

Smith's Wood Primary Academy

Pupil Premium Strategy Statement



This statement details our school's use of pupil premium funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Smith's Wood Primary Academy
Number of pupils in school	444
Proportion (%) of pupil premium eligible pupils	52% (2022-23) 50% (2023-24) 52% (2024-25)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022-2025
Date this statement was published	November 2022 November 2023 November 2024
Date on which it will be reviewed	July 2023 July 2024 July 2025
Statement authorised by	Danielle Givens

Pupil premium lead	Mia Taylor
Governor / Trustee lead	Neil Henderson

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	<p>£ 285,310 (2022-23)</p> <p>£ 321,555 (2023-24)</p> <p>£ 321 160 (2024-25)</p>
Recovery premium funding allocation this academic year	<p>£30,305 (2022-23)</p> <p>£32,480 (2023-24)</p> <p>£0</p>
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£ 0
<p>Total budget for this academic year</p> <p>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</p>	<p>£315,615 (2022-23)</p> <p>£354,035 (2023-24)</p> <p>£ 321 160 (2024-25)</p>

Part A: Pupil premium strategy plan

Statement of intent

Our ultimate objectives for our disadvantaged pupils are:

- *To achieve academically in line with non-disadvantaged pupils*
- *To experience opportunities outside of the norm*
- *To inspire and prepare themselves for life after SWPA*

Current attainment of PP pupils (based on 2024 data)

	<i>SWPA Pupils eligible for PP</i>	<i>SWPA Pupils not eligible for PP</i>	<i>National</i>
% achieving expected standard or above in RWM	82%	85%	61%
% at expected standard in reading	85%	90%	78%
% at expected standard in writing	90%	100%	77%
% at expected standard in mathematics	87%	90%	79%

Our current pupil premium strategy plan has contributed to these objectives as below:

The key principles of our strategy plan are:

- *To offer enhanced teaching across all year groups to ensure that all pupils receive targeted input for core subjects*
- *To provide opportunities for pupils which enhance their personal, as well as academic experiences*
- *To employ specialist staffing directly to the school to ensure pupils receive the support required promptly*
- *To provide individual and small group intervention to support pupils in closing the gap*

Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

Challenge number	Detail of challenge
1	Children enter school, on average, well below the expected levels.
2	Communication, language and Literacy (CLL) and numeracy are key areas of weakness on entry to the school, alongside social and emotional development.
3	Levels of Special Educational Needs are above national average, with a large proportion of pupils requiring S&L tailored support
4	There are relatively high numbers of pupils with social and emotional issues.
5	Gap between attainment of PP and Non PP pupils apparent following the lockdown period
6	Historically low perception from parents on the importance of attendance. This includes historic levels of persistently absent pupils
7	High number of vulnerable families and pupils with social and emotional needs

Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
SEND PP pupils to make same levels of progress, from starting point, as their peers	Quality first teaching for all groups is outstanding Quality interventions delivered to address gaps

Prompt action to address low baseline in EYFS so pupils have best opportunities to catch up with their peers	Children make rapid progress across all areas of EYFS to meet age related expectations at the end of reception and close gap with non PP children
Pupils social and emotional issues supported through extensive inclusion team	Targeted support for social and emotional wellbeing of pupils Tracking monitored for impact on attendance, attainment
Gap between PP and Non PP pupils minimal	PP pupils make equal progress in comparison to Non PP pupils
Pupils and families with low attendance/high persistent absentee levels supported and challenged	Attendance levels continue to rise and % of PA children reduced.
Pupils and families with social and emotional needs supported from team within school	Families receive tailored support to address needs
Improved mental health provision for all members of the SWPA community	Pupils, staff and families receive prompt and tailored support for mental health when required

Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium funding) **this academic year** to address the challenges listed above.

Teaching

Budgeted cost: **£211 625 (2024-25)** **£202 000 (2022-23)** **£188 500 (2023-24)**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Provide 3 ability groups, in each year group for RWM</p> <p>£203 750 (2024-25)</p> <p>£186 000 (2023-24)</p> <p>£124 000 (2022-23)</p>	<p><u>School evidence</u></p> <p>Outcomes of data shows outcomes for pupils in line, or above National expectation (see data on 1st page for KS2 outcomes)</p> <p>Progress measures at end of KS2 are 'average' or 'above average' but aim to improve progress measures, particularly in relation to the gaps of the learning evident.</p> <p>Gap between PP and Non PP evident following lockdown, as shown through internal standardised data outcomes, therefore smaller group sizes will reduce gap</p> <p><u>Teaching & Learning toolkit strand</u></p> <p>Reducing class sizes (+2 months impact)</p> <p>Within class attainment grouping (+ 2 months)</p>	<p>1, 4</p>
<p>Whole school in school & home reading platform to support continued remote learning and parental engagement with phonics</p> <p>£1675 (2024-25)</p>	<p><u>School evidence</u></p> <p>Maintain phonics outcomes across FKS and KS1</p> <p>Improve comprehension skills of FKS and KS1 pupils</p> <p><u>Teaching & Learning toolkit strand</u></p>	<p>1, 2 & 5</p>

<p>£1500 (2023-24)</p> <p>£2000 (2022-23)</p>	<p>Reading comprehension strategies (+ 6 months' impact)</p> <p>Phonics (+ 5 months)</p>	
<p>Whole school reading initiatives to include digital reading platforms for pupils</p> <p>£5200 (2024-25)</p> <p>£7500 (2022-23)</p>	<p><u>School evidence</u></p> <p>Improve progress in reading across the school</p> <p>Improve comprehension skills of pupils</p> <p><u>Teaching & Learning toolkit strand</u></p> <p>Reading comprehension strategies (+ 6 months' impact)</p>	2 & 5
<p>Whole school Mathematics approach to Mastering Number & Maths mastery</p> <p>£1000 for release and online resources</p> <p>£1000 (2023-24)</p> <p>£1000 (2022-23)</p>	<p><u>School evidence</u></p> <p>Targeted whole school Maths interventions proven to close the gap</p> <p>Improved Mathematical skills for all KS1 pupils</p> <p><u>Teaching & Learning toolkit strand</u></p> <p>Mastery learning (+ 5 months)</p> <p>Small group tuition (+ 4 months)</p>	1

Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £135 850 (2024-25) £117 300 (2023-24) £130 000 (2022-23)

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Provision of additional TA time to support targeted groups in morning and deliver interventions</p> <p>Based on 1 additional TA per year group</p>	<p><u>School evidence</u></p> <p>Data shows that following lockdown, there now exists a gap between PP and Non PP achievement</p> <p><u>Teaching & Learning toolkit strand</u></p>	1, 5

<p>for morning support</p> <p>£113 200 (2024-25)</p> <p>£97 500 (2023-24)</p> <p>£86 000 (2022-23)</p>	<p>Teaching assistant interventions (+ 4 months)</p>	
<p>Additional staffing employed for phonics delivery</p> <p>£5700 (2024-25)</p> <p>£5200 (2023-24)</p> <p>£4500 (2022-23)</p>	<p><u>School evidence</u> Outcomes of phonics data for last 3 years shows outcomes for pupils in excess of National expectation</p> <p>2023/24- 93% National 81% 2022/23- 93% National 79% 2021/22- 88% National 76%</p> <p><u>Teaching & Learning toolkit strand</u> One to One tuition (+ 5 months) Phonics (+ 5 months)</p>	<p>1, 2, 5</p>
<p>Speech & Language therapist employed by school for assessments</p> <p>Support staff member for 2 afternoons a week to deliver S&L interventions</p> <p>Additional contribution for S&L 1:1 support</p> <p>£14 250 (2024-25)</p> <p>£12 500 (2023-24)</p> <p>£10 400 (2022-23)</p>	<p><u>School evidence</u> High numbers of pupils enter school with Communication and language difficulties</p> <p>Time waiting for support for external agencies can be long, therefore in school provision targets need swiftly</p> <p><u>Teaching & Learning toolkit strand</u> Oral language interventions (+ 6 months)</p>	<p>2, 3</p>

<p>NELI – DFE language programme for EYFS pupils- time dedicated for a member of staff to deliver the programme once a week</p> <p>£2700 (2024-25)</p> <p>£2100 (2023-24)</p> <p>£2300 (2022-23)</p>	<p><u>School evidence</u> Low baseline for pupils entering SWPA in terms of communication & language Need to increase the % of pupils achieving the expected standard in CLL in EYFS</p> <p><u>Teaching & Learning toolkit strand</u> One to One tuition (+ 5 months)</p>	<p>2</p>
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: **£113 650 (2024-25)** **£116 900 (2023-24)** **£103 600 (2021-22)**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Increased access to school counsellors for SWPA pupils</p> <p>£31 900 (2024-25)</p> <p>£27 100 (2023-24)</p> <p>£26 800 + Relax kids (2022-23)</p>	<p><u>School evidence</u> High level of vulnerable pupils in the school needing swift support Impact of social and emotional issues on learning can be minimised through targeted inclusion support</p> <p><u>Teaching & Learning toolkit strand</u> Social & Emotional (+ 4 months)</p>	<p>4</p>
<p>Child & Family Support Worker 4 days a week</p> <p>£34 300 (2024-25)</p> <p>£40 300 (2022-23)</p> <p>£46 300 (2023-24)</p>	<p><u>School evidence</u> 47% PP children High level of deprivation in local area serving school Families and individuals are often identified as needing additional support & support in supporting their own child with education</p> <p><u>Teaching & Learning toolkit strand</u> Parental engagement (+ 4 months)</p>	<p>4, 7</p>

<p>CSAWS targeted attendance support</p> <p>£14 300 (2024-25)</p> <p>£14 100 (2023-24)</p> <p>£13 800 (2022-23)</p>	<p><u>School evidence</u></p> <p>To achieve National levels of attendance, external support is required to tackle long standing attendance issues</p> <p>PA levels can rise rapidly</p> <p>Some families in the community have historically low levels of attendance and continual work needs to be done</p> <p><u>Teaching & Learning toolkit strand</u></p> <p>Parental engagement (+ 4 months)</p>	<p>6</p>
<p>Provide enhanced extra-curricular opportunities for SWPA pupils</p> <p>£6750 (2024-25)</p> <p>£9400 (2023-24)</p> <p>£8100 (2022-23)</p>	<p><u>School evidence</u></p> <p>High number of disadvantaged and vulnerable pupils who deserve opportunities to extra personal development opportunities to enhance core school provision</p> <p>Opportunities for SWPA pupils to engage in opportunities outside of school minimal</p> <p><u>Teaching & Learning toolkit strand</u></p> <p>Parental engagement (+ 4 months)</p>	<p>4, 7</p>
<p>Individual group and music provision for pupils</p> <p>£10 800 (2024-25)</p> <p>£7000 (2023-24)</p> <p>£6800 (2022-23)</p>	<p><u>School evidence</u></p> <p>Many vulnerable pupils, in a deprived area need to have the opportunity to experience opportunities which they may not receive at home due to financial constraints</p> <p>Enhance the 'More than a School' motto which SWPA holds</p> <p><u>Teaching & Learning toolkit strand</u></p> <p>Social & Emotional (+ 4 months)</p>	<p>4, 7</p>

<p>Enhanced Outdoor Adventure Activities (OAA) delivery through trained and experienced lead</p> <p>£15 600 (2024-25)</p> <p>£13 000 (2023-24)</p> <p>£7800 (2022-23)</p>	<p><u>School evidence</u></p> <p>Many vulnerable pupils, in a deprived area need to have the opportunity to experience opportunities which they may not receive at home due to financial constraints</p> <p>Enhance the 'More than a School' motto which SWPA holds</p> <p><u>Teaching & Learning toolkit strand</u></p> <p>Social & Emotional (+ 4 months)</p>	<p>4, 7</p>
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Total budgeted cost: £ 461 125 (2024-25) £422 700 (2023-24) £435 600 (2022-23)

Review of outcomes in the previous academic year This details the impact that our pupil premium activity had on pupils in the 2023 to 2024 academic year.

Current attainment of PP pupils (based on 2024 data)			
	<i>SWPA Pupils eligible for PP</i>	<i>SWPA Pupils not eligible for PP</i>	<i>National</i>
% achieving expected standard or above in RWM	82%	85%	61%
% at expected standard in reading	85%	90%	78%
% at expected standard in writing	90%	100%	77%
% at expected standard in mathematics	87%	90%	79%

<i>Maths</i>	Cohort	PP	Non PP	Reading	Cohort	PP	Non PP
Year 1	82%	78%	88%	Year 1	74%	69%	80%
Year 2	53%	50%	58%	Year 2	74%	71%	70%
Year 3	88%	81%	100%	Year 3	70%	64%	86%
Year 4	70%	63%	79%	Year 4	79%	72%	86%
Year 5	58%	45%	72%	Year 5	73%	65%	82%
Year 6	91%	91%	90%	Year 6	86%	85%	90%
Whole School	77%	68%	67%	Whole School	76%	71%	82%

Attendance

Attendance 2023/24	Autumn	Spring	Summer	Whole Year
Attendance	94.3	94.4	94.3	94.3
PP	92.8	93.1	93	92.9
Non PP	96.6	96.4	96.2	96.3
PA	14.2	15.4	16.4	15.6
PA PP	21.2	21.6	21.6	21.6
PA Non PP	5.6	6.6	9.1	7.2

Phonics Outcomes

PSC	Year 1	Year 2		
Pupil group	June 2024	June 2023	June 2024 Resit for children not passed	Total combined for cohort
ALL	93%	93%	100%	100%
PP	91%	91%	100%	100%
Non-PP	96%	97%	100%	100%

Attendance at extra-curricular clubs 2023-24

Whole school	<p>91.2% of Pupils attended at least one out of school hours extra-curricular activity</p> <p>100% of pupils participated in Inter school physical activity opportunities</p>
SEN Pupils	<p>93.6% of pupils with SEN support/EHC plans attended at least one out of school hours extra-curricular activity</p> <p>100% of pupils with SEN support/EHC plans participated in Inter school physical activity opportunities</p>
PP Pupils	<p>90% of pupils eligible for PP attended at least one out of school hours extra-curricular activity</p> <p>100% of pupils eligible for PP participated in inter school physical activity</p>

Intervention analysis 2023-24

Number of different interventions running throughout the year	454
Percentage of Pupil Premium children accessing an intervention	98.2%
Percentage of SEND children accessing an intervention	90.1%
Percentage of children accessing 1 or more interventions	96.9%
Percentage of children achieving or exceeding their intervention target	78.9%
Percentage of children partially achieving their intervention target	20.5%

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
Read Write Inc	Ruth Miskin