

SMITH'S WOOD PRIMARY SCHOOL



Use and impact of the pupil premium

The Initiatives

At Smith's Wood primary we have used the pupil premium to focus on raising academic standards, supporting pupils to achieve more and broadening the range of opportunities to our pupils. Approximately 90 interventions were utilised over the past 12 months. A few of the most spectacular success are highlighted below. Impact data is also shown below.

1. Phonics Factory

The development of early reading is crucial, particularly when children **enter school well below average** levels. Smith's Wood has developed an individualised programme that identifies quickly those children not making expected progress. Specific, measured intervention (15 mins per day) is then put in place, delivered by a small army of trained staff. Even senior staff take responsibility for individual pupils.

The idea has been expanded to look at high performing pupils who can realistically be expected to reach well above national average levels in reading.

2. Feed Forward marking—The Wheel of Fortune

Evidence shows that structured “next step marking” can have a significant impact on pupil progress. All staff have been trained in delivering high quality feedback and children are encouraged to respond EVERY DAY. This is carefully monitored with the “Wheel of Fortune” randomly selecting pupils each week whose feedback is shared with the whole school. There are prizes for those who have responded to the marking every time! (For evidence of impact, please see data section).

3. Strategic appointment of staff

It takes high quality and highly motivated staff to close the gap. The pupil premium has given us greater flexibility in the appointment of staff. It has allowed us to actively recruit the best Newly Qualified Teachers early on, ensuring high quality fields of candidates (a standard advert will now attract 60+ applicants). The pupil premium has also allowed us to appoint our own speech therapist. This means we can identify and support children from the moment they enter the school and then train staff to deliver specific programme. Crucially, disadvantaged parents no longer have to travel distances for illusive speech therapy sessions— it is all in school. The appointment of Sports Apprentices, provides round the clock sporting interventions at all levels of ability. For the most able children, coaching in specific sports (eg rowing, biathlon) has resulted in significant successes at local and regional level.

4. Pastoral support and attendance support

Children in challenging circumstances need to be in school to benefit from any in school initiative. Our learning mentors work closely with families to ensure the most vulnerable attend. The attendance of Free School Meal children is statistically lower than non-FSM children. This also has to be addressed if the gap is to be closed. Children with the lowest attendance have been identified and targeted. With whole school attendance now at least at average levels (95.5%), even the pupils with the lowest levels of attendance have recorded a 7% improvement over the last 12 months.

Awe and Wonder

The world is bigger than Smith's Wood. The Pupil Premium has supported us in ensuring our children open their eyes to the wider world. From Champions League football, to climbing the Eiffel Tower and sleeping on HMS Belfast

Pupil Premium Awards 2013 Regional Winner



Small groups, big impact—
target groups make a difference



Bruce the School Dog



Competitive opportunities



Paris 2015

MORE THAN A SCHOOL

Every Child Over Every Barrier

Standards have risen rapidly at Smith`s wood since the school opened in 2009. Despite children entering school well below national average levels, children leave school above national average standards in many areas. **The pupil premium has played a crucial role in closing the gap.** "In 2013...the gap had closed completely in reading. In writing these pupils were performing better than other pupils." –Ofsted 14 . We are not content in closing the gap, we are expecting our most able pupils –regardless of barriers to learning- to exceed expectations- aided by carefully planned interventions.

Our most recent data (2015) shows pupils at Smith`s Wood exceeding national average levels in almost all areas in KS2 and KS1 and standards in the national phonics screening test well above national average standards.

Nick Gibb, Minister of State for School Reform, " I am writing to convey my warmest congratulations to you, your staff and your pupils for the very high standard of achievement in the 2015 phonics screening check." (Nov 15)

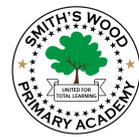
Rt Hon David Laws (Minister of State for Schools) "...you are highly effective in educating your disadvantaged pupils.." (Feb 15).

Impact on standards (KS2)

Attainment in the final key stage is **outstanding** and has shown a clear trend of improvement over the past 4 years..

Standards are above national average in all subjects at 4+ (91% 4+ in Reading, Writing and Maths compared to 80% nationally). **Note that this figure is 89% for FSM pupils (sig+) (compared to 70% nationally).**

- Standards at the end of KS2 (2015), in terms of pupils achieving Level 4+ were above national average in all subjects.
- Standards achieved by children having FSM (62.5% of the Y6 cohort) are broadly in line with the cohort average in terms of L4+. **FSM children at L4+ are in excess of national average figures in all subjects, with "Sig+" achieved in maths, reading and writing together and maths.**
- Standards achieved in reading at the end of KS2 (2015) are above average at L4+ (95%) and broadly average at L5+ (48%).
- Standards achieved in writing are above average at L4+ (91%) and above average at L5 (50%, including 2% at L6)



Impact on standards

- A “sig+” was achieved in Maths, reading and writing combined as well as maths, writing and SPAG (Level 5). Given the relatively low proportion of high attaining pupils (8.9%) at the end of KS1 in 2011, this is a significant achievement,

The school has worked hard to improve provision for more able pupils (see Ofsted 14) Data (2015) now shows pupils outperforming national averages at L5 in the majority of areas. **In particular, the achievements of FSM pupils at L5 is outstanding, outperforming national average levels at L5 in maths reading and writing combined, maths, writing and SPAG. FSM achieved a “sig+” at L5 in maths, writing and SPAG.**

Progress of disadvantaged pupils

Overall value added is significantly above the national VA figure. This has been the case for the past 3 years, highlighting our track record in delivering results with this key group of pupils (63% of the KS2 2015 cohort). In all individual subjects, the school value added figure is in excess of the national average and in maths and writing, school performance is significantly higher than the national VA figure.

In reading, 48% of pupils (KS2 2015) made progress in excess of expected levels. (13% above the national average figure). The school has been consistently effective in ensuring good rates of progress for middle and low ability pupils, of which there have been significant numbers, given the context of the school. For example, 100% of pupils who achieved 2B in reading at KS1 (68% of the cohort) made at least the expected level of progress.

In terms of **writing**, 96% of pupils made the expected level of progress, compared to 94% nationally. Significantly, 61% of pupils made better than expected progress (compared to 36% nationally). 36% of this cohort were below Level 2B at the end of KS1. Large numbers of relatively low ability pupils have therefore achieved L4.

Given our focus on More Able pupils, it is worth noting that in writing, all pupils at 2A+(8 children or 14%) made at least expected progress, with 75% making more progress than expected.– rates significantly higher than the national average level. **Progress in writing is outstanding.**

In terms of **maths**, 98% of pupils made the expected level of progress compared to 90% nationally. 55% made better than expected progress compared to 34% nationally. In maths, this cohort consisted of a large number of middle achieving pupils at KS1 (59% at 2B). All of these pupils made at least the expected level of progress (compared to 93% nationally). Note that of this relatively large group, 55% made more than expected progress (compared to 25% nationally).

Similarly, children performing above average at KS1 in maths (2A+) made outstanding progress. All of these pupils made at least the expected level of progress. Of the pupils who achieved 2A at the end of KS1 (9 children), 89% made more than expected progress (compared to 58% nationally). Of the 4 children who achieved L3 at the end of KS1, 50% made more than expected progress (compared to 34% nationally).

In maths, the proportion of pupils making and exceeding expected progress is high compared to national figures. **Progress in maths is outstanding.**

The progress of disadvantaged pupils

The progress of disadvantaged pupils is consistently above national average figures and significantly above the national VA figure overall and in maths and writing.

In reading, 97% of disadvantaged pupils made the expected level of progress (school other pupils, 90%. National other pupils 92%)

In reading, 46% of disadvantaged pupils made more than expected progress. This is well in excess of the national “other pupils” percentage for more than expected progress (33%).

In reading, the progress of disadvantaged pupils is actually better than that of “other” pupils nationally. **This is outstanding progress.**

In writing, 94% of disadvantaged pupils made the expected level of progress, compared to 95% of other pupils nationally. (broadly average)

In writing, 94% of disadvantaged pupils made the expected level of progress, compared to 95% of other pupils nationally. (broadly average)

In writing, 63% of this group made better than expected progress. This is well in excess of the national figure of 37% (national other pupils making more than expected progress. **This is outstanding progress.**

In maths, 97% of disadvantaged pupils made the expected level of progress compared to 91% other pupils nationally. Progress is again beyond the national level.

In maths, 49% of disadvantaged pupils made more than expected progress, compared to 37% nationally. **This is outstanding progress.**

KS1 attainment

Standards at the end of KS1 (2015) are above national levels at 2B+and L3.A “sig+” is recorded at 2B= in writing and maths. In terms of APS, the school has achieved a “sig +” in all subjects for the second year in succession, with an APS in excess of the national average evident in all subjects.

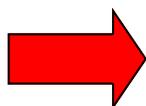
- FSM pupils (62.6% of the cohort) outperform the national average (APS) in all subject areas eg
FSM pupils (All subjects) APS 16.4, national APS, all pupils 16.1.

It is worth noting that when compared to the national average for FSM pupils (all subjects), Smith`s Wood pupils outperform the average by 1.6 points.

(All subjects, FSM Smith`s Wood 16.4, national FSM 14.8). This pattern is reflected in all subjects at KS1.

Phonics screening

In the Y1 phonics screening test, **95%** of our Y1 pupils achieved the standard, up 1% on 2014. **Note that this is 18 % higher than the national average figure.** All groups of pupils achieved significantly higher than the national average levels. In particular **FSM pupils achieved a figure of 92%- 15% higher than the national average for all pupils** and 26% higher than the national average for FSM. Given the low starting points in reading for this cohort (see FKS data), progress has been outstanding and the standard achieved is well above average. Note that the school achieved results well in excess of national averages for all groups of pupils since this test was introduced.



	Year 1						Year 2 Cumulative					
	2013		2014		2015		2013		2014		2015	
	School	National	School	National	School	National	School	National	School	National	School	National
All Pupils	90	69	94	74	95	77	-	-	-	-	97	90
Boys	88	65	92	70	93	73	-	-	-	-	97	88
Girls	93	73	97	78	97	81	-	-	-	-	97	92
Disadvantaged	91	57	93	63	92	66	-	-	-	-	98	84
Other	88	73	96	78	97	80	-	-	-	-	96	92

Phonics screening test– Smith`s Wood pupils outperform the average by 15%. **Disadvantaged pupils outperform the national average for disadvantaged pupils by 26%**

MORE THAN A SCHOOL

A GREEN BOX SIGNIFIES ABOVE AV.

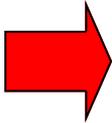


Attainment at Key Stage 2

Table 4.3.2: Key Stage 2 Proportion achieving or surpassing Level 4 in tests (KS2.4A)

Percentage of Key Stage 2 pupils achieving level 4 or above

	Mathematics, Reading & Writing(TA)				Mathematics				Reading				Writing (TA)				English Grammar, Punctuation & Spelling			
	Cohort Number	Sc %	Na %	Sig	Cohort Number	Sc %	Na %	Sig	Cohort Number	Sc %	Na %	Sig	Cohort Number	Sc %	Na %	Sig	Cohort Number	Sc %	Na %	Sig
All Pupils	56	91	80	Sig+	56	96	87	Sig+	56	95	89		56	91	87		56	86	80	
Gender																				
Male	33	85	77		33	94	87	-	33	91	87	-	33	85	83		33	76	76	
Female	23	100	83	-	23	100	87	-	23	100	91	-	23	100	91	-	23	100	84	-
Free School Meals*																				
FSM	35	89	70	Sig+	35	94	80	Sig+	35	94	83		35	89	79		35	83	71	
Non FSM	21	95	84	-	21	100	90	-	21	95	92	-	21	95	90	-	21	90	84	-
Children Looked After																				
CLA	1	0	53	-	1	100	65	-	1	100	71	-	1	0	63	-	1	0	56	-
Not CLA	55	93	80	Sig+	55	96	87	Sig+	55	95	89		55	93	87		55	87	80	
Disadvantaged pupils																				
Disadvantaged pupils	35	89	70	Sig+	35	94	80	Sig+	35	94	83		35	89	79		35	83	71	
Other pupils	21	95	85	-	21	100	90	-	21	95	92	-	21	95	90	-	21	90	84	-
Prior Attainment																				
Low	10	60	33	-	10	80	53	-	10	70	58	-	10	60	47	-	10	40	34	-
Middle	41	98	88		41	100	93	-	41	100	95	-	41	98	95	-	41	95	87	
High	5	100	99	-	5	100	100	-	5	100	100	-	5	100	100	-	5	100	100	-



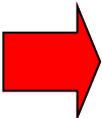
Smith's Wood Primary Academy

Attainment at Key Stage 2

Table 4.3.3: Key Stage 2 Proportion achieving or surpassing Level 5 in tests (KS2.4A)

Percentage of Key Stage 2 pupils achieving level 5 or above

	Mathematics, Reading & Writing(TA)				Mathematics				Reading				Writing (TA)				English Grammar, Punctuation & Spelling			
	Cohort Number	Sc %	Na %	Sig	Cohort Number	Sc %	Na %	Sig	Cohort Number	Sc %	Na %	Sig	Cohort Number	Sc %	Na %	Sig	Cohort Number	Sc %	Na %	Sig
All Pupils	56	38	24	Sig+	56	55	41	Sig+	56	48	48		56	50	36	Sig+	56	70	55	Sig+
Gender																				
Male	33	27	22		33	45	45		33	39	44		33	39	28		33	58	50	
Female	23	52	26	Sig+	23	70	37	Sig+	23	61	53		23	65	44	Sig+	23	87	61	Sig+
Free School Meals*																				
FSM	35	34	13	-	35	51	28	Sig+	35	40	34		35	46	22	Sig+	35	63	43	Sig+
Non FSM	21	43	29		21	62	47		21	62	55		21	57	42		21	81	61	
Children Looked After																				
CLA	1	0	6	-	1	0	17	-	1	0	26	-	1	0	13	-	1	0	29	-
Not CLA	55	38	24	Sig+	55	56	42	Sig+	55	49	48		55	51	36	Sig+	55	71	56	Sig+
Disadvantaged pupils																				
Disadvantaged pupils	35	34	13	-	35	51	28	Sig+	35	40	34		35	46	22	Sig+	35	63	43	Sig+
Other pupils	21	43	29		21	62	48		21	62	55		21	57	42		21	81	61	
Prior																				



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