

Pupil premium strategy statement

School overview

Metric	Data
School name	Smithdon High School
Pupils in school	601
Proportion of disadvantaged pupils	29.95%
Pupil premium allocation this academic year	£144,205
Academic year or years covered by statement	September 2020 – August 2021
Publish date	October 2020
Review date	February 2021
Statement authorised by	John Hirst, Headteacher
Pupil premium lead	Amanda Gibbins, Head of School
Governor lead	Rob Lodge

Disadvantaged pupil performance overview for last academic year

Progress 8	+0.27
Ebacc entry	24%
Attainment 8	44.62
Percentage of Grade 5+ in English and maths	42%

Strategy aims for disadvantaged pupils

Aim	Target	Target date
Progress 8	Students achieve their targets, based on FFT20	August 2021
Attainment 8	Students achieve their targets, based on FFT20	August 2021
Percentage of Grade 5+ in English and maths	Meets FFT20 target - 46%	August 2021
Other	Improve attendance to above 92% (in line with non-PP) – <i>95% aim for all students</i>	July 2021
Ebacc entry	Increase Disadvantaged Ebacc entry to above 25%	Sept 2021 (Yr9 Options selection 2021)

Teaching priorities for current academic year

Measure	Activity
Priority 1	Ensure gaps in learning from school closures are addressed and progress is made
Priority 2	Ensure access to learning for all disadvantaged learners
Barriers to learning these priorities address	Knowledge gaps vary from school closures in 2020, due to varied engagement levels Lack of equipment to access online learning or resources Motivation and engagement of some boys
Projected spending	£2100

Targeted academic support for current academic year

Measure	Activity
Priority 1	Improved levels of literacy and numeracy
Priority 2	Targeted intervention support for KS4 pupils to increase outcomes
Barriers to learning these priorities address	Low levels of literacy, vocabulary and basic numeracy skills Lack of self-confidence and self-esteem
Projected spending	£82,300

Wider strategies for current academic year

Measure	Activity
Priority 1	Improved attendance and reduction of PA
Priority 2	Increased involvement in extra-curricular opportunities and aspirational activities
Barriers to learning these priorities address	High levels of mental health needs are impacting on attendance, limiting academic progress Lack of parental support/ambition, especially where students are PA Limited wider life-experience Low aspirations for the future limit motivation, mindset and engagement Motivation and engagement of some boys
Projected spending	£63,600

Monitoring and implementation

Area	Challenge	Mitigating action
Teaching	<p>Ensuring the curriculum time and SoW are used effectively to fill gaps from closures – including in the event of further lockdowns</p> <p>Differences in level of progress from completion of work in lockdown</p> <p>Access to resources – added to by lunchtime changes/access availability to Library/ICT rooms under Covid-restrictions</p>	<ul style="list-style-type: none"> • Implementation and regular monitoring of Knowledge Rich Curriculum, adapted to teach new material, addressing gaps as they arise • Clear contingency plans for future remote learning, to mitigate further widening of gaps • Purchase of key subscriptions to enable access to software from home (including via phones)
Targeted support	<p>Ensuring KS3 interventions are possible under Covid-restrictions</p> <p>Ensuring students attend after-school intervention sessions</p> <p>Prioritising subjects for tutor time intervention, where students need targeted intervention in several areas</p>	<ul style="list-style-type: none"> • Accelerated Reader as the main focus in all English lessons • Nurture groups continue • Knowledge Organisers focus on Tier 3 vocabulary • PSHE programme addresses literacy in KS4 tutor groups through reading • 1-2-1 Mentor programme for Y11s • Yr11 tutor time intervention programme • Easter intervention for Yr11 • Summer school catch up support for Y10
Wider strategies	<p>Engaging parents of students with low attendance</p> <p>Combatting parental fears over Covid-risks in attending school</p> <p>Addressing attendance concerns where mental health diagnoses and medical support in place but limited impact</p> <p>Covid-restrictions reducing opportunities for trips/visitors/etc. & cross-year group leadership</p>	<ul style="list-style-type: none"> • Attendance Officer targeting students with PA and early intervention when attendance begins to reduce • Pastoral managers/DSL continue to intervene with early support; initiating timely FSPs • Build relationships with disadvantaged students and families • PSHE programme embedded and reactive to lockdown (including: mental health focus on return to school; targeted careers advice & support; remote visitors) • Funding support for Music lessons, trips & other clubs/activities/opportunities • Leadership opportunities adapted for within year groups

Review: mid-year – February 2021

The Third National Lockdown, from 4 January 2021, has impacted on the development of some of our interventions, as recorded below.

Aim:

Ensure gaps in learning from school closures are addressed and progress is made

Priority 1 for Teaching is particularly impacted with the concern that the gap is likely to widen further under this lockdown; however we were better prepared for it this time around. Current actions to mitigate this are:

We understand that disadvantaged students are more likely to be disproportionately affected by school closures and with the third national Lockdown, we want to prevent a widening of the attainment gap during the remote learning this time around.

The EEF guide to the Pupil Premium suggests that ‘Closing the attainment gap between disadvantaged children and their peers is the greatest challenge facing English schools. The gap is stubborn because its causes are entrenched and complex, and most lie beyond the control of schools and educators’. With this in mind, we have ensured for remote learning that:

- Students in need of equipment support have been loaned laptops or permanently issued PCs, to ensure they are able to engage with online learning (not just Disadvantaged but prioritising them)
- Every lesson has a live element with a minimum of a live start, to:
 - Encourage engagement,
 - Address misunderstandings,
 - Monitor students’ welfare.
- Non-engagement/attendance has been quickly addressed through phone calls home/daily contact
- Continued non-engagement has led to strong encouragement by us, to take up a place in school

Aim	Outcome
Ensure gaps in learning from school closures are addressed and progress is made	<ul style="list-style-type: none">• Knowledge Rich Curriculum introduced and identifying gaps as they arise – being addressed as needed in the Autumn Term (impact unknown at present)• Knowledge Organisers for Autumn Term were well-received but monitoring demonstrated they were not as well used as intended; for Spring Term these were better quality print and have been built into teaching (remotely) for greater impact – yet to be reviewed• Contingency plans were not needed until national lockdown and were implemented effectively, then adapted and improved quickly to respond to the extended lockdown period
Ensure access to learning for all disadvantaged	<ul style="list-style-type: none">• Subscriptions continue to be effective and support remote learning as well as in-class/home tasks• 43 PP students have been supported with the purchase of

learners	<p>ingredients for Food Technology lessons (including 15 GCSE students)</p> <ul style="list-style-type: none"> Laptops/PCs provided to support learning – dramatically increased engagement figures from Lockdown 2020
Improved levels of literacy and numeracy	<ul style="list-style-type: none"> Library reopened to English lessons at October half-term, enabling Accelerated Reader programme to begin again, Yr7s with higher focus given Yr6 lost learning Knowledge Organisers as above PSHE programme continues weekly reading
Targeted intervention support for KS4 pupils to increase outcomes	<ul style="list-style-type: none"> Tutor time intervention and after-school Yr11 intervention sessions (prioritised for after-school activities) began at the start of October, before half-term – no assessments yet to determine impact 1-2-1 Mentoring programme began in October for 2 PP students
Improved attendance and reduction of PA	<ul style="list-style-type: none"> Autumn Term attendance PP – 86.81% (compared to Non-PP 93.32%) Physical attendance has been affected by Covid-19 isolation / testing / cases in families; however, fears of Covid and some illness causing additional absence affected attendance data: whole school Autumn Term attendance was 91.41%, which was above national averaging 85% Remote learning attendance 4 January – 5 February 2021 – PP 71% compared to 82% whole school
Increased involvement in extra-curricular opportunities and aspirational activities	<ul style="list-style-type: none"> The majority of extra-curricular clubs (other than PE) unable to run at present due to Covid-19 restrictions – Duke of Edinburgh Award and STEMM group have continued remotely