



SMITH'S WOOD PRIMARY ACADEMY

"EVERY CHILD ACHIEVES"



Smith's Wood Primary Academy received a figure of £264 780 in 2019-20 for the Pupil Premium grant. This money was used to provide support for disadvantaged, both in terms of academic support, as well as support for identified areas relating to their personal development. Whilst the academic year proved to be an unusual one, with lockdown, Smith's Wood Primary remained open every day, for key worker pupils and vulnerable pupils. As the school has no National data to use as evidence of impact, the summary below shows internal impact measures, for which the PP allocation has supported.

BARRIERS TO LEARNING

- Deprivation levels are high within the locality with approximately 51% of pupils entitled to a Free school Meals.
- Children enter school, on average, well below the expected levels.
- Communication, language and Literacy (CLL) and numeracy are key areas of weakness on entry to the school, alongside social and emotional development.
- Levels of Special Educational Needs are above national average.
- There are relatively high numbers of pupils with social and emotional issues.
- Low attendance is a longstanding issue in the area.

DESIRED OUTCOMES

- Raising standards and rates of progress in the core areas for all pupils at SWPA
- Pastoral support addressing barriers to learning (eg Mental Health support, Play Therapy, behaviour support, mentoring, Forest school, Military intervention, Child and family work)
- Attendance Support which includes initiatives to raise attendance and address

FKS 2019-20

Pupils, overall, enter Smith's Wood with below average levels of attainment. The data below is based on internal tracking data as there are no National measures and shows the impact for PP pupils

GLD MEASURE	Base-line	Autumn	Spring	Summer (based on teacher predictions)	Overall progress. Sept - March	Overall progress Sept - July
Whole cohort	13%	34%	42%	68%	29%	55%
Non-FSM	15%	28%	46%	67%	31%	52%
FSM	11%	15%	33%	71%	22%	60%
Gap	4%	13%	13%	+4%		

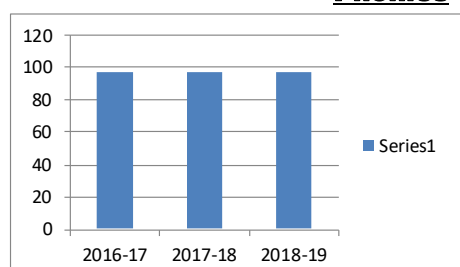
On average FSM pupils entered reception at lower starting points than non-FSM pupils

Progress is rapid and FSM pupils, go on to achieve, on average, 70% at the expected level by the end of the reception year.

This is based on 2019 data

In 2019, there was a 5% gap between Non-FSM and FSM achieving GLD, which is a 2% decrease on the gap in 2018; the gap continues to close.

Phonics



2019 Phonic Screening test (Year1)

97% of Smith's Wood pupils achieved the phonics screening test in 2019, compared to the National average of 82%. **96% of pupil premium pupils at Smith's Wood achieved the standard (14% above the NATIONAL average for all pupils in 2018)**

Headline Phonics Data from Lockdown

Pupil group	0 jumps of progress	1 jumps of progress	2 jumps of progress	3+ jumps of progress
All	10%	36%	35%	15%
PP	18%	18%	45%	18%
Non-PP	7%	45%	31%	14%

63% of PP children made outstanding progress during the period of lockdown (2+ bands of progress) in comparison to 46% of non-PP children

81% of PP children made progress in phonics bands in comparison to 90% of non-PP

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. However, in **2018-19 our overall attendance level was 96.1%**, which is in line with national average levels. This is despite the high relative levels of deprivation.

Reducing levels of Persistent Absence (PA) has been a further area of focus. Persistent Absence describes pupils with attendance levels below 90%. In 2018-19, the PA level of disadvantaged pupils was 4.72%, compared to 3.13% for non disadvantaged pupils. Note that the attendance of both disadvantaged and non-disadvantaged pupils, in terms of Persistent Absence, is better than the national average for Persistent Absence (8.3%)

Whilst there is no National figure for attendance for 2019-20, Smith's Wood Primary Academy had a figure of 95.5% until March 23rd, when lockdown occurred. Smith's Wood Primary opened fully, each day, for every year group for the last 4 weeks of term and each day, for the named year groups from June 1st. Please see attendance analysis below for PP pupils.

PP Headline attendance data

Returning after lockdown

Across the whole school, 210 pupils returned. 35% were PP.

In the year groups requested by the Government (Rec, Y1 and Y6) 71 pupils returned. 27% were PP.

In KS1 76 pupils returned. 24% were PP.

In KS2 134 pupils returned. 42% were PP.

In years 5 and 6, more PP returned than Non PP

55% of PP pupils accessed key worker and vulnerable provision at some point during lockdown.

Improvement of attendance or PA levels for PP pupils over the year

<u>Attendance</u>	PP	Non-PP	Cohort
Dec 19	94.5	96.3	95.4
March 20	94.8	97.2	95.9

<u>PA</u>	PP	Non-PP	Cohort
Dec 19	13.6	9.5	11.5
March 20	12.2	4.4	8.9

There was a 0.3% improvement in the attendance for PP pupils from December to lockdown in March.

There was a 1.4% reduction in the percentage of PP pupils who are PA.

Individual pupils received intervention in school such as A Team initiative, in class rewards and support from Attendance lead and EWO.

Improvements include:

4 targeted pupils, who were PA, achieved 100% attendance for Spring Term (up to lockdown)

A Team initiative in Spring Term saw 6 children improve attendance so that they were no longer in the PA bracket

The average improvement in attendance for pupils in the A Team initiative in Spring Term was +1.6%, with some individuals improving by 6%, 4.9%, 4.6% and 4.3% respectively.



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Achievement



Maths	June Returners PP	June Returners Non PP	Pupils who did not return
Year 1	102	110	94
Year 2	91	94	94
Year 3	98	99	86
Year 4	102	99	92
Year 5	101	96	91
Year 6	95	106	91
Whole school	98	100	91
Reading	June Returners PP	June Returners Non PP	Pupils who did not return
Year 1	108	112	103
Year 2	88	103	89
Year 3	104	107	100
Year 4	96	98	90
Year 5	98	94	93
Year 6	97	107	89
Whole school	98	103	94

All PP Pupils who returned in June scored higher than pupils who did not return, except in year 2.

In year 4 and 5, PP pupils who returned in June, scored higher than Non PP pupils who returned in Maths.

In year 5, PP pupils who returned in June, scored higher than Non PP pupils who returned in Reading.

The whole school average for PP Pupils who return in June was higher than those who did not return until September.

Additional data

Year 5 and 6 PP Pupils outperform Non PP pupils in standardised reading Autumn term 2020.

(Averages Year 5 95 vs 94 and Year 6 98 vs 93).

Year 6 PP Pupils outperform cohort in standardised reading Autumn 2020. (Average PP 98 and Cohort 96).

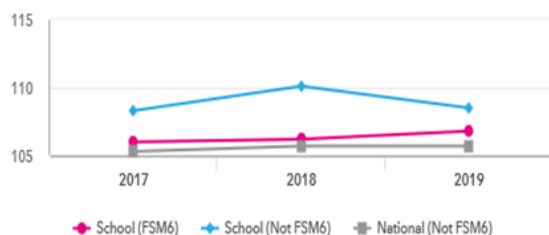
Grammar in year 3 and 5: PP pupils are outperforming Non PP pupils by 4% and 1% respectively Autumn 2020.

Spelling: Year 3 PP pupils are outperforming Non PP pupils by 12%

KS2 Data Headlines from 2019

KS2 attainment for disadvantaged pupils 2019

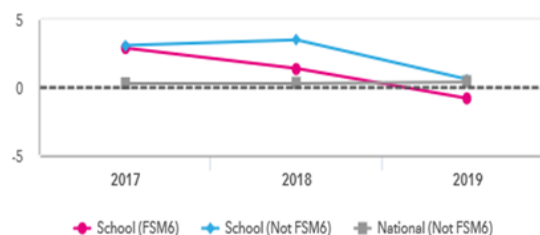
Average Scaled Score (Re, Ma) ✓



In 2019 (Y6), 73% of pupils were classified as FSM6 (a measure of deprivation). The average scaled score this group achieved (106.8) was significantly above the average. Non disadvantaged pupils also recorded an average (108.5) above the national figure. **Whilst an in school gap exists in 2019, both groups (ie disadvantaged and non-disadvantaged) outperformed the national average.**

KS2 progress for disadvantaged pupils 2019

Average Scaled Score (Re, Ma) ✓



In 2019 (Y6), 73% of pupils were classified as FSM6 (a measure of deprivation). The progress of non disadvantaged. Progress for disadvantaged pupils and non-disadvantaged pupils was broadly average in 2019. In recent years, progress levels have been significantly beyond the average. Whilst progress rates are not as strong in 2019, the attainment of disadvantaged pupils has improved.

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Interventions at Smith's Wood Primary Academy



Around 80 interventions occur each term at Smith's Wood.

All children are eligible for support. Below is a brief summary of the impact of this work.

By the end of KS2, disadvantaged pupils, who make up a large number of pupils in each year group perform

Number of different interventions running throughout the year	209
Percentage of Pupil Premium children accessing an intervention	89.3%
Percentage of SEND children accessing an intervention	91.5%
Percentage of children accessing 1 or more interventions	82.7%
Percentage of children achieving or exceeding their intervention target	67.5%
Percentage of children partially achieving their intervention target	24.6%
Average cost per half term of academic interventions	£29,358
Average cost per half term of pastoral interventions	£9,862
Total cost of interventions for the three half terms we were fully open to all children	£120,410
Additional costs during the other three half terms of staff employed to run interventions (academic and pastoral)	£80,813
Total cost for the year of interventions	£201,223

2019-2020

NB: Impact data is based on 3 half terms due to implications of Coronavirus Lockdown

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