

## Pupil Premium Strategy Review: SMITHDON HIGH SCHOOL

1. Summary information					
Academic Year	2019/20	Total PP budget:	£142,742.50	Date of most recent PP Review	August 2020
Total number of pupils	613	Number of pupils eligible for PP	182 (29.69%)	Date for next internal review of this strategy	NA

2. Disadvantaged Outcomes 2019-20		
	2019-20 CAGs (2018-9 Results)	Commentary
% achieving 4-9 grade in both English and Maths	-7% (-11%)	Outcomes for PP pupils at Basic Pass have improved on last year's results, and overall PP outcomes were up 15% on 2019. Outcomes for PP pupils at Standard Pass compared to non-PP were down but PP achieving 5+ were also up 15% on 2019.
% achieving 5-9 grade in both English and Maths	-6% (-3%)	
% achieving the English Baccalaureate	-6% (-6%)	
Progress 8	-0.12 (-.028)	
Attainment 8	-5.47 (-3.09)	

<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 events,</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 levels for pupils eligible for PP in 2018-9 were 90.62% (the target for all children is 95%). There are a high number of medical-related concerns, especially 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. <ul style="list-style-type: none"> <li>● 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> </li> </ul>
<b>H.</b>	Poor nutrition can prevent natural development of the brain and its ability to focus as well as retain information.

<b>4. Desired Outcomes</b>	
<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 events</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

2019/2020

### 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>A &amp; B:</p> <p>Improved outcomes for disadvantaged pupils of all abilities and progress scores at least in line with non-disadvantaged pupils of similar ability</p>	<p>Targeted support for individual students who are Pupil Premium.</p> <p>Pupil Premium students' books are marked first.</p> <p>Staff know who their Pupil Premium students are (identified in their registers and on their seating plans).</p> <p>Development and implementation of the Knowledge-led Curriculum strategies (such as retrieval quizzes and other Learning Scientist techniques) – through staff CPD and classroom implementation – a core knowledge identified for all</p>	<p>Discussions with teachers and LSAs indicate increased knowledge of PP students in the class. Evidence of targeted support also seen regularly in Learning Walks and Classcharts seating plans up to March National lockdown.</p> <p>New SoW following Knowledge Rich approach and include development of Cultural Capital built in. All SoW completed and resourced with some trialled examples in Year 7. All SoW ready to launch in Sept 2020.</p>	<p>Will continue in the future.</p> <p>Ready to launch in full in Sept 2020, so further refinement and development will take place next year.</p>	<p>No cost</p> <p>MLT Time spent cross-Trust developing SoW</p> <p>£2089.00</p>

Improved levels of literacy for all, but especially, KS3 pupils eligible for Pupil Premium.	Accelerated Reader	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 3 years 1 month) seen by PP pupils over the 4 months at the start of the programme. On average PP pupils made 1 month's progress and non-PP pupils made 2 months' progress between initial testing in September 2019 and mid-year review testing 5 February 2020. Due to lockdown, while AR book tests and reading continued and was encouraged the STAR tests were not reviewed at the end of the year.	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, as well as addressing any widening of gaps during lockdown and lack of access to books for many students, especially PP students.	No charge for programme - Accelerated Reader paid for through Grant
	Literacy-based subjects' monitoring of: guided reading sessions, planning and books by the subject leader.	All subject areas have developed key vocabulary through the new KR SoW and Knowledge Organisers.	This will be embedded in 2020-21 as KS3 Curriculum is launched and developed.	AR management costs: HoD £303.45 Librarian £3954
	Use of writing frames.	Departments continue to employ frames to support learning. Supportive process enabling pupils to achieve in essay-based subjects and long-answer questions, such as in Science were due to be developed in the Spring Term, but due to lockdown, this was paused.	Will be a focus in 2020-2021 to expand focus on longer writing tasks.	No cost
	English staff listen to all students read. Pupil Premium students with low prior attainment (KS2) and/or low STAR test reading ages are listened to first.	In English lessons, all pupils read and PP pupils are targeted first in reading.	Will continue as it is an effective intervention	No cost
PSHE Programme includes tutor-time guided reading where teachers read to pupils, who follow with a guide, and comprehension of the text forms discussion of key issues.	One tutor session per week had a reading focus – Year 11 were focused on <i>The Day</i> , reading current affairs texts and using as a springboard for PSHE. Years 7-10 were all issued a set of books per tutor group, where one session per week was guided reading (until lockdown) and issues discussed as part of PSHE programme.	Will continue in 2020-2021, with tutor groups finishing their texts from last year before swapping to an alternative text.	PSHE Lead Staffing £9,906	

<p>A. Improved levels of literacy to improve outcomes for all abilities of pupil premium students</p>	<p>Specific focus in every lesson on Tier 3, subject-specific vocabulary – ensuring pupils are exposed to, supported to learn and understand new terminology and then be able to apply it to their own discussions and extended writing in each subject area.</p>	<p>Evidence in learning walks and student feedback sessions (Ofsted and October QA)</p>	<p>Will be addressed more thoroughly in the development of the Knowledge Organiser booklets for the new KS3 Curriculum. These have been developed and prepared during Trust time and will be implemented in 2020-2021.</p>	<p>Included in MLT Trust time.</p>
<p>A. &amp; B.  Improved outcomes for all abilities of pupil premium students</p>	<p>Learning to Learn programme as part of Personal Development tutor time programme.  Strategies gradually introduced to subject-specific teaching during the year (according to whole school staff CPD programme, ensuring staff are confident and knowledgeable in using and teaching the strategies).</p>	<p>Solid tutor-time learning programme in Autumn Term 1 2019, which ensured students had knowledge of these learning approaches and clear metacognition in place, evidence in Learning Walks, where teachers openly employed the various techniques and revised the focus of these.  The evidence was also seen by the resilience of those students who engaged during the lockdown period.</p>	<p>The Learning to Learn approach has been embedded into the new KS3 SoW and will be evidenced further as these schemes are introduced and developed in 2020-21.</p>	<p>SLT Strategy time £17,233.90</p>
<p>F. The attendance and punctuality of Pupil Premium students will improve and be in line with, or above, national data and Non-Pupil Premium students.</p>	<p>Attendance and punctuality of Pupil Premium students is monitored daily and actioned upon according to the new Attendance policy and procedures by Pastoral Managers and Data Manager.</p>	<p>Attendance was a focus for pastoral in the Autumn Term of 2019, with quicker targeting of students who were absent but limited staffing continued to prevent the effective implementation of the adjusted procedures.  Attendance Officer was appointed to have a greater impact on attendance; however, following her notice period, she did not begin employment until the end of March 2020, when we were in National Lockdown. Her impact was therefore not seen in 2019-20.</p>	<p>New Attendance Officer in place and an entirely new policy and intervention programme was developed by Head of School ready for launch in September 2020, based on learnings from Autumn 2019. This remains a key focus of intervention.</p>	<p>Pastoral managers, attendance &amp; data managers £34,210</p>



<p>A. Improved levels of literacy for all, but especially, KS3 pupils eligible for Pupil Premium.</p>	<p>Weekly small group sessions for: Pupil Premium and identified SEN students.</p> <p>Identified SEN nurture group, including PP pupils for differentiated and targeted support/alternative curriculum.</p>	<p>Withdrawal groups for identified students began in Autumn Term 1. However, impact is unknown as mid-year review points were due as lockdown began.</p> <p>Nurture group was implemented and was praised by Ofsted in Autumn Term 1. Targeted support was in place for these students; however impact was limited by remote learning from March 2020, where these students struggled to engage and were not sent into school by their parents.</p>	<p>Planned interventions to take place in 2020-2021, delayed start until Covid safety measures are in place and students settled.</p> <p>Nurture group will remain in this group for their Yr8 timetable to provide additional support going forward.</p>	<p>SEN Leaders' time: £17,311</p> <p>Achievement Support £41,279.15</p>
<p>Improved levels of literacy for KS3 students eligible for Pupil Premium and SEN identified students.</p>	<p>Registration withdrawal for years 7-10, including: reading skills comprehension reading skills handwriting</p> <p>Students working on a one-to-one or small group basis with LSA or older children.</p> <p>1 to 1 Learning Support Assistant support to implement intervention: 'Toe by Toe' or Pixl Code.</p>	<p>Withdrawal groups for identified students began in Autumn Term 1. However, impact is unknown as mid-year review points were due as lockdown began.</p>	<p>Planned interventions to take place in 2020-2021, delayed start until Covid safety measures are in place and students settled.</p>	<p>£2160</p>
<p>G. Uptake in extra-curricular activities matches non-PP pupils – specifically to have the experience of learning to play a musical instrument.</p>	<p>Music lessons provided FOC for students designated Pupil Premium, who wish to learn an instrument or develop singing skills and use of school instrument</p>	<p>No Options process this year as Smithdon returns to a 2-year KS4.</p> <p>Increased advertising of lessons, including a taster evening in October 2019, leading to 24.4% of Peri lessons being taken up by PP students up to February 2020 (11/45 students).</p>	<p>This will continue in 2020-21, dependent on Covid safety restrictions.</p>	<p>Cost covered elsewhere</p>

<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 up from 26.67% (2018/9) to 28.57%, remaining in line with school numbers. Increase of numbers uptake in KS4, reflecting the focussed activities.</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. These subscriptions were also key to continued engagement and progress of learning during lockdown.</p> <p>GCSEPod use being continually improved in use. Everlearner, Educake and other software packages to support engagement – as above these were especially supportive for students in lockdown for targeted intervention and learner progress.</p>	<p>STEMM to have a whole school development programme with a garden project in 2020-21.</p> <p>MyMaths and edukey to continue as effectively employed by Maths and MFL teams.</p> <p>As above, GCSEPod used by all subjects, Everlearner by PE and Educake by History, Geography and English.</p>	<p>£720</p> <p>%of subscriptions £7,576.80</p>
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**iii. Other approaches**

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>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>1-2-1 support and family support led to fewer PSPs needed at the start of the year, along with the school's positive-focussed new behaviour system, with rewards prioritised over consequences. Those in place, were discontinued with lockdown.</p> <p>FSPs continue throughout lockdown, though regular contact offering support to engage in online learning had mixed outcomes.</p>	<p>Both of these interventions will continue as needed in 2020-2021.</p>	<p>Included with pastoral team salaries &amp; with subscriptions</p> <p>Costed with LSA/SEN intervention groups above</p>
<p>To ensure all Pupil Premium children have access to enrichment activities.</p>	<p>Funding after school clubs</p>	<p>Increased promotion of after-school and lunchtime clubs through posters around school, in subject areas, in tutor rooms and students invited by subject teachers where of interest.</p>	<p>After-school clubs postponed initially in 2020-2021 due to Covid prevention measures. These will be opened up with a focus on Yr11 support and PE clubs</p>	<p>£5,760</p>

		<p>PP uptake of after school revision and activity clubs appears to be lower than previous years – at an average of 18%.</p> <p>However this data is for the Autumn Term alone (with lockdown preventing these clubs continuing) and in previous years we have a push on clubs, including encouraging PP students to attend, in the Spring when the weather improves. Many after school clubs are also targeted to support Yr11s as the GCSE exams get closer, again with a focus on PP students, so there is normally an increase in PP attendance in the Spring and Summer Terms.</p> <p>Development of clubs offered by Yr10 Ambassadors was affected by Covid lockdown.</p>	initially and then widened as measures are softened.	
High attaining Pupil Premium students to achieve at least as good progress as Non-Pupil Premium students across the key stage 4.	<p>Exam support and preparation for Yr 11 Pupil Premium students</p> <p>Revision guides provided free for designated Pupil Premium students in subjects enabling them to access the same resources as all other students – introduced with a clear plan and targeted support for PP pupils for how to use them effectively</p> <p>Purchase of GCSEPod to support learners at home in a more accessible format</p>	<p>Morning intervention sessions were put in place by Core subjects and this year extended to an intervention programme for all subject areas during tutor time, but with core subjects having first choice of PP students for additional support. These began in October and finished with lockdown and the announcement of no GCSE examinations for Yr11.</p> <p>Weekend and other revision sessions also did not happen due to cancellation of exams.</p> <p>Focussed for use with Year 10 during lockdown to encourage continued learning and progress.</p>	<p>We will continue with the morning intervention programme in 2020-21, given proven previous impact.</p> <p>Better planning of issuing revision guides needed for 2019-20 is planned for 2020-21 – 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.</p> <p>Will continue to be used and promoted amongst Yr10 and Yr11 2020-21. 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 in 2018-9.</p>	<p>Included above</p> <p>None</p> <p>Included elsewhere</p> <p>Costed amongst other subscriptions (above)</p>

<p>D. 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>So that uptake 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>New rewards-focussed behaviour programme, with some specific targeting of PP students for motivation and encouragement, and regular presentation assemblies has increased some uptake in events and there have been fewer incidents of negative behaviour – however rewards trips, etc. were cancelled under Covid-19 lockdown.</p>	<p>Fewer negative behavioural incidents for PP students in Autumn Term seen as a result of positive rewards programme, so this will continue in 2020-21.</p>	<p>£3642.94</p>
	<p>Increased opportunities for engagement with parents of Pupil Premium students who are vulnerable and/or have limited contact with school.</p>	<p>Support offered for students for residential trips, DofE and uniform continued.</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>£725.02</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>Parents contacted prior to parents' evenings and information evenings as well as follow-ups to specific letters sent home. However, limited evenings took place prior to lockdown. The bulk of events in the school calendar take place in Spring and Summer Terms.</p>	<p>Contact to be increased in 2020-21 with re-organised pastoral team and new attendance officer – to try to make contact early, not just when issues arise.</p>	<p>Included in pastoral managers' and SEN salaries above</p>
	<p>Social activities to build up positive communications with the school, for example cookery classes, SEND coffee mornings.</p>	<p>Were not introduced due to lockdown</p>	<p>Still an aspiration to put these in place, as things open up following Covid concerns – perhaps remote opportunities as people become more used to Zoom meetings, etc.</p>	<p>None</p>

<p>B. and C. High attaining Pupil Premium students to achieve at least as good progress as Non-Pupil Premium students across the key stage 4.</p> <p>Increased motivation of boys</p>	<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>Development of the CIAG programme - careers and Options support – through the Unifrog programme</p>	<p>The Yr11 rotary interviews in January 2020 continued to deliver positive outcomes for students and increase confidence.</p> <p>Careers Fayre due to take place in March was cancelled due to Covid</p> <p>CIAG and Unifrog programme embedded in the PSHE curriculum – able to be accessed from home during lockdown and Careers Lead carried out 1-2-1 support with students at home.</p> <p>New Careers programme developed and ready to launch as part of the new ASPIRE tutor time PSHE programme in September 2020.</p>	<p>WEx to be reintroduced for Year 10 in Summer 2021, with a focus on supporting PP and SEND students first, to find suitable placements (Covid-dependent).</p> <p>ASPIRE programme will target key support through tutors for Careers development.</p> <p>Services of a trained Careers advisor bought in to support PP and SEND students in career and next educational destinations.</p> <p>Unifrog programme continued to be 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>
<p>C: Increased motivation, engagement and aspirations, especially boys</p>	<p>Student Leadership opportunities made available through a variety of programmes:</p> <ul style="list-style-type: none"> <li>• School council</li> <li>• Sports Leadership</li> <li>• Ambassador programme</li> </ul>	<p>Sports Leaders course launched with all Year 10, with opportunities encouraged to deliver sports support outside of school – however this usually begins in the Spring term, so was stopped by Covid.</p> <p>Ambassador programme was altered to include application process, supporting students in future application experiences. School council elections took place. Development of these was stopped by Covid.</p>	<p>Leadership opportunities to be relaunched and continued in 2020-21; however will again be Covid-dependent.</p>	<p>Cost included in SLT salary time.</p>
<b>TOTAL SPEND:</b>				<b>£148,581.26</b>