

## Pupil Premium Strategy Review: SMITHDON HIGH SCHOOL

1. Summary information					
<b>Academic Year</b>	2018/19	<b>Total PP budget:</b>	£152,165	<b>Date of most recent PP Review</b>	August 2019
<b>Total number of pupils</b>	568	<b>Number of pupils eligible for PP</b>	158 (27.82%)	<b>Date for next internal review of this strategy</b>	NA

2. Current attainment 2017/18 - Summary of Pupil Premium Outcomes 2018-19			
	% Smithdon PP Students [27% of cohort] (2017-8)	Smithdon Non-PP Students (2017-8)	Commentary
% achieving 4-9 grade in both English and Maths	50 (50)	61 (73)	Outcomes for PP pupils have improved on last year's results.  However, the reduction in the gap cannot be seen as a success, as it is largely due to lower results for the Non-PP pupils.
% achieving 5-9 grade in both English and Maths	27 (25)	30 (58)	
% achieving the English Bacculaureate	18 (3)	12 (9)	
Progress 8	TBC (-0.39)	TBC (-0.13)	
Attainment 8	39.23 (38.18)	42.32 (48.53)	

<b>3. Barriers to future attainment (for pupils eligible for PP)</b>	
<b>A.</b>	Low levels of literacy, vocabulary understanding for many pupils eligible for PP, which prevents them from making good progress.
<b>B.</b>	Limited wider life-experience limiting aspirations and expectations this also includes limited parental education and experience, so parents are unable to offer aspirational support. Lack of family engagement with learning so inability to support at home. Lack of attendance at parents' evenings can limit student engagement with school and/or their own progress. High attaining pupils who are eligible for PP are making less progress than other high attaining pupils.
<b>C.</b>	Motivation and engagement of some boys (mostly eligible for PP) has a detrimental effect on their academic progress and that of their peers.
<b>D.</b>	Low aspirations for the future limit motivation, mindset, engagement and belief in potential. This includes limited uptake of opportunities offered: <ul style="list-style-type: none"> <li>● Revision and intervention sessions</li> <li>● Aspirational trips,</li> <li>● Career experience days,</li> <li>● Parents evenings</li> <li>● Parent support events</li> </ul>
<b>E.</b>	Lack of self-confidence and self-esteem prevents pupils taking opportunities and making good progress. Stress in the family leads to basic human needs not being met. This leads to lack of self-confidence and self-esteem also preventing engagement with peers and adults. Leading to potentially the inability to make good progress.
<b>F.</b>	Attendance rates for pupils eligible for PP are 92.33% (the target for all children is 95%). There are a high number of medical-related concerns, including mental health issues. This reduces their school hours and causes them to fall behind on average.
<b>G.</b>	Inability to provide resources and equipment. This prevents full involvement in aspects of school life. There may be a lack of access to ICT at home. This itself, preventing completion of homework or working independently.  Furthermore, an inability to be in the correct uniform which causes students to stand out as different. Lack of funds preventing students' involvement with enrichment and enhancement activities, such as: <ul style="list-style-type: none"> <li>● music lessons</li> <li>● trips</li> <li>● and therefore, informal social interactions</li> </ul>
<b>H.</b>	Poor nutrition can prevent natural development of the brain and its ability to focus as well as retain information.

4. Desired Outcomes	
<b>A.</b>	Pupil Premium students to achieve national expectations in attainment and to achieve at least good progress across Key Stage 4.
<b>B.</b>	High attaining Pupil Premium students to achieve at least as good progress as Non-Pupil Premium students across Key Stage 4.
<b>C.</b>	Motivation and engagement of boys (and their peers) is improved so the academic progress of Pupil Premium male students is better or equal, in value than Non-Pupil Premium male students.
<b>D.</b>	Uptake in the following for Pupil Premium students is equal to or higher than Non-Pupil Premium students: <ul style="list-style-type: none"> <li>• Aspirational trips</li> <li>• Career experience days</li> <li>• Parents evenings</li> <li>• Parent support events</li> </ul>
<b>E.</b>	All students will have their social and emotional needs met so they are ready for learning and active participants in their education.
<b>F.</b>	The attendance and punctuality of Pupil Premium students will improve and be in line with, or above, national data and Non-Pupil Premium students.
<b>G.</b>	Uptake in extra-curricular activities will be no different between Pupil Premium and Non-Pupil Premium students.
<b>H.</b>	Improved levels of nutrition for Pupil Premium students.

5. Review of expenditure				
2018/2019				
i. Quality of teaching for all				
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost

<p>Teachers to have the skills and knowledge of who is Pupil Premium and what approaches work with Pupil Premium students– improved skills to support Pupil Premium children.</p>	<p>CPD from RBa and AGi.</p> <p>Support for individual students who are Pupil Premium.</p> <p>Pupil Premium students' books are marked first.</p> <p>Staff have Pupil Premium students identified in their registers and on their seating plans.</p>	<p>CPD delivered and learning walks identified mixed impact of seating plans. Learning walk with PP Governor (staff not given advanced notice) indicated that staff are aware of PP pupils: governor &amp; PPCo witnessed questioning directed at PP pupils and 1-2-1 support offered during activities.</p> <p>Greater impact of data-filled seating plans supported by introduction of Class Charts software.</p>	<p>Impact is greater and more effective when staff are regularly reminded of actions and overcommunication occurs.</p> <p>Class Charts needs to be relaunched more effectively, with regular reminders of its use and to become part of teachers' everyday activities to further embed awareness. Training and seating plan use will continue.</p>	<p>None of CPD</p> <p>28% of Class Charts - £264.07</p>
<p>Improved levels of literacy for all, but especially, KS3 pupils eligible for Pupil Premium.</p>	<p>Accelerated Reader</p> <p>Literacy-based subjects' monitoring of: guided reading sessions, planning and books by the subject leader.</p>	<p>AR is supporting increasing literacy and reading levels for all pupils, not just PP pupils but some of the most significant increases in reading age (e.g. by 5 years 1 month) seen by PP pupils.</p> <p>Yr7 PP pupils on average made 9 months of progress over the last 10 months compared to an average of 11 months of progress for Non-PP pupils; 14 (43.75%) made better progress than the chronological time and 3 individuals have made significant progress, one of 2yrs, 9 months and 2 of 2years 5months)</p> <p>- Yr8 PP pupils on average made 4 months of progress over the last 10 months compared to an average of 10 months of progress for Non-PP pupils; 11 Yr8 PP pupils (28.9%) made in line with or better progress than the chronological time and 3 Yr8 PP individuals have made significant progress (5 years 1 month, 2 years 5 months and 2 years 3 months).</p> <p>Some departments successfully deploying frames to support learning – shared with all HoDs in April. Supportive process enabling pupils to achieve in essay-based subjects and long-answer questions,</p>	<p>Further development of the AR programme is needed to ensure it is targeted effectively to all PP pupils and to increase reading age progress in line with those of non-PP peers.</p>	<p>No charge for programme - Accelerated Reader paid for through Grant</p> <p>AR management costs: HoD £392.65 Librarian £3515.96</p>

	<p>Use of writing frames.</p> <p>Language for Learning policy is implemented by all.</p> <p>Spelling tests are completed by all for use as a baseline.</p> <p>Staff listen to all students read. Pupil Premium students are listened to first.</p>	<p>such as in Science. GCSE Science results increased in 2019</p> <p>All subject areas are focused on key vocabulary development.</p> <p>English department completed spelling tests at the start and end of the year. Data was not shared with all staff, however.</p> <p>In English lessons, all pupils read and PP pupils are targeted first in reading. Additional staffing hours used to support reading in the Library has aided the impact and improvements.</p>	<p>With the introduction of the Knowledge Rich Curriculum in 2019 onwards, this type of support will become more necessary and in-built into learning as procedural knowledge.</p> <p>The next step is to widen general vocabulary and embed key command words – which will be build into KRC activities and low stakes testing.</p> <p>Useful for English teachers but of no use to staff as a whole if data is not shared to enable teachers to support those who cannot access material without it.</p> <p>Despite being a successful intervention, the additional staffing hours were reduced during the year due to changes in staffing and more teaching time needed. They are also not thought to be available in 2019-20.</p>	<p>Included in cost of HoDs strategy time</p> <p>None</p> <p>None</p> <p>None</p>
<p>Teachers to have the skills and knowledge of who is Pupil Premium and what approaches work with Pupil Premium students– improved skills to support Pupil Premium children.</p>	<p>Growth Mindset and PP CPD Training for all staff 09/18</p>	<p>Growth Mindset training tied in with the Language for Learning training during the year. Some staff 'bought in' more effectively than others and regularly employ such language with their classes but this has not become a part of the school's ethos and has therefore had limited impact on pupils' self-belief and resilience.</p> <p>Growth Mindset workshops for Yr10 pupils, a small group of Yr11s and Yr11 parents were well-received. Impact will be seen in 2021.</p>	<p>Successful CPD which was engaging and changed some staff approaches to their planning, preparation and marking feedback. Staff require continuous reminders to make this inbuilt into the ethos. This is a huge part of the KRC moving forward and will continue to be developed. Further CPD will be carried out within KRC approaches.</p>	<p>None</p> <p>£845 Workshop cost</p>

	Cooperative learning structures training for all staff 09/18	At the start of the year these had demonstrable impact in learning walks of all pupils being involved in discussion and being engaged in learning. Lack of continued staff reminders and other key foci taking over have limited impact.	The same workshop will be offered and delivered to Yr10 in 2019-20.  Constant reminders of new approaches and exemplars needed to embed new practices. New Headteacher does not wish for this strategy to continue in 2019-20.	None
Improved levels of literacy for all, but especially, KS3 pupils eligible for Pupil Premium.	New Literacy sessions for improved whole school literacy through tutor time programme.  Writing frames are used by all.  New Language for Learning policy developed and monitored.	Tutor time programme embedded and pupils supported in consolidating literacy skills through revision of key basic skills in tutor time activities. Not all pupils found this useful, being delivered by non-specialists.  See above  See above	Focus will shift to reading as part of the cultural capital and KRC approach in 2019-20. All year groups will have one tutor time per week where they will read a novel collectively (Yrs7-8) or extracts from key texts (Yrs9-10).	£911.40
The attendance and punctuality of Pupil Premium students will improve and be in line with, or above, national data and Non-Pupil Premium students.	Attendance and punctuality of Pupil Premium students is monitored weekly and actioned upon weekly by form tutors, Pastoral Managers and Pupil Premium Manager.	Due to staffing issues, attendance was not tackled quickly enough and although 3 Fast Tracks were put in place for PP pupils (one now going to court and two taken off role) and 39 FPNs were sent (4 were PP pupils) attendance has declined. <ul style="list-style-type: none"> <li>Attendance figures for PP have decreased to 90.48% This compares to 2017/8 PP at 93.18% <b>-2.70%</b></li> <li>Whole school attendance 92.27% (94.31% - 2.04 2017-8)</li> <li>Non-PP 92.96% (94.82%, <b>-1.86%</b>, 2017-8)</li> </ul>	New Pastoral team in place with new attendance and punctuality procedures for 2019-20 meaning pupils will be targeted much more quickly and monitored more effectively.	Pastoral managers & data manager £31,874.32
<b>ii. Targeted support</b>				

Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
Children to be emotionally ready for learning.	<p>1 to 1 sessions in anger management to address social and emotional issues for Pupil Premium students.</p> <p>Outside learning programme to be run every Tuesday afternoon every week for Pupil Premium groups.</p>	<p>7/10 pupils supported were PP; however due to a change in role for MMi this support was only in place for half a term. Of those, 1 pupil has since been excluded; 1 was managed moved and 2 have had Governor Behaviour Panels.</p> <p>Surveys of pupils involved in the Tuesday afternoon activities indicate the majority of pupils enjoyed their sessions and 61% felt they had increased in confidence, improved behaviour/attitude and/or felt more supported in school.</p> <p>Impact of support for Yr8 in making Options choices in Spring Term and in preparing for Yr9 GCSE studies in Summer term will not be seen until 2019-20 as to how pupils settle in to KS4 studies.</p>	<p>Clearly this support is needed but has not been available this year. One pastoral manager to be trained in Mental Health support and also has experience in dealing with aggression in former job. This should increase support available in 2019-20.</p> <p>Although successful, staff time is not available for this to continue in 2019-20</p>	<p>£1425.00</p> <p>£11,882.40</p>
Behavioural issues for Pupil Premium students are decreased.	Behaviour of Pupil Premium students is monitored weekly and actioned upon weekly by form tutors, Pastoral Managers and Pupil Premium Manager.	<p>Monitored by DHT (PPCo) on a weekly basis and SLT strategy work. Clear impact seen in reduction of Male PP incidents over the course of the year.</p> <ul style="list-style-type: none"> <li>• C3 incidents (C2 from Summer term, due to behaviour policy changes) for male PP pupils were 45-55% of all male incidents each week at the start of the year.</li> <li>• By the end of the summer term, these reduced to 27-33% of all male incidents</li> </ul>	This monitoring, support and intervention will continue by pastoral team and AHTs for their relevant Key Stages in 2019-20	<p>Costed above in pastoral manager salaries</p> <p>SLT strategy and interventions £15,169.00</p>
Improved levels of literacy for all, but especially, KS3 pupils eligible for Pupil Premium.	Weekly small group sessions for: Pupil Premium and identified SEN students.	We have had 6 students that have come out of lessons for intervention. 3 of those are year 8 as MFL withdrawal. 1 is in year 7 and has been approved an EHCP and has been withdrawn to support. A further student in year 7 has been withdrawn for SEMH and literacy and maths and	MFL withdrawal will continue to happen if necessary, for the very few. Bearing in mind the new Ofsted criteria. The work that goes on in these sessions the content will be monitored more closely and planned for by RBa. No LSAs will	£58,352.36

	To withdraw students in years 7-9 from MFL lessons to work on their literacy skills.	Science support. 1 student attends intervention for Maths afterschool. Unknown overall impact due to some assessments not taking place, following LSAs being withdrawn for invigilation and support and lack of consistency.	be used in invigilation meaning more consistent implementation.  There will also be a nurture group in year 7 which will be for 10 students as identified by SATs results, and SEND need.	
Improved levels of literacy for KS3 students eligible for Pupil Premium and SEN identified students.	Registration withdrawal for years 7-10, including: reading skills comprehension reading skills handwriting  Students working on a one-to-one or small group basis with LSA or older children.  1 to 1 Learning Support Assistant support to implement intervention: 'Toe by Toe' or Pixl Code.	Reading we have run this year for first time 6 weekly programmes with testing at beginning and end. 16 students were supported throughout the year. 17% are PP. Some improvement has been recorded but limited (as above)  Handwriting for the first time has been run in 6 week blocks. 18 students have been supported. 33% are PP. Some improvement has been recorded but limited (as above)  Intervention for reading comprehension and general literacy or numeracy skills has also been in place, 29 students have been supported. 45% PP. Some improvement has been recorded but limited (as above)  Due to staffing fluctuations 'Toe by Toe' and Pixl code have not been used this year.	These will continue in 2019-20 but be more closely monitored and all LA identified will be screened initially so more effective intervention can be put into place.  Pixl code will be taught by RBa to the nurture group in year 7.	Included above
For children to have the experience of learning to play a musical instrument.	Music lessons provided FOC for students designated Pupil Premium, who wish to learn an instrument or develop singing skills and use of school instrument	% of PP pupils selecting to study Music for GCSE has increased from 35.7% (5/14) in year 10 to 36.4% (4/11) in Year 9 – an increase from 23.5% with last year's Yr11.	This will continue and be better publicised/advertised in 2019-20, especially for Yr7 PP pupils.	£1930.78



<p>High attaining Pupil Premium students to achieve at least as good progress as Non-Pupil Premium students across the key stage 4.</p>	<p>Youth STEMM Award - Science, Technology, Engineering, Maths and Medicine</p> <p>Access to software to enable improved engagement and revision at home</p>	<p>PP attendance at STEMM club was 26.67%, in line with school numbers. This is aimed largely at KS3 pupils, so impact has not been seen in results this year.</p> <p>Purchase of MyMaths, edukey and kerboodle resources were used both at home and in free time (lunch and break times) by Yr11 pupils, especially PP without access at home. PiXL resources were also used to good effect to build pupils' engagement with core material.</p>	<p>STEMM to have a greater focus in 2019-20 with further activities planned and involvement of KS4 year groups to support the KS3 pupils.</p> <p>MyMaths and edukey to continue as effectively employed by Maths and MFL teams.</p> <p>PiXL and Kerboodle to be purchased for one further year but to be reviewed: Kerboodle due to curriculum changes coming and PiXL seems to be releasing limited new resources..</p>	<p>£1493.40</p> <p>£2619.00</p>
<p>All students will have their social and emotional needs met so they are ready for learning and active participants in their education.</p>	<p>Meetings with mentors, including LSA's, WNAT staff.</p>	<p>AtL monitoring and interventions trials have had positive impact. Increased Attitude to Learning and effort improves outcomes and engagement in lessons and learning.</p>	<p>This will continue in 2019-20 but in a more focussed and planned approach to build on the trial – where staff are accountable for the follow-up.</p>	<p>£1662.70</p>
<p><b>iii. Other approaches</b></p>				
<p><b>Desired outcome</b></p>	<p><b>Chosen action/approach</b></p>	<p><b>Estimated impact:</b> Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.</p>	<p><b>Lessons learned</b> (and whether you will continue with this approach)</p>	<p><b>Cost</b></p>
<p>To support the emotional wellbeing of children and their parents.</p>	<p>Support from pastoral staff and Learning support assistant to 'soft mentor' students and their families and more formally in the case of FSP and PSP's.</p>	<p>RBa and pastoral team have run several PSPs and FSPs to varying impacts. Some pupils have succeeded in coming off PSPs and have improved their behaviour. This has also improved their outcomes in class. Where PSPs were put in place, behaviour and support improved but not always in the long-term. Follow-up needs to be more rigorous.</p> <p>FSP are positives as they have either uncovered more significant issues or therefore led to further</p>	<p>These will continue in 2019-20. New behaviour system will monitor PSPs more effectively and clear next stages of support are identified in the process.</p>	<p>Costed with pastoral team salaries above</p>

		intervention – section 47. Also working with families this closely leads to more support from school and parents are more likely to work together.	FSPs are a natural part of supporting parents and pupils where needed so will continue in partnership with external organisations.	Costed with LSA/SEN intervention groups above
To ensure all Pupil Premium children have access to enrichment activities.	Funding after school clubs	Uptake of after school revision and activity clubs has been slightly below PP percentage of whole school.  Maths club – 24% PP Sports clubs (various) – 23.27% PP H&SC support – 25.35% PP French revision club – 25% PP Drama activities (various) – 24.05% PP Yr11 rewards trip attended by 30% PP	Often PP pupils are unaware of what clubs and activities are available other than sport clubs. Enrichment activities need to be better publicised in 2019-20. There is also an intention to offer a greater number of clubs, several run by Yr10 student leaders/ambassadors for subjects.	£2299.84
High attaining Pupil Premium students to achieve at least as good progress as Non-Pupil Premium students across the key stage 4.	Exam support and preparation for Yr 11 Pupil Premium students  Revision guides provided free for designated Pupil Premium students in subjects enabling them to access the same resources as all other students.  Purchase of GCSEPod to support	Morning intervention sessions by Maths, Science and English HoDs have provided additional support for all pupils. Impact on results cannot be fully attributed to intervention sessions but improvements in Maths and Science results suggest positive impact.  Weekend and other revision sessions  Yr10/11 PP dominated strategy classes  Revision guides were provided but had limited and/or negative impact. No support was offered to PP pupils as to how to use the guides. Additionally the manner in which these were issued by some departments created a negative stigmatisation to the provision.  Provided to all pupils but used by a high number of PP pupils. 6 out of the top 10 Yr11 users were PP pupils, including the top 2 users by a significant amount.	These were not focused on PP pupils as a starting point, however, but targeted to all pupils in need of support. Greater planning to target specific skills, starting with PP pupils is needed in 2019-20.  Limited impact. Will review for 2019-20  Better planning of issuing needed for 2019-20 – to be issued alongside those who have purchased guides so no differentiation for those pupils. Time given over by staff, when guides issued, to ensure pupils know how to best use them to greater impact.	£3420.00  £1825.00  £1215.00  £1054.82  £1947.73

	learners at home in a more accessible format	(531 and 503 hours). However one of those two achieved just Grade 1s across all her subjects. The other achieved Grade 4s (and one 5) in English, Maths and Science results.	Will continue to be used and promoted amongst Yr11 2019-20. Has been launched with them in Yr10 but will be further encouraged. More regular monitoring needed (by MKn) to prompt engagement of some pupils, rather than put to chance as it was this year.	
<p>Uptake in:</p> <ul style="list-style-type: none"> <li>• Aspirational trips</li> <li>• Career experience days</li> <li>• Parents evenings</li> <li>• Parent support events</li> </ul> <p>Is equal for Pupil Premium students compared to Non-Pupil Premium students.</p>	<p>Increased opportunities to attend trips, such as drama, music, geography and English, trips and residential, for example, PGL and Duke of Edinburgh.</p> <p>Increased opportunities for engagement with parents of Pupil Premium students who are vulnerable and/or have limited contact with school.</p> <p>Increased contact before parents' evenings, support of other school interventions &amp; communication activities to support parents (such as 'support your child' events)</p> <p>Equal opportunities</p>	<p>3 PP pupils received support for trips following requests. Limited uptake has occurred for some activities (including DoE) due to complex nature of application forms for financial support – even with support offered by staff to help fill them in.</p> <p>Contact made by pastoral team with vulnerable families, through FSPs, attendance concerns, PSPs and prior to parents' evenings. Limited impact due to staffing issues.</p> <p>Admin team making greater contact with home.</p> <p>As above.</p> <p>PP-specific rewards</p> <p>Did not happen this year.</p>	<p>Funding will continue to be offered to support PP pupils' uptake. AGi to engage with WNAT finance team in order to try to address issues with the application forms.</p> <p>To be increased in 2019-20 with new pastoral team – to try to make contact early, not just when issues arise.</p>	<p>£252.75</p> <p>Costed in pastoral managers' salaries and RBa salary above</p> <p>£4567.16</p> <p>£2560.92</p>

	Social activities to build up positive communications with the school, for example cookery classes, SEND coffee mornings.		Increased engagement – so will continue  Still an aspiration to put these in place.	None
High attaining Pupil Premium students to achieve at least as good progress as Non-Pupil Premium students across the key stage 4.	<p>Students aware of all opportunities available to them, encouraged by staff to investigate all possible opportunities open to students for the future and opening their eyes to potential.</p> <p>A new CIAG programme - careers and Options support</p>	<p>A learning journey has been developed.</p> <p>3 super learning days were introduced to the curriculum. January 2019, 80% of Yr10 indicated that they were more likely to go to university, following a number of guest speakers from industry and further education. 84% of Yr7 pupils enjoyed a carousel of activities focusing on a world of work. Pupils found the enterprise session most useful; where they had to make and then sell, and the winners were the group with the most profit, providing business awareness and life skills. No PP-specific data available.</p> <p>The Yr11 rotary interviews in January 2019 had a positive impact: 90% demonstrated readiness to work in these interviews.</p> <p>A Careers Fayre (21st March 2019) open to Years 9 and 10 was a success. UEA, COWA, and Anglia Ruskin University were all in attendance. The fayre was jointly organised with the skills service and it was extremely well supported by pupils. Non-attendance was followed by intervention with targeted pupils, including PP.</p> <p>Michael Orange (NEACO) and Gary Murray (Prospects) are working with students 1-2-1 for targeted support, especially for PP pupils.</p>	<ul style="list-style-type: none"> <li>Using support like skills service and other sources of support now in place – Kieron Buxton from New Anglia Local Enterprise Partnership (LEP) was awarded the Enterprise Adviser Network (EAN) contract in June for West Norfolk and will officially be working with schools from September 2019.</li> <li>Lots of changes last year that had an impact on careers input.</li> <li>Need to get careers training</li> <li>Time to attend all the meetings and network events otherwise you miss out on opportunities</li> <li>Lack of recording by students in form time there individual careers encounters.</li> </ul> <p>Unifrog programme purchased to offer further support for careers for all years, targeted to specific year groups and enabling careers lead to monitor PP engagement.</p>	<p>Staffing included in LSA/SEN support above</p> <p>Unifrog subscription £1710.00</p>
			<b>TOTAL SPEND:</b>	<b>£153,191.26</b>