

Pupil premium strategy statement (Secondary)

School overview

Metric	Data
School name	Smestow School
Pupils in school	729
Proportion of disadvantaged pupils	41.3%
Pupil premium allocation this academic year	£305,600
Academic year or years covered by statement	2020/21 – 2023/24
Publish date	October 2020
Review date	October 2021
Statement authorised by	Clive Jones
Pupil premium lead	Jack Whitehead
Governor lead	Bill Myers

Disadvantaged pupil performance overview for last academic year

Progress 8	-0.63
Ebacc entry	9.8%
Attainment 8	43.96
% Grade 5+ in English and maths	23.5%

Strategy aims for disadvantaged pupils

Aim	Target	Target date
To improve Progress 8 outcome	Significantly close the P8 gap to national other	Sept 24
To improve Attainment 8 outcome	Achieve national average for attainment against national other	Sept 24
To improve % Grade 5+ in English and maths	Achieve average English and maths 5+ scores for similar schools	Sept 24
To improve attendance for disadvantaged students	Improve attendance to national average for national other students	Sept 24
To improve Ebacc entry	Close gap to national average EBacc Entry for all pupils	Sept 24

Teaching priorities for current academic year

Measure	Activity
Priority 1	Ensure curriculum review in place to plan for gaps in learning as students return, including focus on GL assessments and SISRA use to support learning
Priority 2	Recruitment, retention across Teaching body including for leaders and core subjects of Maths, English and Science
Priority 3	Ensure high quality teaching is developed through high quality cpd support with a focus on stretch, challenge and scaffolding
Priority 4	Spotlight on disadvantaged students through wave 1 teaching supported by EEF research, continue link with research school
Barriers to learning these priorities address	<p>Time to assess key knowledge and skills gaps</p> <p>Recruiting and retaining key staff</p> <p>Employment of new Senior staff to drive improvement</p> <p>Consistent CPD time and ensuring impact</p> <p>COVID impact</p>
Projected spending	£80,000

Targeted academic support for current academic year

Measure	Activity
Priority 1	Catch up programmes across year groups with a focus on year 11 through NTP/ TF mentors and internal intervention programmes
Priority 2	Develop year 7 reading catch up programme with a focus on disadvantaged students
Priority 3	Over staff in Maths and English to support interventions with disadvantaged students as a priority
Priority 4	Introduce Achievement leader posts into school with a focus on disadvantaged progress to address progress issues as soon as possible
Barriers to learning these priorities address	<p>Increased knowledge gaps with COVID, possible increase with self-isolation</p> <p>Return from COVID</p> <p>Availability of NTP and TF</p> <p>Securing high quality extra staffing</p> <p>Developing skills with new posts</p> <p>Potential issue with home learning</p>
Projected spending	£130,000

Wider strategies for current academic year

Measure	Activity
Priority 1	Develop Bromcom provision to ensure links to home are strengthened around behaviour reporting
Priority 2	Develop a consistent approach to parental communication through MCAS
Priority 3	Develop attendance support programme with links to LA and EWO to focus on disadvantaged students to close gap to non-disadvantaged students. Focus on % attendance
Priority 4	Behaviour intervention programmes to focus on disadvantaged students to reduce % of FT exclusions when compared to non-disadvantaged
Priority 5	Introduce and develop the use of PASS survey to identify key issues of self-confidence with disadvantaged students and focus on tutor support for these students
Barriers to learning these priorities address	<ul style="list-style-type: none"> Developing staff knowledge of Bromcom Developing staff knowledge of MCAS National expectations of attendance “actions” post COVID New staff in place to oversee attendance Engagement of parents Embedding of PASS survey with tutors
Projected spending	£95,600

Monitoring and implementation

Area	Challenge	Mitigating action
Teaching	<p>Time to assess key knowledge and skills gaps</p> <p>Recruiting and retaining key staff</p> <p>Employment of new Senior staff to drive improvement</p> <p>Consistent CPD time and ensuring impact</p> <p>COVID impact</p>	<p>Ensure focus on planning and assessment on first return</p> <p>Link with University for ITT</p> <p>Ensure staff support is in place</p> <p>MAT support with SLT secondment post</p> <p>Clear CPD plan</p>
Targeted support	<p>Increased knowledge gaps with COVID, possible increase with self-isolation</p> <p>Return from COVID</p> <p>Availability of NTP and TF</p> <p>Securing high quality extra staffing</p> <p>Developing skills with new posts</p> <p>Potential issue with home learning</p>	<p>Ensure planning aims to support lost gaps</p> <p>Focus on support for students on return to school</p> <p>Register with NTP/TF early</p> <p>AL support through DHT/HT</p> <p>Identify disadvantaged students with home learning issues and provide support</p>
Wider strategies	<p>Developing staff knowledge of Bromcom</p> <p>Developing staff knowledge of MCAS</p> <p>Parents downloading MCAS</p> <p>National expectations of attendance “actions” post COVID</p> <p>New staff in place to oversee attendance</p> <p>Engagement of parents</p> <p>Embedding of PASS survey with tutors</p>	<p>Bromcom training in place</p> <p>Ensure staff aware of MCAS and its use</p> <p>Focus staff on ensuring downloads for parents</p> <p>Extra EWO support in place</p> <p>Training secured from LA</p> <p>Intro of MCAS and support</p> <p>Sharing of PASS and information</p>

Review: last year’s aims and outcomes

Included in separate report for 2020/21. To be embedded in 2021/202