

PUPIL PREMIUM STRATEGY UPDATE

2018-19



Total to be received for 2018-19 £283 800

Summary of the main barriers to learning

- Deprivation levels are high within the locality with approximately 60% 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.
- There are higher than average numbers of Looked After Children at the school.
- Low attendance is a longstanding issue in the area.

How the Pupil Premium will be spent to address barriers to learning

A wide range of strategies are implemented at Smith's Wood to successfully overcome barriers to learning. The money is used to implement over 60 different intervention strategies each term. A detailed "intervention map" records each duration, cost and impact, with a clear emphasis on raising standards and rates of progress. We use in-house data to target areas of weakness in order to reduce any gaps existing between disadvantaged and non-disadvantaged pupils. The use of targeted ability groups is a key aspect of our work. This has helped us to achieve rapid rates of progress for all ability groups.

In summary, the Pupil Premium is used in the following key areas;

- Raising standards and rates of progress in the core areas (eg phonics intervention, speech and language, literacy, maths interventions)
- 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 (initiatives to raise attendance and address Persistent Absence)

Why do we use these approaches?

The approaches we use work. End of key stage data and our own data shows that **disadvantaged pupils routinely make rapid progress at Smith's Wood**. Disadvantaged pupils, at the end of KS2 regularly outperform the national average levels (see impact statement 2018) We also research initiatives successfully used in other schools around the world and regularly try out new ideas ourselves. In fact, as a previous finalist of the Pupil Premium Award, schools often visit us to gather ideas. Where interventions do not get results, we try something else.

How do we measure the impact of the pupil premium

Each initiative is recorded and costed on our Intervention Map which is updated every half term. An example of this is shown on our Impact Statement for 2018. Evidence of impact is recorded using hard data, wherever possible. For example, standardised test data is recorded each half term. National test data provides another form of measurement. In phonics, progress is measured every half term to highlight individuals in need of intervention. Senior staff will review this progress data each half term, changing interventions as necessary. Governors will oversee this process, scrutinising headline data and trends over time. Senior leaders and governors will also compare the performance of the school with high performing schools.

Other initiatives (eg attendance) can be tracked closely on a weekly or even daily basis for some pupils. Progress is measured using attendance data. Pastoral initiatives can be harder to measure in terms of impact. However, SDQ data (eg when measuring the impact of therapeutic support) has proved valuable.

Review

Initiatives are reviewed on an ongoing basis as part of the Intervention Map. Governors review performance data each half term. Governors review the strategy annually (Standards committee, Autumn term).

MORE THAN A SCHOOL