Pupil premium strategy statement 2025-2026

Smith's Wood Primary Academy

This statement details our school's use of pupil 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
Number of pupils in school	420
Proportion (%) of pupil premium eligible pupils	53%
Academic year/years that our current pupil premium strategy plan covers	2024-2025 2025-2026 2026-2027
Date this statement was published	September 2025
Date on which it will be reviewed	July 2026
Statement authorised by	Nichola Damms
Pupil premium lead	Nichola Damms
Governor / Trustee lead	Neil Henderson

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£329420
Pupil premium funding carried forward from previous years *(enter £0 if not applicable)*	£0
Total budget for this academic year	£329420

Part A: Pupil premium strategy plan

Statement of intent

At Smith's Wood Primary Academy, all stakeholders are committed to, and passionate about, meeting the pastoral, social and academic needs of every individual pupil.

The Pupil Premium Grant is additional funding, which is allocated to schools, based on the number of pupils who have been eligible for Free School Meals at any point over the last six years. The term 'disadvantaged' also includes pupils who are Looked After or Previously Looked after. It is aimed at addressing current, underlying inequalities which exist between children from disadvantaged backgrounds and their more affluent peers.

At Smith's Wood, our intention is that all pupils, regardless of background or the challenges they face, make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal. Including progress for those who already attain highly. We want to provide all children with rich, vibrant experiences that inspire a love of learning, spark curiosity about the world around them, and equip them with the skills needed for each stage of their future lives – regardless of their background or any challenges they may face.

We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers. The activity we have outlines in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

High quality teaching and professional development are at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantaged attainment gap and at the same time will benefit the non- disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our ultimate objectives for our disadvantaged pupils are:

- To achieve academically in line with our non-disadvantaged pupils
- To experience opportunities outside of the norm
- To inspire and prepare themselves for life after SWPA

Current attainment of PP pupils (based on 2025 data)			
	SWPA Pupils eligible for PP	**SWPA Pupils not eligible for PP**	**National**
% achieving expected standard or above in RWM	74%	93%	47%
% achieving expected standard in reading	87%	97%	63%
% achieving expected standard in writing	84%	97%	59%
% achieving expected standard in maths	84%	100%	61%

Our current pupil premium strategy plan has contributed to these objectives as below:

- To offer enhanced teaching across all year groups to ensure that all pupils receive targeted input for core subjects.
- To provide opportunities for pupils which enhance their personal, as well as academic experiences.
- To employ specialist staffing directly to school to ensure pupils receive the support required promptly.
- To provide individual and small group intervention to support pupils in closing the gap.
- Ensure Pupil Premium children have access to cultural capital through funding for school trips, enrichment opportunities, and wider life experiences.

Reporting:

- Pupil Premium will be an agenda item for each appropriate governing body committee.
- The Pupil Premium Lead will keep the governors updated at the meetings to ensure that progress, provision and effectiveness are discussed.
- At the beginning of each year a Statement of Intent will be published detailing the proposed expenditure of the PPG for that academic year.
- At the end of the year the Statement of Intent will be evaluated to review how the funding had been used to overcome barriers to learning and close the attainment gap.

Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

Challenge number	Detail of challenge
1	Children enter school, on average, well below the expected levels.
2	Communication, language and Literacy (CLL) and numeracy are key areas of weakness on entry to the school, alongside social and emotional development.
3	Levels of Special Educational Needs are above the national average, with a large proportion of pupils requiring S&L tailored support.
4	There are relatively high numbers of pupils with social and emotional issues.
5	Gap between attainment of PP and Non-PP pupils apparent following the lockdown period.
6	Historically low perception from parents on the importance of attendance. This includes historic levels of persistently absent pupils.
7	High numbers of vulnerable families and pupils with social and emotional needs.

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
SEND and PP pupils to make same levels of progress, from starting point, as their peers	Quality first teaching for all groups is outstanding Quality interventions delivered to address gaps
Prompt action to address low baseline in EYFS so pupils have best opportunities to catch up with their peers	Children make rapid progress across all areas of EYFS to meet age related expectations at the end of reception and close gap with Non-PP children.
Pupils social and emotional issues supported through extensive inclusion team	Targeted support for social and emotional wellbeing of pupils Tracking monitored for impact on attendance and attainment
Gap between PP and Non-PP pupils minimal	PP pupils make equal progress in comparison to Non-PP pupils

Pupils and families with low attendance/high persistent absentee levels supported and challenged	Attendance levels continue to rise and % of PA children reduced
Pupils and families with social and emotional needs supported from team within school	Families receive tailored support to address needs
Improved mental health provision for all members of the SWPA community	Pupils, staff and families receive prompt and tailored support for mental health when required

Activity in this academic year

This details how we intend to spend our pupil premium funding **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £262,767

Activity	Evidence that supports this approach	Challenge number(s) addressed
Provide 3 ability groups, in each year group for RWM	School evidence Outcomes of data shows outcomes for pupils in line, or above National expectations (see data on 1st page for KS2 outcomes) Progress measures at the end of KS are 'average' or 'above average' but aim to improve progress measures, particularly in relation to the gaps of the learning evident. Gap between PP and Non-PP evident following lockdown, as shown through internal standardised data outcomes, therefore smaller group sizes will reduce gap. Teaching and learning toolkit strand Reducing class sizes (+2 months impact) Within class attainment grouping (+2 months)	1,4
Whole school in school and home reading	School evidence	1,2 & 5

platform to support continued remote learning and parental engagement with phonics	Maintain phonics outcomes across FKS and KS1 Improve comprehension skills of FKS and KS1 pupils Teaching and Learning toolkit strand Reading comprehension strategies (+6 months impact) Phonics (+5 months)	
Whole school reading initiatives to include digital reading platforms for pupils	School evidence Improve progress in reading across the school Improve comprehension skills of pupils Teaching & Learning toolkit strand Reading comprehension strategies (+6 months impact)	2 & 5
Whole school Mathematics approach to Mastering Number and Maths mastery	School evidence Targeted whole school Maths intervention proven to close the gap Improved Mathematical skills for all KS1 pupils Teaching & Learning toolkit strand Mastery learning (+5 months) Small group tuition (+4 months)	1

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

Budgeted cost: £134,811

Activity	Evidence that supports this approach	Challenge number(s) addressed
Provision of additional TA time to support targeted groups in the mornings and deliver interventions. Based on 1 additional TA per year group for morning support.	School evidence Data shows that following lockdown, there now exists a gap between PP and Non PP achievement. Teaching & Learning toolkit strand Teaching assistant interventions (+4 months)	1, 5

Additional staffing employed for phonics delivery	School evidence Outcomes of phonics data for the last 3 years shows outcomes for pupils in excess of National expectations 2022/2023 - 93% National 79% 2023/2024 - 93% National 81% 2024/2025 - 95% National 80% Teaching & Learning toolkit strand One to one tuition (+5 months) Phonics (+5 months)	1,2,5
Speech & Language therapist employed by school for assessments Support staff member for 2 afternoons a week to deliver S&L interventions Additional contribution for S&L 1:1 support	School evidence High numbers of pupils enter school with Communication and language difficulties Time waiting for support for external agencies can be long, therefore in school provision targets need swiftly Teaching & Learning toolkit strand Oral language intervention (+6 months)	2, 3

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

Budgeted cost: £93,376

Activity	Evidence that supports this approach	Challenge number(s) addressed
Increased access to school counsellors for SWPA pupils	School evidence High levels of vulnerable pupils in the school needing swift support. Impact of social and emotional issues on learning can be minimised through targeted inclusion support. Teaching and Learning toolkit strand Social and Emotional (+4 months)	4
Child & Family Support Worker 3.5 days a week	School evidence 53% PP children High level of deprivation in local area serving school Families and individuals are often identified as needing additional support	4,7

	and support in supporting their own child with education. Teaching and Learning toolkit strand Parental engagement (+4 months)	
Provide enhanced extra-curricular opportunities for SWPA pupils	School evidence High number of disadvantage and vulnerable pupils who deserve opportunities for extra personal development opportunities to enhance core school provision. Opportunities for SWPA pupils to engage in opportunities outside of school minimal Teaching and Learning toolkit strand Parental engagement (+4 months)	4,7
Individual group and music provision for pupils	School evidence Many vulnerable pupils, in a deprived area need to have the opportunity to experience opportunities which they may not receive at home due to financial constraints. Enhance the 'More than a School' motto which SWPA holds. Teaching and Learning toolkit strand Social & Emotional (+4 months)	4,7

Total budgeted cost: £ *490,954*

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Current attainment of PP pupils (based on 2025 data)			
	SWPA Pupils eligible for PP	**SWPA Pupils not eligible for PP**	**National**
% achieving expected standard or above in RWM	**74%**	**93%**	**47%**
% achieving expected standard in reading	**87%**	**97%**	**63%**
% achieving expected standard in writing	**84%**	**97%**	**59%**
% achieving expected standard in maths	**84%**	**100%**	**61%**

Maths	Cohort	PP	Non PP	Reading	Cohort	PP	Non PP
Year 1	85%	80%	88%	Year 1	69%	56%	79%
Year 2	73%	70%	78%	Year 2	72%	68%	78%
Year 3	88%	88%	88%	Year 3	75%	72%	80%
Year 4	77%	71%	87%	Year 4	81%	77%	87%
Year 5	66%	65%	68%	Year 5	75%	71%	79%
Year 6	90%	80%	100%	Year 6	90%	77%	97%
Whole School	80%	76%	85%	Whole School	77%	70%	83%

Phonics Outcomes

PCS	Year 1	Year 2		
Pupil group	June 2025	June 2024	June 2025 resit for children not passed (6 children)	Total combined for cohort
All	95%	93%	50%	95%
PP	92%	91%	75%	97%
Non PP	97%	96%	0%	91%

Year 4 Multiplication Check

Number of Disadvantaged children	36
% of PP children who scored 25/25	30% (11 children)
% of PP children who scored 24/25	11% (4 children)
% of PP children who scored less than 10	3% (1 child)

Intervention Analysis 2024-25

Number of different interventions running throughout the year	478
% of PP children accessing an intervention	99.8%
% of SEND children accessing an intervention	99.6%
% of children accessing 1 or more interventions	99.7%
% of children achieving or exceeding their intervention target	87.9%
% of children partially achieving their intervention target	10.7%

Attendance 2024-2025

Attendance 2024/25	Autumn	Spring	Summer	Whole Year
Attendance	95.14	94.79	94.73	94.87
PP	93.83	93.36	93.32	93.53
Non PP	96.47	96.17	96.05	96.13
PA	14.9	14.5	18.9	14.8
PP PA	21.4	20.8	25.4	22.0
Non PP PA	6.4	7.0	11.2	7.0

Attendance at extra-curricular clubs 2024-25

Whole School	92% (100% intra school participation)
SEN Pupils	91% (100% intra school participation)
PP Pupils	90% (100% intra school participation)

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium to fund in the previous academic year.

Programme	**Provider**
Read Write Inc	Ruth Miskin
Times Tables Rock Stars	Maths Circle