

# Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) 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	Smithills School
Number of pupils in school	1114
Proportion (%) of pupil premium eligible pupils	43%
Academic year/years that our current pupil premium strategy plan covers	2021/22- 2024/25
Date this statement was published	December 2022
Date on which it will be reviewed	Termly
Statement authorised by	M Sidebottom Principal
Pupil premium lead	A Scholefield Assistant Vice Principal
Governor / Trustee lead	T Purcell

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£436,355
Recovery premium funding allocation this academic year	£121,992
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£558,347

# Part A: Pupil premium strategy plan

## Statement of intent

At Smithills School we have high aspirations and ambitions for our children and we believe that no child should be left behind. When making decisions about using Pupil Premium funding it is important to consider the context of the school and the subsequent challenges faced. Common barriers for FSM children can be less support at home, weak language and communication skills, lack of confidence, more frequent behaviour difficulties, and attendance and punctuality issues. There may also be complex family situations that prevent children from flourishing. The challenges are varied and there is no 'one size fits all'.

Raising the attainment and progress of our disadvantaged pupils is a key priority at Smithills School. The impact of the recent spend is evident in the improvements in the GCSE exam results, the improving progress of pupils at KS3 and the comprehensive academic programme.

We still have areas to address and will be doing so throughout the next academic year. For example, we will continue to raise the attainment and progress of our higher banding disadvantage pupils and disadvantaged pupils in certain subject areas and provide tailored, personalised interventions to accelerate progress.

At Smithills School we advocate a holistic approach; working with all stakeholders to develop versatile, well-rounded individuals who achieve their full potential and have a positive impact in society. Consequently, we will continue to fund enrichment activities outside the classroom and ensure our pupils are fully supported in school.

This is being used to benefit pupils across years 7 to 11 and provides and/or supports the following three key objectives:

To improve learning in the classroom

To remove barriers to learning

To provide enrichment beyond the classroom

## Challenges

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

Challenge number	Detail of challenge
1	<p>The literacy skills of disadvantaged pupils are generally poorer than that of other pupils.</p> <p>Assessments across all year groups show the reading age of disadvantaged pupils is 11.1 years and spelling age of 12.3 years. The gap in reading age is</p>

	largest in year 7 and 8 (4.4 years in reading age for year 7 and 8 and 0.8 years for spelling in year 7, 0.7 years in year 8)
2	Numeracy rates are poorer for pupil premium pupils upon entry to the school. Assessments on entry to the school show an average SAS score of 91 for disadvantaged pupils in numeracy compared to 95 for other pupils.
3	Our in house tracking demonstrates that, in general, pupil premium pupils have a poorer attendance than other pupils. 26% of pupil premium pupils have been 'persistently absent', compared to 21% of all other pupils during that period.
4	Our observations and tracking demonstrate that pupil premium pupils have a lower engagement rate in terms of wider curriculum opportunities. This is particularly true for disadvantaged boys.
5	Assessment data, data collection from mentors and the pastoral team suggest that partial school closures have had a disproportionately large effect on our pupil premium pupils. This has resulted in significant knowledge gaps in many areas of the curriculum, but in particular within maths.
6	In house assessment data, intervention data and observations suggest that the reading comprehension levels of pupil premium pupils are significantly behind their peers. This impacts across the curriculum. Reading ages are lower for disadvantaged pupils on entry to the school

## 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
Raise attainment and progress of disadvantaged pupils through the implementation of a broad and balanced curriculum, which takes account of knowledge gaps.	Disadvantaged pupils will perform in line with other pupils nationally.
Improved literacy skills within the KS3 disadvantaged cohort.	Reduction in gaps for reading and spelling ages of disadvantaged and non-disadvantaged pupils and rapid improvement. Work scrutiny through quality assurance process demonstrates an improvement in literacy skills of disadvantaged pupils.
To support higher attainment and engagement in Maths and Science through the implementation of STEM based learning.	Gaps analysis of year group data entry demonstrates a reduction in the gap between the attainment of disadvantaged pupils and non-disadvantaged pupils within Maths and Science. Teacher and pupil voice indicates an increase in engagement of disadvantaged pupils. Engagement in

	STEM extra curricula activities demonstrates engagement of disadvantaged pupils.
To achieve and sustain improved attendance for disadvantaged pupils.	The overall absence gap between non disadvantaged and disadvantaged pupils to be 0% by 2024/25. The percentage of pupils persistently absent being below national average and the gap between disadvantaged and other pupils being 0% by 2024/25.
To increase the participation in enrichment and extra-curricular activities by disadvantaged pupils.	Attendance data at extra-curricular activities demonstrates that disadvantaged pupils are proportionally represented at these events (43% in 2022/23) Where barriers have existed to engagement in extra-curricular activities, clear strategies are evident in an attempt to overcome them.
Improved reading comprehension levels within the disadvantaged cohort of KS3.	Reading age of disadvantaged pupils rapidly improves from entry to the school. Gap between disadvantaged and other pupils narrows from year 7 onwards. QA demonstrates an effort for reading skills to be developed in the classroom and an increased engagement of pupils in reading activities.

## 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 (for example, CPD, recruitment and retention)

Budgeted cost: £173,049

Activity	Evidence that supports this approach	Challenge number(s) addressed
To reduce the core subject gap in order that disadvantaged pupils perform as well as others nationally.	'Research acknowledges that underachievement is heavily linked to social, cultural and economic factors that are hard to shift. Barriers to learning faced by these pupils are mostly concerned with language and literacy. [Furthermore] there are other issues to consider, such as independence and resilience and pupils who give up easily, who find it difficult to work collaboratively or who find it difficult to manage their time. However, much of the problem of underachievement is about poor aspiration and engagement in learning. Many of our young people lack self-belief and are easily distracted from learning or have difficulties in understanding its relevance.' <b>Kenny Frederick</b> ( <i>Principal of George Green's school and a member of the National Association of Head Teachers executive</i> )	1,2,4,5,6
To develop and promote literacy and numeracy across the school for disadvantaged pupils	Phonics approaches have been consistently found to be effective in supporting younger readers to master the basics of reading, with an average impact of an additional four months' progress. Research suggests that phonics is particularly beneficial for younger learners (4-7 year olds) as they begin to read. (EEF toolkit)	1,2,6
To improve outcomes for disadvantaged pupils in Maths and Science through the development of STEM based learning.	"it is not a leap to suggest that those who build a solid foundation in STEM subjects and learning throughout their studies will not only be more employable in the future, but in fact more equipped for the future in general." Faculty of Education, University of Cambridge	2,3,4

<p>To ensure that disadvantaged pupils have access to quality first teaching with a particular focus on improving reading</p>	<p>“Pupils who can read are overwhelmingly more likely to succeed at school, achieve good qualifications, and subsequently enjoy a fulfilling and rewarding career. In addition to its substantial practical benefits, reading is one of life’s profound joys.” Reading: the Next Steps, DfE, March 2015</p>	<p>1,2,3,5,6</p>
<p>Professional development to support the school’s SEF foci and therefore improve outcomes for all pupils</p>	<p>Research shows that effective professional development leads to a positive impact, not only on pupil motivation, achievement and attitude to work, but also for the staff involved.</p> <p>Effective Professional Development can lead to greater confidence amongst teachers, greater self-efficacy and greater enthusiasm and willingness to try new things and innovate in their practice. Teachers are certainly driven to improve their pupils’ outcomes and also have a vested interest in ensuring that they participate in effective Professional Development.</p> <p>The most effective Professional Development is that which is teacher-driven, collaborative and relevant to teacher’s classes and pupil learning. Teachers need support and freedom to focus on their own professional development and as such they cannot take sole responsibility for Professional Development provision: school leadership, school culture and even national policy must also play a significant role.</p> <p>Teachers should be free to innovate, to take risks, to share their findings and engage in research and evidence that may inform their practice.</p> <p>And whilst all play an important part, it is, however, the ultimate responsibility, and in the absolute interest of the individual teacher to ensure that they are finding and engaging in professional learning to continually improve their practice.</p> <p><b>Teacher Development Trust</b></p>	<p>1,2,5,6</p>

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

Budgeted cost: £356,074

Activity	Evidence that supports this approach	Challenge number(s) addressed
To provide transition support to ensure that all DP pupils make a positive start to secondary school	“Success in navigating transition can not only affect children’s academic performance, but also their general sense of well-being and mental health” <b>Waters et al. 2012</b>	3,4,5
To safeguard all pupils	‘All organisations that work with or come into contact with children should have safeguarding policies and procedures to ensure that every child, regardless of their age, gender, religion or ethnicity, can be protected from harm’. <b>NSPCC (Safeguarding Children)</b>	3,4
To improve attainment and progress by focusing on improving behaviour for learning through interventions which support pupils with social, emotional and mental health needs	+4 months impact. ‘Evidence suggests that behaviour interventions can produce large improvements in academic performance along with a decrease in problematic behaviours’ and ‘interventions which target social and emotional learning...have an identifiable and significant impact on attitudes to learning, social relationships in school, and attainment itself (on average around three to four months additional progress).’ <b>EEF</b>  ‘Research which focuses on teaching assistants who provide one to one or small group support shows a strong positive benefit of between three and five additional months on average. Often support is based on a clearly specified approach which teaching assistants have been trained to deliver’ <b>EEF</b>	3,4,5
To meet the needs of pupils who require extra support & ensure they have access to Emotional and Well-Being advice	‘School-based humanistic counselling can bring about significant reductions in psychological distress...emotionally distressed young people value an opportunity to talk and be listened to in a confidential environment; and with a counsellor who is trustworthy, friendly and easy to relate to’ <b>Professor Mick Cooper (The Psychologist)</b>	3, 5
To raise the attendance of Pupil Premium children	‘PP pupils in secondary schools are 3 times more likely to become persistent absentees than their peers and 3 times more likely to receive two or more fixed term exclusions across the year. Pupils who are not present are not engaged in the full curriculum experience and therefore may not make as much	3,5

	progress as those whose attendance is acceptable.'	
Focused intervention to raise the aspirations of high and middle ability PP	Khatab (2015) suggests, parental encouragement can have a profound impact on student progress and this, coupled with our school programme, should develop the aspirations of Pupil Premium students. BERA Journals (January 2015)	1,2,3
To baseline all pupils in year 7 and 8 to identify gaps and subsequently provide targeted interventions	Intervention that meets the needs of individual children makes an impact on children's learning...Bespoke programmes impact on pupils' confidence and ability to approach mathematics. Careful assessment of pupils' needs was essential in designing an effective programme of support which would progress learning from where each child was rather than from an assumed expected starting point' <b>National Centre for Excellence in the Teaching of Mathematics</b>  'Literacy interventions are designed for pupils with the potential to 'catch up' and reach age-related norms by the end of the programme delivery. They are successful when used with the right group of pupils who are able to maintain the fast pace of learning' <b>Interventions for Literacy</b>	1,2,4,5,6
To provide focused literacy and numeracy support.	The evidence suggests that children benefit from a balanced approach to literacy that includes a range of approaches. The emphasis of the different approaches will shift as children progress; effective diagnosis can help to identify priorities and focus teaching to ensure that it is efficient. EEF	1,2,5,6
Support for reading through the employment of a teacher of reading	Phonics has a positive impact overall (+5 months) with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds. EEF	1,5,6

**Wider strategies (for example, related to attendance, behaviour, wellbeing)**

Budgeted cost: £29,224

Activity	Evidence that supports this approach	Challenge number(s) addressed
To continue to improve the number of disadvantaged pupils going into further education or employment	“Longitudinal studies suggest that the way in which teenagers think about their futures in education and employment has a significant impact on what becomes of them as working adults. Teenagers who have effectively underestimated the education required for their desired profession, for example, are statistically more likely to end up NEET. In addition, young people from poorer backgrounds are more likely to have career aspirations that are misaligned with their educational ambitions” Careers education: International literature review, <b>EEF</b>	4,5,3
Pupil Premium Discretionary Fund: To provide pupils with additional opportunities that make education fun and meaningful	‘A holistic approach seeks to empower children to use their academic learning as a foothold for their emotional and social development. The approach motivates children to learn about a subject. It instills <i>curiosity</i> and allows children to learn naturally and creatively...preparing] children to become well-rounded adults’. <b>Scholar Base</b> ( <i>Why Holistic Education is Important</i> )	3,4,5,6
To enrich Disadvantaged pupils’ curriculum experience through a broad and balanced curriculum which promotes cultural capital.	Adventure education usually involves collaborative learning experiences with a high level of physical (and often emotional) challenge. Practical problem-solving, explicit reflection and discussion of thinking and emotion (see also Metacognition and self-regulation) may also be involved (Educational Endowment Foundation)	3,4,5
To develop parental engagement and clear communication with parents by embedding systems for parents’ evenings, daily contact to ensure regular dialogue between home and school regarding academic and pastoral performance	A study by <b>the Department for Education</b> showed a direct correlation between a parent's involvement in their child's education and their academic success, even after accounting for family size, family background and parent education level. The same study also found that 72% of parents wanted more involvement in their child’s education. Parental involvement in a pupil's education is a win-win-win. Teachers benefit from the additional support, both academically and behaviourally; parents feel more involved in their child's academic life; and students can take advantage of	3,4,5,

	an enhanced support system, which increases their chances of academic success.	
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**Total budgeted cost: £558,347**

## Part B: Review of outcomes in the previous academic year

### Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2021 to 2022 academic year.

In 2021/23, the average progress 8 score for non-disadvantaged pupils was -0.31, compared to -0.38 for disadvantaged pupils. Disadvantaged pupils Progress 8 was -0.54 in Maths, -0.24 in English and -0.27 in the EBACC element. Low ability pupil premium pupils performed better than other groups, with an overall P8 of +0.17.

Internal assessments and monitoring indicated that previous partial school closures in previous years have had an impact on behaviour, wellbeing and mental health of our disadvantaged pupils. Targeted interventions were focussed around this area in order to ensure the impacts on disadvantaged pupils were minimalised.

Reading and spelling assessments based on GL testing have indicated that strategies employed have had a positive impact on our pupil premium pupils. The gap for year 7 between PP and non PP pupils has narrowed by 0.8 in the year 2021/22, with reading assessments indicating that the SAS of pupil premium pupils has improved by 3.2 over the academic year.

A tracking system put in place to monitor PP involvement in extra curricular activities indicates that 48% of pupils involved in these are from this cohort. This is above the overall percentage for the school. A focus now will move to the cultural capital being developed through this provision.