupils achieved the phonics screening test in 2017, compared to the National average of 81%. **94% of pupil premium pupils at Smith's Wood achieved the standard (13% above the average for all pupils in the previous year)**

% of Y1 pupils achieving phonics screening pass (national av 2016 was 81%)



CLOSING THE GAP





Military Initiative; salute Commando Joe

Commando Joe is an ex-paratrooper who comes into Smith`s wood every Friday. He runs confidence building and resilience activities aimed at developing teamwork and self control. The initiative runs on a Friday to encourage punctuality and attendance from some of our most vulnerable pupils (Friday is statistically one of the most difficult days for ensuring high attendance.) Please see section 8 for research evidence

Approximately 70% of pupils accessing the programme are eligible for FSM.

“Military-ethos physical activity intervention significantly improved the educational attainment of primary and secondary school children..... furthermore the intervention was associated with significant improvements in both positive social and problem behaviours across an academic year”

-Investigating the effectiveness on educational attainment and behaviour at a school based, military-ethos intervention (Mills et al)



Prime Areas of Learning	Progress in a term (Where 1 point progress would be expected)		
	1 point	2 points	More than 2 points
Physical	17%	33%	50%
PSED (Personal, social, emotional devel.)	17%	83%	

Evidence of Impact
Left
Physical progress measures of pupils in reception accessing the programme.
Below
Attendance and behaviour impact data for Y3 and Y5 pupils.

Year Group	Autumn % attendance (Sept – Dec)	Spring % attendance (Jan – March)	Autumn behaviour Logs	Spring behaviour Logs
Year 3	97.95%	98.42%	91 logs Average 15	52 logs Average 9
Year 5	93.48%	96.55%	Total 75 logs 6 (.25) logs	Total 66 5 (.5) logs



Pupil Premium Awards 2013 Regional Winner

Improving attendance

Attendance is an issue in many deprived areas; disadvantaged pupils are twice as likely to be Persistently Absent compared to non disadvantaged pupils (source, DfE attendance release, Mar 17). Our data shows that attendance at Smith's Wood is an area of relative weakness. In 2015-16, we achieved an attendance level of 95.6% (national average 96.1%) and this rose to 95.7% in 2016-17. Persistent Absence levels were well below national average levels, for the first time.

The school operates an "Aim High" approach towards attendance. we have identified the weakest areas (Early Years) and groups of pupils with low levels of attendance and introduced a series of measures to remedy this. these include; a dedicated attendance officer, a child and family worker to work in homes to set up morning routines prior to school, awareness strategies reward strategies, "nudge" letters - using pollster techniques to sway the views of key parents, tactical change of registration time to improve punctuality. We know that lots of small initiatives make an overall difference.

Whole school attendance is rising at Smith's Wood.

2013-14	95.4%
2014-15	95%
2015-16	95.6%
2016-17	95.7%



Highest ever achieved at Smith's Wood (but still below average...)

The attendance gap is reducing each year and in 15-16 was removed

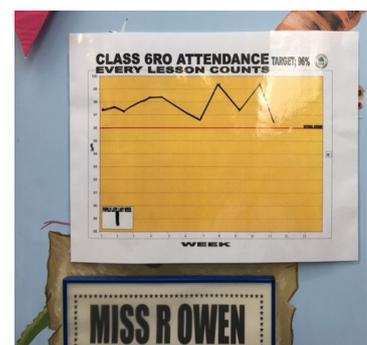
	2014-15	2015-16
Disadvantaged	94.53%	95.54%
Non-disadvantaged	95.9%	95.53%

The percentage of late marks has fallen dramatically (see section 4)

	2014-15	2015-16
	%Late	%Late
Disadvantaged	0.7%	0.44%
Non-disadvantaged	0.4%	0.33%



Whole school awareness in the entrance hall



Outside every classroom...

Weekly competition. Even the staff have attendance levels reported

MORE THAN A SCHOOL

2017 KS1 results (disadvantaged pupils in brackets)

	KS1 % at Expected Standard		
	Reading 2017	Writing 2017	Maths 2016
All (Smith's Wood)	85% (80%)	85% (80%)	83% (73%)
All (National)	75%	68%	75%
All pupils (Solihull)	78%	70%	77%

Standards at the end of KS1 are above the national average in all subjects, for pupils reaching the expected standard.

The figure in brackets shows the attainment of disadvantaged pupils.