



"EVERY CHILD OVER EVERY BARRIER"

Around 60 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 the majority of each year group, out-perform national average levels in all areas.

2017-18 Reception

Pupils, overall, enter Smith's Wood with below average levels of attainment.

Through targeted interventions in the prime area of Communication and language, the percentage of disadvantaged pupils achieving the expected standard out performed non disadvantaged pupils in speaking (Disadvantaged 75%, non-disadvantaged 70%)

The following areas in 2018 show clear progress, from baseline, for disadvantaged pupils in terms of the % at the expected standard in Summer, in relation to the % on track on entry.

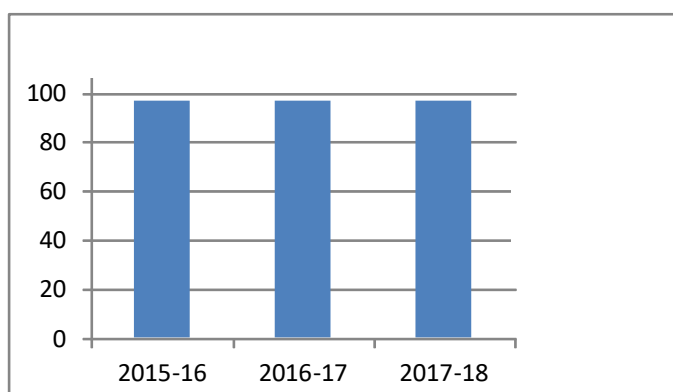
Area	Baseline	Summer
Listening	0%	70%
Understanding	0%	70%
Speaking	6%	70%
Confidence	0%	72%
Feeling & behaviour	6%	85%

In 2018, there was a 7% gap between Non-FSM and FSM achieving GLD, which is a 1% decrease on the gap in 2017 .

2018 Phonic Screening test (Year1)

97% of Smith's Wood pupils achieved the phonics screening test in 2018, compared to the National average of 83%. **94% of pupil premium pupils at Smith's Wood achieved the standard (11% above the NATIONAL average for all pupils in 2018)**

% of Y1 pupils achieving phonics screening pass (national av 2018 was 83%)



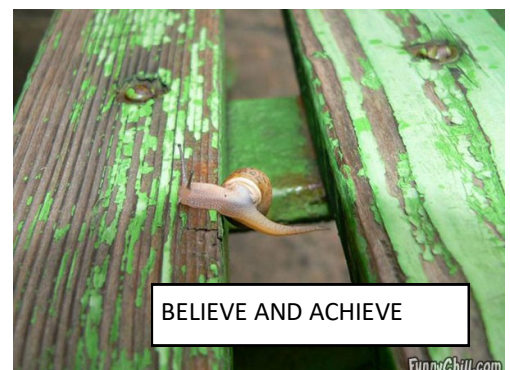
CLOSING THE GAP



VISION BASED ON RESEARCH AND EVIDENCE



DO IT YOUR OWN WAY



BELIEVE AND ACHIEVE



REVIEW AND SHARE.....
WATCH OUT FOR CROWS...



**Pupil Premium
Awards 2013
Regional Winner**

Improving attendance

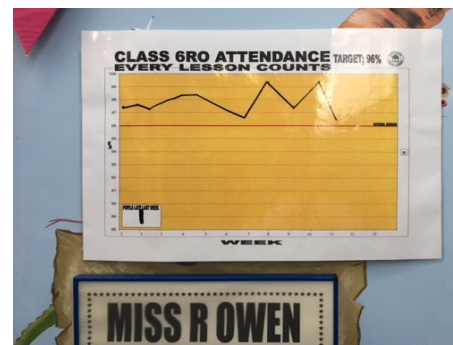
Attendance is an issue in many deprived areas; disadvantaged pupils are twice as likely to be Persistently Absent compared to non disadvantaged pupils (source, DfE attendance release, Mar 17). Our data shows that attendance at Smith's Wood is an area of relative weakness. There has been a slight upward trend overall and the mean average of attendance of Smith's Wood pupils over the past 3 years is 95.4%. However, we remain below the national average of 96.1%.

Reducing levels of persistent absence (PA) has been a further area of focus. Persistent Absence in 2017-18 was 9.6%.

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 awareness in the entrance hall

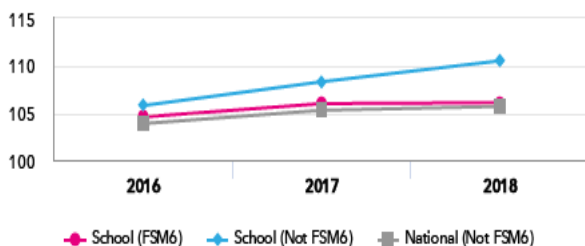


Outside **every** classroom...

Disadvantaged pupils

KS2 attainment for disadvantaged pupils 2018

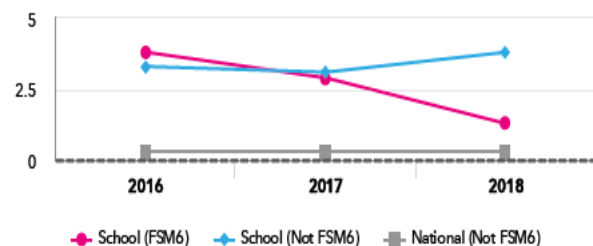
Average Scaled Score (Re, Ma)



In 2018 (Y6), 66% of pupils were classified as FM6 (a measure of deprivation). The average scaled score this group achieved (106.1) was significantly above the average. Non disadvantaged pupils also recorded an average significantly above the national figure (110.5). **Whilst an in school gap exists in 2018, both groups (ie disadvantaged and non-disadvantaged outperformed the national average. (104.7)**

KS2 progress for disadvantaged pupils 2018

Average Scaled Score (Re, Ma)



In 2018 (Y6), 66% of pupils were classified as FM6 (a measure of deprivation). The progress for all pupils was +2.2 which is significantly above the national average (0). As the graph above shows, in 2018 a slight gap exists between the progress of disadvantaged and non-disadvantaged pupils. However, the progress of both groups is above the national average progress rate, despite high relative levels of deprivation.

MORE THAN A SCHOOL

Example summary of termly evaluation of intervention groups running at Smith`s Wood Primary Academy.

	Average Whole School
Number of different interventions running	Total: 85
Number of Pupil Premium children accessing an intervention	77%
Number of SEND children accessing an intervention	90%
Number of children accessing 1 or more interventions	78% of whole school
Number of children accessing 1 or more high cost interventions	13% of whole school
Average impact of high cost interventions	85% achieved or exceeded target
Number of children accessing medium cost interventions	25% of whole school
Average impact of medium cost interventions	71% achieved or exceeded target
Number of children accessing 1 or more low cost interventions	58% of whole school
Average impact of low cost interventions	72% achieved or exceeded target