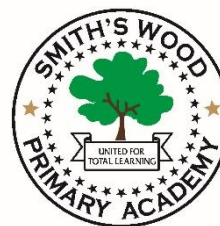


# Smith's Wood Primary Academy

## Pupil Premium Strategy Statement



This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) 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 effect that last year's spending of pupil premium had within our school.

### School overview

Detail	Data
School name	Smith's Wood Primary Academy
Number of pupils in school	448
Proportion (%) of pupil premium eligible pupils	47%
Academic year/years that our current pupil premium strategy plan covers <b>(3 year plans are recommended)</b>	2021-2023
Date this statement was published	November 2021
Date on which it will be reviewed	July 2022
Statement authorised by	Danielle Givens
Pupil premium lead	Mia Taylor
Governor / Trustee lead	Neil Henderson

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 291 865
Recovery premium funding allocation this academic year	£ 30 595
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£ 0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	N/A

# Part A: Pupil premium strategy plan

## Statement of intent

- *Our ultimate objectives for our disadvantaged pupils are:*
- *To achieve academically in line with non-disadvantaged pupils*
- *To experience opportunities outside of the norm*
- *To inspire and prepare themselves for life after SWPA*
- *Our current pupil premium strategy plan has contributed to these objectives as below:*

<b>2. Current attainment (based on 2019 data)</b>			
	<b>SWPA Pupils eligible for PP</b>	<b>SWPA Pupils not eligible for PP</b>	<b>National</b>
<b>% achieving expected standard or above in reading, writing &amp; maths</b>	83%	87%	65%
<b>% at expected standard in reading</b>	82%	86%	73%
<b>% at expected standard in writing</b>	88%	100%	78%
<b>% at expected standard in mathematics</b>	90%	93%	79%

- *The key principles of our strategy plan are:*
- *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 the school to ensure pupils receive the support required promptly*
- *To provide individual and small group intervention to support pupils in closing the 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 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 number 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 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, 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 (and recovery premium funding) **this academic year** to address the challenges listed above.

## Teaching

Budgeted cost: **£160 200**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Provide 3 ability groups, in each year group for RWM</p> <p><b>£151 000</b></p>	<p><b><u>School evidence</u></b>            Outcomes of 2018/19 data which shows outcomes for pupils at all phases in line, or above National expectation (see data on 1<sup>st</sup> page for KS2 outcomes)</p> <p>Progress measures at end of KS2 are 'average' or 'above average' but aim to improve progress measures, particularly in relation to the gaps of the learning evident following lockdown</p> <p>Gap between PP and Non PP evident following lockdown, as shown through internal standardised data outcomes, therefore smaller group sizes will reduce gap</p> <p><b><u>Teaching &amp; Learning toolkit strand</u></b>            Reducing class sizes (+2 months impact)            Within class attainment grouping (+ 2 months)</p>	<p>1, 4</p>
<p>New whole school in school &amp; home reading platform to support continued remote learning and parental engagement with phonics</p>	<p><b><u>School evidence</u></b>            Maintain phonics outcomes across FKS and KS1            Improve comprehension skills of FKS and KS1 pupils</p>	<p>1, 2 &amp; 5</p>

£1200	<b><u>Teaching &amp; Learning toolkit strand</u></b> Reading comprehension strategies (+ 6 months' impact) Phonics (+ 5 months)	
Whole school reading initiatives to include digital reading platforms for pupils	<b><u>School evidence</u></b> Improve progress in reading across the school Improve comprehension skills of pupils	2 & 5
£7000	<b><u>Teaching &amp; Learning toolkit strand</u></b> Reading comprehension strategies (+ 6 months' impact)	
Whole school Mathematics approach to Mastering Number & Maths mastery  £1000 for release and online resources	<b><u>School evidence</u></b> Targeted whole school Maths interventions proven to close the gap Improved Mathematical skills for all KS1 pupils  <b><u>Teaching &amp; Learning toolkit strand</u></b> Mastery learning (+ 5 months) Small group tuition (+ 4 months)	1

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

Budgeted cost: £65 400

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

<p><b>£42 000</b></p> <p>Additional staffing employed for phonics delivery</p> <p><b>£4050</b></p>	<p><b><u>School evidence</u></b>  Outcomes of phonics data for last 5 years shows outcomes for pupils in excess of National expectation</p> <p>2018/19- 97%      National 82%  2017/18- 97%      National 81%  2016/17- 97%      National 81%  2015/16- -95%      National 77%  2014/15- -94%      National 74%</p> <p><b><u>Teaching &amp; Learning toolkit strand</u></b>  One to One tuition (+ 5 months)  Phonics (+ 5 months)</p>	<p>1, 2, 5</p>
<p>Additional staffing employed for one to one tutoring</p> <p><b>£7400</b> contribution from the school</p>	<p><b><u>School evidence</u></b>  Data shows that following lockdown, there now exists a gap between PP and Non PP achievement</p> <p><b><u>Teaching &amp; Learning toolkit strand</u></b>  One to One tuition (+ 5 months)</p>	<p>1, 2, 5</p>
<p>Speech &amp; Language therapist employed by school for assessments</p> <p>Support staff member for 2 afternoons a week to deliver S&amp;L interventions</p> <p>Additional contribution for S&amp;L 1:1 support</p> <p><b>£9000</b></p>	<p><b><u>School evidence</u></b>  High numbers of pupils enter school with Communication and language difficulties</p> <p>Time waiting for support for external agencies can be long, therefore in school provision targets need swiftly</p> <p><b><u>Teaching &amp; Learning toolkit strand</u></b>  Oral language interventions (+ 6 months)</p>	<p>2, 3</p>



<p>NELI – DFE language programme for EYFS pupils- time dedicated for a member of staff to deliver the programme once a week</p> <p><b>£3000</b></p>	<p><b><u>School evidence</u></b>  Low baseline for pupils entering SWPA in terms of communication &amp; language  Need to increase the % of pupils achieving the expected standard in CLL in EYFS</p> <p><b><u>Teaching &amp; Learning toolkit strand</u></b>  One to One tuition (+ 5 months)</p>	<p>2</p>
---	--	----------

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

Budgeted cost: **£99 400**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Increased access to school counsellors for SWPA pupils</p> <p><b>£37 000</b></p>	<p><b><u>School evidence</u></b>  High level of vulnerable pupils in the school needing swift support  Impact of social and emotional issues on learning can be minimised through targeted inclusion support</p> <p><b><u>Teaching &amp; Learning toolkit strand</u></b>  Social &amp; Emotional (+ 4 months)</p>	<p>4</p>
<p>Child &amp; Family Support Workers x 2</p> <p><b>£37 000</b> based on</p> <p>4 days a week</p> <p>2 days a week</p>	<p><b><u>School evidence</u></b>  47% PP children  High level of deprivation in local area serving school  Families and individuals are often identified as needing additional support &amp; support in supporting their own child with education</p> <p><b><u>Teaching &amp; Learning toolkit strand</u></b>  Parental engagement (+ 4 months)</p>	<p>4, 7</p>

<p>CSAWS targeted attendance support</p> <p><b>£9000</b></p>	<p><b><u>School evidence</u></b>          To achieve National levels of attendance, external support is required to tackle long standing attendance issues          PA levels can rise rapidly          Some families in the community have historically low levels of attendance and continual work needs to be done</p> <p><b><u>Teaching &amp; Learning toolkit strand</u></b>          Parental engagement (+ 4 months)</p>	<p>6</p>
<p>Provide enhanced extra-curricular opportunities for SWPA pupils</p> <p><b>£2500</b></p>	<p><b><u>School evidence</u></b>          High number of disadvantaged and vulnerable pupils who deserve opportunities to extra personal development opportunities to enhance core school provision          Opportunities for SWPA pupils to engage in opportunities outside of school minimal</p> <p><b><u>Teaching &amp; Learning toolkit strand</u></b>          Parental engagement (+ 4 months)</p>	<p>4, 7</p>
<p>Enhanced role of Head of Personal development, Behaviour &amp; Attitudes with a focus on attendance</p> <p><b>£4000</b></p>	<p><b><u>School evidence</u></b>          Many vulnerable pupils, in a deprived area need to have the opportunity to experience opportunities which contribute to skills for life</p> <p>Enhance the 'More than a School' motto which SWPA holds</p> <p>Key member of SLT required to proactively work with parents in relation to improving attendance</p> <p><b><u>Teaching &amp; Learning toolkit strand</u></b>          Parental engagement (+ 4 months)</p>	<p>4, 6, 7</p>

<p>Individual group and music provision for pupils</p> <p><b>£5000</b></p>	<p><b><u>School evidence</u></b>  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</p> <p>Enhance the 'More than a School' motto which SWPA holds</p> <p><b><u>Teaching &amp; Learning toolkit strand</u></b>  Social &amp; Emotional (+ 4 months)</p>	<p>4, 7</p>
<p>Enhanced Outdoor Adventure Activities (OAA) delivery through trained and experienced lead</p> <p><b>£5000</b></p>	<p><b><u>School evidence</u></b>  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</p> <p>Enhance the 'More than a School' motto which SWPA holds</p> <p><b><u>Teaching &amp; Learning toolkit strand</u></b>  Social &amp; Emotional (+ 4 months)</p>	<p>4, 7</p>

**Total budgeted cost: £ 325 000**

## Part B: Review of outcomes in the previous academic year

### Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2020 to 2021 academic year.

*Due to COVID-19, performance measures have not been published for 2020 to 2021, and 2020 to 2021 results will not be used to hold schools to account.*

*Given this, please see whole **school standardised teacher administered test outcomes** for Maths & English for the academic year 2020-21.*

<b>Maths</b>	<b>Cohort</b>	<b>PP</b>	<b>Non PP</b>	<b>Reading</b>	<b>Cohort</b>	<b>PP</b>	<b>Non PP</b>
Year 1	<b>94%</b>	89%	97%	Year 1	<b>90%</b>	89%	81%
Year 2	<b>67%</b>	63%	69%	Year 2	<b>76%</b>	63%	86%
Year 3	<b>70%</b>	61%	86%	Year 3	<b>80%</b>	74%	81%
Year 4	<b>76%</b>	69%	84%	Year 4	<b>80%</b>	73%	87%
Year 5	<b>90%</b>	94%	84%	Year 5	<b>88%</b>	91%	84%
Year 6	<b>88%</b>	85%	100%	Year 6	<b>80%</b>	74%	100%
Whole School	<b>81%</b>	<b>77%</b>	<b>87%</b>	Whole School	<b>82%</b>	<b>77%</b>	<b>87%</b>

**Year 2 Phonics outcomes for Autumn term 2020**

<b>Pupil groups</b>	<b>2019</b>	<b>2020 (predictions)</b>	<b>2020 – Actual results</b>
All	97%	90%	97%
PP	97%	81%	91%
Non - PP	96%	95%	100%
SEN	91%	100%	100%

**Access to Remote Learning offer for Disadvantaged pupils during the school period from January to March 21**

<b><u>Spring 1</u> <u>averages over</u> <u>the 6 weeks</u></b>	<b><u>BOYS</u></b>	<b><u>GIRLS</u></b>	<b><u>PP</u></b>	<b><u>Non PP</u></b>	<b><u>SEN</u></b>
Attending in school	27%	22%	21%	28%	27%
Live lessons	51%	54%	48%	57%	42%
Work pack	11%	12%	15%	8%	13%
Average total engagement for Spring 1	88.8%	87.9%	83.8%	92.8%	81.9%

**Intervention analysis**

Number of different interventions running throughout the year	369
Percentage of Pupil Premium children accessing an intervention	90.3%
Percentage of SEND children accessing an intervention	88.6%
Percentage of children accessing 1 or more interventions	87.2%
Percentage of children achieving or exceeding their intervention target	65.3%
Percentage of children partially achieving their intervention target	26.1%
Average cost per half term of academic interventions	£10,878.31
Average cost per half term of pastoral interventions	£8,874.05
Total cost of academic and pastoral interventions for year	£98,761.81
Average additional teacher and TA costs per half term	£50,591.66
Total cost for additional teacher and TA for year	£303,549.96
Total cost for interventions and additional costs across the school	£402,311.77

## Externally provided programmes

*Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England*

Programme	Provider
Read Write Inc	Ruth Miskin