

Pupil Premium Strategy Plan

Updated 30/1/18

*“Every teacher needs to improve, not because they are not good enough, but because they can be even better” – Dylan
William*

Rationale

The Government believes that the Pupil Premium Grant (PPG), which is additional to main school funding, is the best way to address the current underlying inequalities between children eligible for free school meals (FSM) and their peers by ensuring that funding to tackle disadvantage reaches the pupils who need it most.

Schools are free to spend the PPG as they see fit. However, they are accountable for how they have used the additional funding to support students from low-income families. New measures of success will be included in the DfE performance tables; these will capture the achievement of those disadvantaged pupils covered by the PPG.

In school barriers:

- A. The attendance of disadvantaged students is less than other students within the school
- B. Disadvantaged students are disproportionately represented in terms of behaviour data
- C. Disadvantaged students, as well as other students, within the school have low levels of reading on entry and do not often undertake wider reading.

External barriers:

- D. Students from disadvantaged backgrounds do not necessarily realise their own potential, and therefore their aspiration is lacking. This is linked to a cultural capital deficit and thus a lack of educational ambition to succeed in their studies.
- E. A significant number of disadvantaged students face very challenging personal circumstances, sometimes related to family and social situations.

Desired outcomes

- A. Improved attendance of disadvantaged students, further closing the gap relative to other students in school.
- B. Improved behaviour of disadvantaged students, further closing the gap relative to other students in school.
- C. Improved reading skills of disadvantaged students, and engagement in reading.
- D. Disadvantaged students to be more motivated to aim high, and accelerate their progress so as they can attain well.

Strategies

The following assertions underpin much of the work undertaken by staff at Smith's Wood Academy to ensure that our desired outcomes for disadvantaged students are met.

*"The abilities to argue, evaluate and reason are "attained by studying a rich curriculum in math, literature, science, history, geography, music and art and learning higher-level skills in context... there is a scientific consensus that academic skill is highly dependent on specific relevant knowledge." **The Knowledge Deficit, E.D. Hirsch 2008***

*"The ability to analyze and to think critically requires extensive factual knowledge...facts must be taught, ideally in the context" **Why Students don't like School, Willingham, 2009.***

Therefore, Smith's Wood academy seeks to ensure that factual knowledge underpins all aspects of our curriculum to ensure that in particular desired outcomes C and D are met. **Table 1** below outlines strategies used by the school to address this.

In the latter part of the academic year 2016/17 the Academy realigned its entire approach to teaching and learning in order to address the barriers preventing disadvantaged students from making academic progress that is reflective of national standards. The **Mastery Approach** to teaching and learning was adopted and is now embed into practice.

The Mastery Approach to Teaching and Learning

All lessons delivered at Smith's Wood Academy are planned, and taught in line with the mastery approach.

1.1 Mastery approach.

The Mastery approach is based on 6 key principles;

- Explanation
- Deliberate practice
- Modelling

- Questioning
- High quality feedback
- High expectations

Every teacher, in every classroom, will be required to live and breathe the mastery approach. Senior Leaders and Leading Practitioners will be expected to be ambassadors of the Mastery Approach.

Ultimately, all teachers will become Ambassadors of Excellence in the classroom – every day, every lesson.

1.2 Mastery approach routines

All lessons at Smith's Wood Academy will follow the lesson structure cycle shown here.

All lessons will begin with a '**Do Now Activity**' (DNA). This will aim to recap prior knowledge with the sole purpose of improving retrieval of old information.

Teachers will then lead the class through a high quality explanation. Following explanation and an opportunity for students to make sense of the learning (questioning), students will undertake Deliberate Practice.

Feedback on all deliberate practice tasks set will be given in line with the Academy Feedback Policy.

Teachers may wish to follow this cycle, across a period of lessons, across one lesson or multiple times during a lesson. The cycle outlined in the image is the cycle of learning. Learning may therefore take place over a series of lessons if the deliberate practice task is substantial extended writing.

N.B. For further detail regarding this approach, please see the Teaching & Learning Policy.

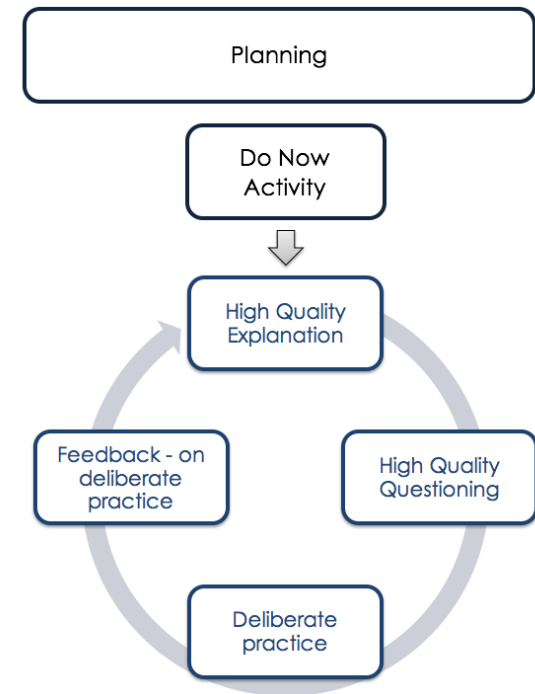


Table 1: Strategies used by the Academy to remove barriers, specifically linked to teaching and learning

Desired outcome	Strategy	Rationale
D - Disadvantaged students to be more motivated to aim high, and accelerate their progress so as they can attain well.	Mastery approach – see Teaching & Learning Policy for more information.	There is a knowledge deficit between students from disadvantaged backgrounds, our approach seeks to bridge that gap.
D - Disadvantaged students to be more motivated to aim high, and accelerate their progress so as they can attain well.	Feedback - See Feedback policy for further information.	Uniformity of presentation of feedback, in terms of green pens, live Feedback and Deep Feedback. Encourages disadvantaged students to engage with feedback. Feedback (+8 months).
D - Disadvantaged students to be more motivated to aim high, and accelerate their progress so as they can attain well.	CPD (teachers, support staff and SLT)	Teaching and learning as well as classroom practices and routines need to be of a consistently high standard, and therefore targeted and differentiated CPD for staff supports this.
D - Disadvantaged students to be more motivated to aim high, and accelerate their progress so as they can attain well.	Coaching Programme	Where teaching and learning is not meeting academy expectations, and disadvantaged students are not making sufficient progress coaching support is put into place to ensure teaching meets academy expectations.
D - Disadvantaged students to be more motivated to aim high, and	Study – See Study policy for	<i>Data from the last thirty years lead to a conclusion that is not scientifically challengeable: thinking well requires knowing facts, and that's true not simply because you need something to think about. The very processes that teachers care</i>

accelerate their progress so as they can attain well.	further information	<p><i>about most — critical thinking processes such as reasoning and problem solving — are intimately intertwined with factual knowledge that is in long-term memory (not just found in the environment). Why Students don't like School, Willingham, 2009</i></p> <p><i>With this in mind, Study seeks to ensure that students are able to encode key information into long term memory – thereby bridging the knowledge deficit. Homework, secondary (+ 5 months).</i></p>
D - Disadvantaged students to be more motivated to aim high, and accelerate their progress so as they can attain well.	Knowledge Checks / Daily recaps	As above. Knowledge recaps daily during every lesson will further work to cement knowledge into long term memory. Aiding the progress of disadvantaged students.
C - Improved reading skills of disadvantaged students, and engagement in reading.	Accelerated reader	Disadvantaged students at Smith's Wood in KS3 typically have lower reading ages than other students, and therefore this strategy will allow them to access the curriculum better. Reading comprehension strategies (+5 months)
C - Improved reading skills of disadvantaged students, and engagement in reading.	Pupil-Parent reading group.	Inviting parents of disadvantaged students in Y7 into school to read with their children will foster positive relationships between staff and parents and also promote positive reading strategies. Parental involvement (+3 months), Reading comprehension strategies (+5 months).
D - Disadvantaged students to be more motivated to aim high, and accelerate their progress so as they can attain well.	Visualisers	Research shows modelling to be particularly effective in accelerating progress of (more able) disadvantaged students. Meta-cognition (+8 months)
D - Disadvantaged students to be more motivated to aim high, and accelerate their progress so as they can attain well.	Academic Mentor	To combat the barrier to learning that disadvantaged students face from lacking academic organisation; providing guidance for students to prepare them for their public exams. Mentoring (+1 month).

Allocation of Pupil Premium Grant: 2017-2018

For the academic year 2017-2018 the Academy received £504, 904 of Pupil Premium funding.

STAFFING	Desired Outcome	Core Purpose	% of Pupil Premium Grant	Impact measure
Behaviour Support Team to deliver the Academy Reinforcing positive behaviour plan. Deputy Head of Academy (0.5) Associate Assistant Principal – First Time Room (0.5) Behaviour Lead Isolation Room Manager (0.5) First Time Room Manager Behaviour Consultant (0.4) Education Support Worker (x2)	B	To improve the behaviour of disadvantaged students and reduce the rate of fixed term and permanent exclusions for this group of students.	Funded centrally but targeted to support those in receipt of PPG	Half termly behaviour data Annual behaviour data summary report
Progress Support Team Progress Mentors (x3) Academic Mentor – English (x2) Academic Mentor – Mathematics (x1) Academic Mentor – Science (x1)	D	To accelerate the progress of disadvantaged students so that they attain well and the gap between outcomes in the Academy and national outcomes is reduced.	41%	Internal progress data External examination outcomes
Outdoor Adventurous Activity Co-ordinator	A, B, D	To use outdoor education to narrow the gaps in attendance, behaviour and academic outcomes between disadvantaged learners and their peers.	8%	Half termly behaviour data Annual behaviour data summary report Internal progress data External examination outcomes

				Half termly attendance data Annual attendance data summary report
Child and Family Support Workers (x2)	A, B, D	To remove the barriers to good attendance, behaviour and academic outcomes that may be present due to family situations and circumstances.	14%	Half termly behaviour data Annual behaviour data summary report Internal progress data External examination outcomes Half termly attendance data Annual attendance data summary report
Careers Advisor	D	To support students in recognising their potential and to have a clear career/educational pathway mapped out.	8%	Destination data

INITIATIVES (may include staffing)	Desired Outcome	Core Purpose	% of Pupil Premium Grant	Impact measure
Accelerated Reader Accelerated Reader License Accelerated Reader Manager Librarian (Part-Time)	C	To improve the reading skills of disadvantaged students, and engagement in reading.	4%	Half termly via the Star Reader tests
Attendance Rewards Strategy 4 days of support per week from CSAWS			16%	Half termly attendance data

Attendance Rewards Strategy				Annual attendance data summary report
<p>Individual Projects & Planned intervention programme Series of planned Saturday and holiday workshops.</p>	A, B, C, D	<p>Staff and departments across the Academy are able to 'bid' for funding in order to support initiatives that are carefully targeted at those students in receipt of the Pupil Premium Grant and are planned to remove the barriers identified on page 2 of this document.</p> <p>To accelerate the progress of disadvantaged students so that they attain well and the gap between outcomes in the Academy and national outcomes is reduced.</p>	10%	<p>Each initiative is evaluated and impact measured against intended outcomes.</p> <p>Internal progress data</p>

Date of next review: July 2018

Allocation of Pupil Premium Grant: 2016-2017

The impact of the Pupil Premium grant on students was negligible for 2016-2017. Performance data indicates inadequate performance across all measures with little difference between those students in receipt of the Pupil Premium and their peers.

2016/17 Pupil Premium Plan

Action	Spending
Accelerated reader	£1,198
Mathematics coaches	£3,000
Strategic staffing and Targeted intervention	£4,450
Resources to support educational/development programmes	£8,210
Study skill/subject workshops	£3,160
Student educational visits and travel contributions	£1,974
Youth coaching mentoring scheme	£1,243
Attendance/ Intervention support	£3,974
Additional English/Maths support	£2,660
Other departmental intervention	£20,000
Sub-total spend 16/17	£49,869

Total staffing expenditure	
Pupil Premium coordinator	
Pupil premium administrator	
Progress mentors (3)	



SMITH'S WOOD ACADEMY

Behaviour mentors (x4)	
Careers advisor	
Child and family workers (x2)	
English and Maths catch up tutors (x2)	
Vice Principal (intervention 20%)	
Outward bounds coordinator/instructor	
Sub-total spend 16/17	£469,211
Pupil Premium allocation	£519,080