

# Smithdon High School Pupil Premium Strategy Statement – September 2024 Final Review –

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. [Updates to the statement details in October 2022 are in blue](#), [September 2023 are in purple](#) and [July 2024 are in green](#).

## School overview

Detail	Data
School name	Smithdon High School
Number of pupils in school	580 568
Proportion (%) of pupil premium eligible pupils	26.03% 24.65%
Academic year/years that our current pupil premium strategy plan covers	2021-2024
Date this statement was published	December 2021
Date on which it will be reviewed	October 2022 <a href="#">September 2023</a> <a href="#">September 2024</a>
Statement authorised by	<a href="#">Amanda Gibbins, Headteacher</a>
Pupil premium lead	<a href="#">Rebecca Dibble</a>
Governor / Trustee lead	Rob Lodge

## Funding overview – up to August 2024

Detail	Amount
Pupil premium funding allocation this academic year	<a href="#">£167,266.16</a>
Recovery premium funding (NTP) allocation this academic year	<a href="#">£6,012</a>
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	<a href="#">£0</a>
<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	<a href="#">£173,278.16</a>

# Part A: Pupil premium strategy plan

## Statement of intent

Smithdon High School is committed to ensuring that all students make positive progress, achieve well and gain a variety of experiences and opportunities, no matter their background or the challenges they face.

The focus of our Pupil Premium Strategy is to support all disadvantaged students, including those who are high prior attainers, to overcome those challenges and leave school having achieved this goal academically, socially and culturally. We consider local challenges as well as personal challenges faced by each vulnerable student, including those who are young carers or are supported by social workers, mental health practitioners or other similar services.

We are a smaller than average high school, serving a rural seaside area. Pupils come from a wide range of socio-economic backgrounds and most live in a coastal environment. A small number of pupils come from minority ethnic backgrounds and even fewer (2.24%) do not have English as their first language. 22.59% of our students receive Free School Meals. While technological support and/or places in school were provided for vulnerable students during the pandemic, the impact of it is further reaching with student mental health, anxieties and also parental instability caused by a lack of tourism – the main industry in this area – in addition to those issues caused nationwide by the lockdown periods.

High-quality teaching is the centre of our approach to supporting disadvantaged students, with regular staff pedagogical CPD where there is a crossover with our 5 key reminders for SEND support to:

- Use passports, including “know your students” and “seating plans”
- Use scaffolding and modelling
- Use of LSAs
- Monitoring
- Adaptive Teaching

High quality first teaching is proven to have the best impact on reducing the attainment gap, while helping all students in the school.

Due to the large mental health and social behaviours impact on our students following the pandemic, particularly those already facing disadvantages, we focussed a large proportion of our targeted National Tutoring Programme support in 2021-2 on mentoring support and wellbeing guidance. The remainder was used on small group tuition by our own teaching staff in after-school face-to-face sessions, as many of these students struggled to interact remotely during the lockdowns. [This spend on small group tuition continues in 2022-23 and 2023-24.](#)

We follow a reflective approach to supporting disadvantaged students, responding to individual challenges as they arise, as well as the common challenges, redirecting some of our activities as needed.

## Challenges

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

Challenge number	Detail of challenge
1	<p>The main attainment of disadvantages students is affected by <b>low levels of literacy, vocabulary, writing skills, reading</b> experience and understanding. In the most severe of challenges this can impact on students' progress in all subjects across the curriculum.</p> <p>On entry to Year 7 in the last 3 years, 13-33% of our disadvantaged students arrive below age-related expectations compared to 16-30% of their peers (correlated).</p>
2	<p>Our observations, confirmed in discussions with students, demonstrate that our disadvantaged students have <b>limited wider life-experience</b>, limiting their aspirations and expectations for their future. Parents of these students often also fail to discuss potential career options with their children.</p> <p>As a result, students lack the motivation to push themselves to achieve well and/or consider progression onto higher level courses post-16.</p>
3	<p>Our assessments, observations and discussions with students and parents, as well as the various services supporting them, suggest that the education and already poor mental wellbeing of our disadvantaged students has been further impacted by school closures, to a greater extent than for other students – reflected by national studies.</p> <p>This has resulted in <b>significant knowledge gaps</b> in many subjects, especially in English and Humanities subjects, where students struggled to engage remotely and having that in-person engagement and opportunities for questioning (lacking in confidence to discuss in online meetings). <b>This has been well addressed by teachers and our approach continues to be adapted to address this.</b></p>
4	<p>As above, our assessments, observations and discussions with students and parents, as well as the various services supporting them, suggest that the education and already poor mental wellbeing of our disadvantaged students has been further impacted by school closures, to a greater extent that for other students – reflected by national studies.</p> <p>This has also resulted in <b>an increase in identified social and emotional issues</b> for many students, with referrals for and professional diagnoses of anxiety, depression and mental exhaustion. Support provided, by its very nature, also impacts on curriculum time in order to prioritise these meetings to improve students' mental health.</p>

5	<p><b>Attendance</b> for all students, but particularly disadvantaged students, continues to be below average. Attendance in 2020-2021 (2021-2022) (2022-2023) (2023-2024) for disadvantaged students was 84.07% (84.09%) (79.53%) (75.79%) compared to 93.33% (90.78%) (91.89%) (87.55%) for non-PP.</p> <p>There are a high number of medical-related concerns, especially mental health again particularly for disadvantaged students, with several in medically supported long term absences. As such, 43.14% (58.8%) (56.5%) (71.41%) of disadvantaged pupils have been 'persistently absent' compared to 12.72% (26.1%) (23.62%) (39.71%) of their peers.</p> <p>Assessments and observations indicate that absenteeism is also negatively impacting on the progress of disadvantaged students.</p>
6	<p><b>Family environments, including parental engagement</b>, for disadvantaged students continue to cause challenges for several of our students. A number are part of large families, meaning they share bedrooms with one or more siblings, so their sleep is disrupted by factors outside of their control and having a space to work quietly can be an issue for some of them.</p> <p>While we have an after-school homework club, given the wide rural nature of our catchment areas, these same students have issues getting home once the buses have collected at the end of the school day.</p> <p>Engagement by parents, especially of disadvantaged students, has also reduced following the pandemic – with fewer parents feeling confident in attending in-school meetings due to fears of Covid and fewer willing to attend online parents' meetings (though access does not seem to be an issue) – addressed by a return to face-to-face parents' meetings in 2022-2023.</p>

## 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
Improved levels of literacy, vocabulary, reading and comprehension for disadvantaged students – enabling them to access subjects across the curriculum.	<p>Reading comprehension tests demonstrate improved comprehension skills for disadvantaged students and a smaller gap between disadvantaged and non-disadvantaged students.</p> <p>Quality Assurance processes identify improved usage of literacy, vocabulary and comprehension by disadvantaged students across all subjects (learning walks, book scrutinies and student voice meetings)</p>
Improved wider life experiences of disadvantaged students and more students from disadvantaged backgrounds applying for Level 3 post-16 courses.	<p>Records indicate an increased uptake of enrichment opportunities by disadvantaged students, in line with non-disadvantaged students, such as for aspirational trips, activities and careers experience events.</p> <p>Registers indicate that the uptake in co-curricular activities is no different between disadvantaged and non-disadvantaged students.</p> <p>No disadvantaged students are recorded as NEET, while year-on-year records identify increasing numbers of disadvantaged students successfully applying for and beginning Level 3 courses.</p>
Improved attainment among disadvantaged students across the curriculum at the end of Key Stage 4, including EBACC subjects.	<p>By the end of 2024 the % of disadvantaged students entered for EBACC is in line with non-disadvantaged students (both increased to at least 45%). In 2021, 11.54% were entered (and achieved) EBACC compared to 24.14% non-disadvantaged entered (22.99% achieved).</p> <p>By the end of 2024, disadvantaged students achieve at least in line with their non-disadvantaged peers in KS4 results.</p>
To achieve and sustain improved attendance and punctuality for all students, particularly our disadvantaged students.	<p>Sustained high attendance from 2023/24 demonstrated by:</p> <ul style="list-style-type: none"> <li>● the overall attendance rate for all pupils meeting the national standard of 96% and the attendance gap between disadvantaged and non-disadvantaged students being reduced by at least 5%</li> <li>● the percentage of all pupils who are persistently absent being below 20% and the disadvantaged being no more than 10% lower than their peers.</li> </ul>
To increase and maintain parental engagement for all, especially disadvantaged students, in supporting their children’s aspirations and progress.	An increase in the numbers of all parents ‘attending’ parents’ evenings, to at least 90%, with at least 85% attendance for parents of disadvantaged students.

## 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: £10,000 (£15,000) (£15,000) (£15,000)

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>HoDs and departments embedding and developing the knowledge-rich curriculum with:</p> <ul style="list-style-type: none"> <li>- clear sequencing,</li> <li>- coverage of Tier 3 vocabulary</li> <li>- <a href="#">Embedding of Disciplinary Literacy into SoW</a></li> <li>- knowledge organisers</li> <li>- opportunity for identified gaps to be addressed.</li> <li>- embedding of cultural capital knowledge/experience</li> </ul> <p>We will fund teacher release time to meet cross-Trust and deepen the impact of our KRC.</p>	<p>Alex Quigley, EEF Blog, “a successful knowledge-rich curriculum should be designed to help pupils remember what they have been taught”  <a href="https://educationendowmentfoundation.org.uk/news/eef-blog-what-do-we-mean-by-knowledge-rich-anyway/">https://educationendowmentfoundation.org.uk/news/eef-blog-what-do-we-mean-by-knowledge-rich-anyway/</a></p> <p>Ofsted: a Knowledge Rich Curriculum should include “invaluable knowledge [leaders] want their pupils to know”</p> <p>Sutton Trust - Education Endowment Foundation (EEF) research states - ‘On average, reading comprehension approaches improve learning by an additional five months’ progress.’</p> <p>Combating the ‘Matthew Effect’: When pupils: “read more, learn more vocabulary which then enables them to read more and comprehend more advanced texts and so they advance further. The children who fail to learn to read, read less, are less fluent, have a poorer vocabulary, comprehend less and the gap just keeps on growing. It is the principle of ‘The rich get richer and the poor get poorer’.”  <a href="https://www.phonicbooks.co.uk/2017/06/04/matthew-effect-comes-reading-instruction/">https://www.phonicbooks.co.uk/2017/06/04/matthew-effect-comes-reading-instruction/</a></p> <p>Geoff Barton: “the word rich get richer, the word-poor get poorer” when not given the opportunity to experience wider vocabulary.</p>	<p>1, 2</p>
<p>Staff responsibility and TLRs: strategic and operational roles to support both pupils and staff, including Pupil Premium, <a href="#">Literacy Across the Curriculum</a> (leader is due to complete NPQLL this year), Gifted and Talented, Careers</p>	<p>By following recommendations set out in the evidence-based research documents, such as the EEF’s updated Pupil Premium Guide (<a href="https://educationendowmentfoundation.org.uk/guidance-for-teachers/using-pupil-premium">https://educationendowmentfoundation.org.uk/guidance-for-teachers/using-pupil-premium</a>) and the EEF’s Improving Literacy in Secondary Schools (<a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks3-ks4">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks3-ks4</a>), we stand the best chance of raising the bar for all but disproportionately so for our disadvantaged pupils.</p>	<p>1, 2, 3, 4, 5, 6</p>

<p>Staff culture training. <b>Supported by embedding of The Smithdon Seven into everyday activities and rewards (see 'wider strategies')</b></p>	<p>The evidence from the study, <i>Against the odds</i>, suggests that staff attitudes are an important factor in creating a positive culture to successfully tackle socio-economic disadvantage.</p>	<p>1, 2, 3, 4, 5, 6</p>
<p><b>Extension</b> of the cross-curricular Reading Strategy to identify categories of readers in need of support: low fluency, poor decoding, poor comprehension and develop a love of reading for pleasure.</p> <p>CPD to all staff and allocated MLT meeting time to embed across all subjects. <b>Allocated Literacy Across the Curriculum CPD once per half term.</b></p>	<p>Evidence suggests that there is a positive relationship between reading frequency, reading enjoyment and attainment (Clare 2011; Clare and Douglas 2011).</p> <p>EEF Blog on whole class reading: with “the teacher reading the passage with concise clarifications of key vocabulary built-in (as recommended by Lemov in another section of Reading Reconsidered), and then... students discussing and answering comprehension questions about the passage.” <a href="https://educationendowmentfoundation.org.uk/news/ef-blog-whole-class-reading/">https://educationendowmentfoundation.org.uk/news/ef-blog-whole-class-reading/</a></p> <p><i>See also 'Matthew Effect' and Geoff Barton references above.</i></p>	<p>1, 3</p>
<p>Extended Writing focus, particularly in English, RE and Humanities subjects, but addressed in all subjects – ensuring students are supported with modelling, scaffolding and growing independence in longer writing tasks, both at KS3 and for subject-specific GCSE long answer questions.</p> <p><b>CPD rolled out to all subjects Successful practice to be refined.</b></p> <p>Supported by regular CPD in this area from the key subject leaders. <b>Including allocated Literacy Across the Curriculum CPD once per half term.</b></p>	<p>The theory behind scaffolding (Wood et al, 1976; Vygotsky, 1978; Gallimore et al, 1990; Stone, 1993) suggests that key features of the process are:</p> <ul style="list-style-type: none"> <li>● Learning happens in a social context – the teacher pushes the student just beyond their current level of ability by engaging in collaborative activity (dialogic interaction).</li> <li>● The student’s ability continually changes and as it does the teacher’s collaborative input continually changes. Therefore, the process is dynamic and responsive.</li> <li>● The teacher and student develop a continually evolving mutual perspective and shared situational definitions about how to complete the task. As a result, the process is unique to each set of teacher/student.</li> </ul> <p>This unique process, also allows for disadvantaged-specific and targeted support in lessons.</p>	<p>1, 2, 3</p>
<p>Regular, calendared staff CPD on pedagogy, reminders of key strategies for supporting SEND and disadvantaged students and specific training support for need (e.g. diabetes nurse training, support for the hard of hearing). Delivered through:</p> <ul style="list-style-type: none"> <li>● Weekly 5-minute training updates in briefing to all staff</li> <li>● <b>From Sept 2022, Monday CPD is now a 15-20min session.</b></li> <li>● <del>Wednesday CPD sign-up programme (compulsory support training for ECTs and trainees; minimum of 5 hours sign-up for remaining teaching staff)</del> <b>In 2023-2024</b></li> </ul>	<p>Key lessons learned in the EEF’s research show that the number one factor in improving academic progress for all, but in particular for disadvantaged is that what happens in the classroom makes the biggest difference.</p> <p>Improving the quality of teaching is therefore our primary focus – though has the smallest cost associated with it.</p>	<p>1, 2, 3, 4</p>

<p>this will be replaced by a peer-coaching programme for greater personalised CPD and support for teachers. Compulsory training for ECTs and trainees continues on a Wednesday</p> <ul style="list-style-type: none"> <li>Weekly training for LSAs run by the SENDCo</li> </ul>		
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## Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £75,000 (£125,000) (£130,000) (£130,000)

Activity	Evidence that supports this approach	Challenge number(s) addressed
Accelerated Reader programme	<p>Sutton Trust - Education Endowment Foundation (EEF) research states - 'On average, reading comprehension approaches improve learning by an additional five months' progress.'</p> <p>The ability to read fluently and understand and retain what has been read improves students' ability to access the whole curriculum.</p>	1, 2
<p>Maths small group after-school tutoring – using the School-based Tutoring funding</p> <p>Ceased in July 2023.</p>	<p>Extra tuition to address specific needs identified through data or teacher observations. This is firstly prioritised towards the disadvantaged but also to any subgroup that is seen to be in need.</p> <p><a href="https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/small-group-tuition/">https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/small-group-tuition/</a></p>	1, 3
Saturday Maths 1-2-1 intervention	<p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition</a></p>	3
<p>Small group targeted support:</p> <ul style="list-style-type: none"> <li>Weekly small group intervention sessions during tutor time</li> <li>Identified SEN/PP nurture group in Year 9 Now Yr11</li> <li>Identified SEN/PP groups in Year 10 and 11 with a taught ASDAN option</li> </ul> <p>Intensified by a designated LSA with responsibility for Cognition and Learning</p>	<p>Sutton Trust - Education Endowment Foundation (EEF) research states - 'Small group teaching can sometimes be more effective than either one to one or paired tuition.' and 'One to one tuition can be effective, on average accelerating learning by approximately two - five additional months' progress.'</p> <p>Small group tuition and targeted intervention stated as effective ways to improve literacy skills and help close the attainment gap.</p> <p><a href="https://educationendowmentfoundation.org.uk/resources/teaching-learning-toolkit/small-group-tuition/">https://educationendowmentfoundation.org.uk/resources/teaching-learning-toolkit/small-group-tuition/</a></p> <p><a href="https://www.york.ac.uk/media/iee/documents/Closing%20the%20Gap.pdf">https://www.york.ac.uk/media/iee/documents/Closing%20the%20Gap.pdf</a></p> <p>The Dyslexia-SpLD Trust advocates a clear and transparent process for delivering literacy interventions.</p> <p><a href="http://www.interventionsforliteracy.org.uk/home/schools/guidance-for-schools/">http://www.interventionsforliteracy.org.uk/home/schools/guidance-for-schools/</a></p>	1, 2, 3



	Evidence to show that a significant amount of students increase their reading level by more than 1 year with some increasing by up to 5 years. <a href="http://www.sec-ed.co.uk/best-practice/cas-e-study-how-we-closed-our-pupil-premiumgap/">http://www.sec-ed.co.uk/best-practice/cas-e-study-how-we-closed-our-pupil-premiumgap/</a>  <a href="http://www.sec-ed.co.uk/best-practice/som-e-pupil-premium-interventions/">http://www.sec-ed.co.uk/best-practice/som-e-pupil-premium-interventions/</a>	
Opportunities for more able disadvantaged students to gain academic and motivational experiences through extra-curricular clubs, eg. The Brilliant Club, STEMM, studying for the HPQ qualification	Other local schools have shown impact for PP students working towards the STEMM award in their final GCSE results.	2

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

Budgeted cost: £51,500 (£62,000) (£65,000) (£30,000)

Activity	Evidence that supports this approach	Challenge number(s) addressed
1-2-1 Mentoring – by young male staff member - for Yr10 and 11 (particularly boys) who have become disaffected (or increased in disaffection) following lockdown and/or poor behaviour has developed/increased <b>Ceased in July 2022</b>	Interventions that target Social and Emotional wellbeing have an 'identifiable and significant impact on attitudes to learning, social relationships in school, and attainment itself (four months' additional progress on average)'  <a href="https://educationendowmentfoundation.org.uk/resources/teaching-learning-toolkit/social-and-emotional-learning/">https://educationendowmentfoundation.org.uk/resources/teaching-learning-toolkit/social-and-emotional-learning/</a>  Experience of school relationships here indicates a positive male role model can have a positive impact on disadvantaged boys who have 'lost their way'.	2, 4
Launch of clear ethos and expectations under the new Headteacher – The Smithdon Seven:  1. We believe in ourselves and are proud of our achievements 2. We aim high and accept challenge to achieve our ambitions 3. We take responsibility for our choices, our actions and our environment 4. We work together to support our community 5. We are present, we are equipped to learn, we work hard and we always give our best 6. We are respectful and we listen to others 7. We take pride in the presentation of ourselves and our work  Focus on building on the school culture and raising aspirations.	The Pygmalion Effect identifies that increased belief in another person, helps to increase self-belief. "The expectations teachers have of their students inevitably effects the way that teachers interact with them, which ultimately leads to changes in the student's behaviour and attitude. The work of Robert Rosenthal and Lenore Jacobsen (1968) shows that teacher expectations influence pupil performance. They found positive expectations influence performance positively and they described this phenomenon as the Pygmalion Effect." <a href="https://www.dug.edu/about/centers-and-institutes/center-for-teaching-excellence/teaching-and-learning-at-duquesne/pygmalion#:~:text=The%20work%20of%20Rosenthal%20and,negative%20expectations%20influence%20performance%20negatively.">https://www.dug.edu/about/centers-and-institutes/center-for-teaching-excellence/teaching-and-learning-at-duquesne/pygmalion#:~:text=The%20work%20of%20Rosenthal%20and,negative%20expectations%20influence%20performance%20negatively.</a>	2, 4, 5, 6

<p>Smithdon Seven reduced to key words for ease of focus in key messages – embedded into every day with the development of “Spotlight” with a key, common message every morning, reinforced throughout the day.</p> <ol style="list-style-type: none"> <li>1. Belief</li> <li>2. Ambition</li> <li>3. Responsibility</li> <li>4. Community</li> <li>5. Prepared</li> <li>6. Respect</li> <li>7. Pride</li> </ol>	<p>Maslow’s Hierarchy of Needs identifies the need for ensuring environmental factors are secure to enable development up the pyramid to finally reach self-actualisation.  <a href="https://www.simplypsychology.org/maslow.html#:~:text=There%20are%20five%20levels%20in,esteem%2C%20and%20self%2Dactualization.">https://www.simplypsychology.org/maslow.html#:~:text=There%20are%20five%20levels%20in,esteem%2C%20and%20self%2Dactualization.</a></p> <p>Routines are recognised as removing anxiety and barriers of focus from all students – as identified by Charles Duhigg in <i>The Power of Habit</i></p> <p>Ensuring high expectations that are revisited daily and in all reward/consequence interactions embeds the expectations and their impact on students.</p>	
<p>Attendance and punctuality support &amp; interventions – including parental support/challenge</p> <p>Attendance officer supported by new responsibility for form tutors in 2022-23 – responsibility refined in 2023-24</p>	<p>EEF – attendance is seen as one of the 7 Building Blocks for Success when supporting the attainment of disadvantaged students</p> <p>NfER briefing for school leaders identifies addressing attendance as a key step.</p> <p>Direct link between low attendance and low attainment:  <a href="https://schoolleaders.thekeysupport.com/pupils-and-parents/absence-and-attendance/strategies-for-managing-attendance/linking-attendance-to-exam-results-secondary/">https://schoolleaders.thekeysupport.com/pupils-and-parents/absence-and-attendance/strategies-for-managing-attendance/linking-attendance-to-exam-results-secondary/</a></p>	3, 5, 6
<p>1-2-1 and small group pastoral support for SEMH issues, including anger management support &amp; liaison with parents such as PSPs and FSPs.</p> <p>Increased by a designated LSA with responsibility for SEMH</p> <p>Increased by a designated LSA with responsibility for Behaviour</p>	<p>Good levels of attendance are affected by positive mental health and experiences.</p> <p>Sutton Trust - Education Endowment Foundation (EEF) research states – ‘SEL interventions have an identifiable and significant impact on attitudes to learning, social relationships in school, and attainment itself (four months’ additional progress on average).’</p> <p>Successful trial programme in 2018-19: Interventions that target Social and Emotional wellbeing have an ‘identifiable and significant impact on attitudes to learning, social relationships in school, and attainment itself (four months’ additional progress on average)’  <a href="https://educationendowmentfoundation.org.uk/resources/teaching-learning-toolkit/social-and-emotional-learning/">https://educationendowmentfoundation.org.uk/resources/teaching-learning-toolkit/social-and-emotional-learning/</a></p> <p>EEF – There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life, in relation to physical and mental health, school readiness and academic achievement, crime, employment and income.</p> <p>Some parents need support in the form of direct advice, help with learning or referral to other support agencies.</p>	3, 4, 5, 6

<p>Careers support – through the designated careers lead and the embedding of the CIAG programme (incl using Unifrog) and a qualified Careers Advisor with targeted appointments for students, with priority for students following an FTE.</p>	<p>Students aware of all opportunities available to them, encouraged by staff to investigate all possible opportunities open to students for the future opens their eyes to potential curriculum pathways and job ideas and promotes higher aspirations.</p> <p>Testimonials from other schools using Unifrog</p> <p>EEF - Strong careers information, advice and Guidance as well as educational experiences are listed in the <a href="#">top 10 approaches</a> for disadvantaged pupils.</p>	<p>2</p>
<p>Student leadership opportunities <a href="#">Further developed in 2022-3</a></p>	<p>SSAT: “Involvement in leadership and voice activities can improve students’ and pupils’ learning as well as helping them to develop the skills and traits needed for success outside of the classroom.”</p> <p><a href="https://www.ssatuk.co.uk/cpd/student-leadership/">https://www.ssatuk.co.uk/cpd/student-leadership/</a></p> <p>Smithdon experience shows that when some students have a responsibility for supporting another student, their own attendance improves</p>	<p>2, 5</p>
<p>Increased opportunities for engagement with parents of disadvantaged and vulnerable students who have limited contact with the school – including increasing contact in the lead up to parents’ evenings and other parental information evenings</p> <p><a href="#">Returning to face-to-face parents’ evenings in 2022-3</a></p> <p><a href="#">Phone calls made to contact parents who have not made appointments (esp. PP) before the event to increase communication with parents in 2023-24</a></p>	<p>Increased student progress associated with positive parental engagement (+3 months)</p> <p><a href="https://educationendowmentfoundation.org.uk/resources/teaching-learning-toolkit/parental-involvement/">https://educationendowmentfoundation.org.uk/resources/teaching-learning-toolkit/parental-involvement/</a></p> <p><a href="http://www.sec-ed.co.uk/best-practice/case-study-how-we-closed-our-pupil-premium-gap/">http://www.sec-ed.co.uk/best-practice/case-study-how-we-closed-our-pupil-premium-gap/</a></p> <p><a href="http://www.sec-ed.co.uk/best-practice/some-pupil-premium-interventions/">http://www.sec-ed.co.uk/best-practice/some-pupil-premium-interventions/</a></p> <p>EEF – parents play a crucial role in supporting their children’s learning, and levels of parental engagement are consistently associated with children’s academic outcomes.</p>	<p>6</p>
<p>Funding support for disadvantaged students:</p> <ul style="list-style-type: none"> <li>● Revision guides for all GCSE subjects</li> <li>● Cooking ingredients for Catering GCSE and KS3 cooking</li> <li>● Support for trips and activities to enable all students to get involved/attend</li> <li>● Music lessons provided FOC for <del>Year 7</del> all students to encourage take up of an instrument.</li> </ul>	<p>Supporting students in revision and independent learning to increase results at GCSE, being able to work independently and have equal access all appropriate provision.</p> <p>Removing any barriers for Pupil Premium students to reach their potential: the DfE – wider approaches for Pupil Premium spending may be used at a school’s discretion. This could be on music lessons, revision guides, breakfast club and educational visits.</p> <p>Sutton Trust - Education Endowment Foundation (EEF) research states - ‘the impact of arts participation on academic learning appears to be positive...Improved outcomes have been identified in English, mathematics and science learning.’</p> <p>EEF – ‘one of the areas in which disadvantaged young people can suffer is in what’s known as ‘Cultural</p>	<p>2, 5</p>

	Capital' (a knowledge of the way that society works that can be encouraged by parents with such things as museum visits)	
Purchase of external online licenses via providers that concentrate on both course materials and also diagnostic assessments	<p>DfE – wider approaches for Pupil Premium spending may be used at the school's discretion.</p> <p>Past experience demonstrates access to resources at home can enable parents to take a greater interest in and/or encourage them to support their children in their learning, especially if their own (lack of) learning/knowledge is a concern for them in offering support.</p>	1, 2, 3, 6
<p>Introduction of a Pupil Premium Co-ordinator with TLR</p> <ul style="list-style-type: none"> <li>To be a champion for Disadvantaged students</li> <li>To monitor progress and outcomes at each data set, especially Yr10 and 11, to implement additional interventions where needed and offer additional praise for success</li> </ul>	<p>By following recommendations set out in the evidence-based research documents, such as the EEF's updated Pupil Premium Guide (<a href="https://educationendowmentfoundation.org.uk/guidance-for-teachers/using-pupil-premium">https://educationendowmentfoundation.org.uk/guidance-for-teachers/using-pupil-premium</a>) and the EEF's Improving Literacy in Secondary Schools (<a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks3-ks4">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks3-ks4</a>), we stand the best chance of raising the bar for all but disproportionately so for our disadvantaged pupils.</p> <p>Disadvantaged students having a clear champion who continues to promote focus on those students in all aspects of CPD and school evolution, keeps the Disadvantaged students in the forefront of all minds.</p>	All

**Total budgeted cost: £ 135,500 (£203,000) (£210,000) (£175,000)**

## 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 2023 to 2024 academic year.

Intended outcome	Success criteria	Comments/Update
Improved levels of literacy, vocabulary, reading and comprehension for disadvantaged students – enabling them to access subjects across the curriculum.	<p>Reading comprehension tests demonstrate improved comprehension skills for disadvantaged students and a smaller gap between disadvantaged and non-disadvantaged students.</p> <p>Quality Assurance processes identify improved usage of literacy, vocabulary and comprehension by disadvantaged students across all subjects (learning walks, book scrutinies and student voice meetings)</p>	<ul style="list-style-type: none"> <li>• Gaps continued to be addressed as they were encountered within SoW by subject teachers</li> <li>• Small group intervention has taken place for a number of KS3 students – mixed impact on outcomes</li> <li>• Knowledge Organisers are now integral to lessons and homework to embed Tier 3 vocabulary and develop disciplinary vocabulary following September 23 INSET CPD on Literacy Across the Curriculum.</li> <li>• Extended Writing Project has demonstrable positive impact (seen in student books)</li> <li>• Learning Walks and QA indicate all subject teachers asking students to read aloud in class and offering support/developing confidence. The majority of books in learning walks demonstrating expected presentation at the start of the year which continued in the last few weeks of the summer term.</li> <li>• QA from 2023-4 indicated consistency in books across all subjects, including for PP students. PP trust lead looked at a small sample of PP &amp; Non PP books and confirmed no disparities.</li> </ul>
Improved wider life experiences of disadvantaged students and more students from disadvantaged backgrounds applying for Level 3 post-16 courses.	<p>Records indicate an increased uptake of enrichment opportunities by disadvantaged students, in line with non-disadvantaged students, such as for aspirational trips, activities and careers experience events.</p> <p>Registers indicate that the uptake in co-curricular activities is no different between disadvantaged and non-disadvantaged students.</p>	<ul style="list-style-type: none"> <li>• Smithdon Careers programme has continued to successfully meet the Gatsby Benchmarks and provide opportunities for students</li> <li>• Successful Work Experience programme, which has again led to some students being offered a part-time job and/or a potential apprenticeship placement. Others have been given a boost with more focussed career ambitions as a result of their experience.</li> <li>• Students with PP (especially those who have had suspensions) prioritised for careers guidance with Level 6 Careers Advisor.</li> <li>• A further increase in co-curricular clubs (including lunchtimes) has seen an</li> </ul>

	<p>No disadvantaged students are recorded as NEET, while year-on-year records identify increasing numbers of disadvantaged students successfully applying for and beginning Level 3 courses.</p>	<p>increase in uptake from PP students, particularly lunchtimes for those who cannot get home after school if later due to buses, etc.</p> <ul style="list-style-type: none"> <li>• Trips have continued to increase in number, PP students have been supported to attend. PP attendance on trips being 17% of the trip attendees in 23-24.</li> <li>• Confirmed Sept 2023 figures 2 were NEET. 40% = total of 3 students of which 2 were PP.</li> <li>• Potential NEET figures for Sept 2024 are 19 students, of whom 11 were PP (57.8%)</li> </ul>
<p>Improved attainment among disadvantaged students across the curriculum at the end of Key Stage 4, including EBACC subjects.</p>	<p>By the end of 2024 the % of disadvantaged students entered for EBACC is in line with non-disadvantaged students (both increased to at least 45%). In 2021, 11.54% were entered (and achieved) EBACC compared to 24.14% non-disadvantaged entered (22.99% achieved).</p> <p>By the end of 2024, disadvantaged students achieve at least in line with their non-disadvantaged peers in KS4 results.</p>	<ul style="list-style-type: none"> <li>• Saturday Maths intervention has provided positive outcomes for Maths students (including positive feedback from parents).</li> <li>• Following a further increase in focus on PP during 2023-2024 the PP-Non-PP gap has reduced to -0.48 in 2024 from -0.54 in 2023.</li> <li>• Additional revision sessions were put on for Yr11, after school and weekends, though attendance was limited – and further reduced from 2023. Many students had paid work commitments that they gave precedence over revision, though this was fewer than in previous years.</li> <li>• EBACC entries increased in Summer 2024 – 32.3% of PP entered (50.6% non-PP) 12.9% achieved (13.7% non-PP).</li> </ul>
<p>To achieve and sustain improved attendance and punctuality for all students, particularly our disadvantaged students.</p>	<p>Sustained high attendance from 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> <li>• the overall attendance rate for all pupils meeting the national standard of 96% and the attendance gap between disadvantaged and non-disadvantaged students being reduced by at least 5%</li> <li>• the percentage of all pupils who are persistently absent being below 20% and the disadvantaged being no more than 10% lower than their peers.</li> </ul>	<ul style="list-style-type: none"> <li>• Attendance Officer has improved communication with parents further by making phone calls to challenge absences with no reason in order to reduce the absence, though still a high number of unauthorised absences and PA students.</li> <li>• A further increase in referrals made to external support agencies, from Kooth, Just One Number to Medical Services and the Inclusion Team.</li> <li>• Working more closely with Norfolk County Council following their release of a new Attendance Strategy &amp; they have confirmed we are doing all we can to increase attendance.</li> <li>• Smithdon Attendance Improvement Strategy plan in place and being continually reviewed.</li> <li>• Total Early Intervention meetings this year - 27 (16 were PP students - 59.25%). Total Fast Track meeting this year - 11 (9 were PP students - 81.81%)</li> </ul>

		<ul style="list-style-type: none"> <li>Attendance gap between Non PP (87.55%) and PP (75.79%) for 23/24 = 11.76%</li> <li>Persistent absence - the gap between PP and Non PP at 31.7%.</li> <li>Attendance remains below national.</li> </ul>
To increase and maintain parental engagement for all, especially disadvantaged students, in supporting their children's aspirations and progress.	An increase in the numbers of all parents 'attending' parents' evenings, to at least 90%, with at least 85% attendance for parents of disadvantaged students.	<ul style="list-style-type: none"> <li>Parents' Evening attendance is unknown due to loss of data when we moved to a new system in Sept 24</li> <li>Tutor contact with parents has increased following tutor-parent meetings early in the year and enabling better relationship building. Tutors also contact parents via email to remind them of parents' evenings.</li> </ul>

## Additional Impact Comments:

### Staffing:

- PP Officer appointed in June 2023 to have a specific focus on supporting disadvantaged students, increased parent contact especially with financial aid information and increased one to one conversations with Yr11 PP students through 2023-24.
- Regular CPD is ensuring that staff have a constant focus on PP – QA continues to evidence that our "5 key reminders" for SEN and PP in-class support are being implemented by the majority of staff.
- CPD – In-house coaching session with one of the focus areas being 'supporting PP students' with some good knowledge and ideas shared.
- Stable staff – no teacher leavers in August 2024; only 2 new staff (1 maternity cover) in September 2024.

### Student support:

- High expectations of all students, but with support offered for PP students – such as loaning equipment and free revision guides – continues to ensure PP students are enabled to engage with lessons.
- Student leadership opportunities school council (10% PP), reading ambassadors (7.4% PP) and the launch of Young Enterprise (10% PP), Sports leaders (41%).

### External programmes:

- Accelerated Reader: in Year 7, PP students' average reading age increased by 3 months in 2023-24 (compared to 0.5 months for non-PP), including 3 students who increased by over one year. In Year 8 PP students' average reading age increased by minus 10 months (compared to 2 months for non-PP), including 4 students who increased by 1 year, 1 who increased by 2 years and 1 who increased by 3 years and 9 months.

## 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
Accelerated Reader	Renaissance Education

Sparx Maths	Sparx
Classcharts	TES
Hegarty Maths <i>Replaced with Sparx Maths</i>	Sparx
My Maths	Oxford University Press
SIMS	Capita
GCSEPod	The Access Group
Everlearner	The Everlearner Ltd
Unifrog	Unifrog

## Service pupil premium funding (5 students in 2023-4)

*For schools that receive this funding, you may wish to provide the following information:*

Measure	Details
SEN 1-2-1 support for 1 Services PP student	To address anxiety and OCD tendencies and allow targeted 1-2-1 support for specific need.
Counselling support for 1 Services PP student	1-2-1 referral made to external agency for specific targeted social / emotional / mental health support.
Specific Pastoral support time (1-2-1) for all these students	To provide a member of staff as a direct link for students to talk to and to liaise with home as the need arises (which occurred on several occasions for two of the children)
Laptop provision provided for 2 students	To support with handwriting concerns and access issues.
1 student provided with Hospitality and Catering Uniform	To meet the requirements of the Level 2 Qualification



## Further information (optional)

Preparation for this new strategy included a review of previous recent strategies and actions for generic challenges facing our disadvantaged students, based on demographic, cultural influences and local knowledge.

New for this strategy, however, informal chats took place with as many disadvantaged students as possible, to determine the individual challenges they face as well as the accuracy of assumed generic challenges – these interviews confirmed these students:

- lack future plans/aspirations
- lack support from home regarding both discussions of future plans or ideas and motivations
- have limited experience of reading at home – being read to or reading aloud/with parents or even witnessing parents reading
- have limited experience of wider opportunities
- lack technology access – particularly Year 7s, who were not members of the school in 2020-1 when technology support was provided
- lack a quiet place to work at home

However, they also identified that many are well socialised with family and friends (peers) but have a number of challenges that we, as a school, can do little to mitigate against:

- many share a bedroom with at least one (frequently more) sibling, often younger than them
- many have large families (at least 3 siblings, often younger)
- at least 3 students come from families of 7+ children (only one of those is a blended family)
- the majority have issues sleeping – either due to other family members (e.g. siblings crying, playing computer games, on their phones, in the bedroom or from noise in the house) or due to housing context – immediate neighbours, local demographic of the street

Going forward, when some of the pandemic restrictions ease, we will be better placed to plan targeted and individualised support – such as including more homework club provision – [Several evenings and lunchtimes now have homework clubs, since September 2022.](#)

We know that quality first teaching is the most important factor in making the biggest difference to our disadvantaged students – and high quality CPD for teaching and learning support staff is a huge part of our day-to-day strategy; as well as regular monitoring to ensure that what happens in the classroom reflects our high expectations. This will be supplemented by targeted, planned, small group academic and wellbeing interventions and careers support to improve motivation, wellbeing and ultimately outcomes. Furthermore, a focus on improving attendance and reducing persistent absence must remain a key element – as no teaching or interventions can have a positive impact if the students are not attending school in the first place. Where there are genuine reasons for absence, supportive measures, such as an effective e-learning package and monitored plans for supported reintegration will be central to our plans to ensure the educational impact on those students is reduced.