CHALLENGES

Robert Smyth Academy
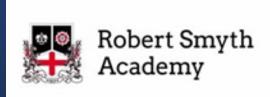
Some children eligible for the Pupil Premium do not read well enough. At the end of years 7 and 8, 27% of Pupil Premium students' reading age was well below where it should be. .

Not all teaching is sufficiently well matched to the need of all learners (especially those who are PP and SEND).
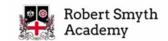
Absence rates for PP pupils are above that of non-PP children. This has an impact on their education and causes them to fall behind in their learning. In 2019-2020 attendance rates for PP students were 88% compared to 95.7% for non PP. In 2020-2021 attendance rates for PP students were 91.1% compared to 95.8% for non PP. In 2021-2022 attendance rates for PP students were 89.7% compared to 93.1% for non-PP – 3.4%

Attendance of Band B and Band C children accounts for the higher absence rates. In 2021-2022 Band B attendance was 80.8% and Band C 89.3%

For some PP students learning habits are not embedded and this leads to a higher number of sanctions. For example, 26% of learning habits Battle Wall students are PP and 24% of all students with 50 or more negative points last year were PP. We need to increase the number of PP students who are not in this higher bracket of negative behaviour points

Some PP pupils have a range of adverse childhood experiences that affect their performance and attendance at school causing them to fall behind in their learning. Some pupils have low self-esteem, limited aspirations and a lack of opportunity outside of school.

Robert Smyth Academy - Disadvantaged Students Strategy

One Page Overview of Our Tiered Approach

Quality First Teaching

A drive to support improved classroom delivery of Quality First Teaching. This will be done specifically through:

1.) Improving the quality of education in KS3 so that every child experiences a broad, challenging and ambitious curriculum.

2.) Securing stronger adaptive teaching and formative assessment so that all students, particularly disadvantaged students, make excellent progress in lessons
- Twilight CPD SIP priorities
- Instructional Coaching
- Area of deliberate practice
- Celebration of professional learning
- Curriculum
- Whiteboards

3.) Improving the volume and quality of reading opportunities experienced by all
- Twilight CPD SIP priorities
- Instructional Coaching

4.) Creating a culture in which all students have highly positive attitudes to their education including enrichment and behave with consistently high levels of respect for others
- Behaviour Policy
- Routines
- Positivity and Rewards
- Twilight CPD SIP priorities
- Instructional Coaching

5.) Positive Discrimination
- Feedback
- Relationships

6.) Reduced secondary teacher allocation [max. 42hr].
Additional time allocated for professional learning and to prioritise feedback for PP students

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Good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils" EEF
EEF Toolkit indicates that "reading comprehension" strategies can generate +6 months.
EEF toolkit indicates that "feedback" can generate +8 months.

The link between absence and achievement for disadvantaged students is clearly established (DFE Research 2016)
EEF toolkit indicates that "social and emotional learning" can generate +4 months.

EEF toolkit indicates that "small group tuition" can generate +4 months
EEF toolkit indicates that "behaviour interventions (strand 3) can generate +3 months.
 Increasing parental engagement in schools had an average two to three months positive impact. EEF.
EEF toolkit indicates that "sports participation" can generate +2 months.

Close the Gap
Positive Discrimination

Relationships
- Make them feel valued
- Invest in their learning
- Questioning - build opportunities for success
- Reward and encourage
- Comment on their progress in that lesson
- Fresh start each lesson
- Invest in them as people inside and outside of the classroom

Feedback (EEF toolkit suggests this to be the most cost-effective strategy)
- Provide regular and specific feedback (every lesson)
- Priority seating
- Check understanding
- Look at their books
- Prioritise for written feedback
- Check they are responding to your feedback
- Question every lesson
- Positive interactions

Targeted Support

Targeted academic support for disadvantaged students. This will include small group and one to one support where appropriate
- Structured reading interventions with literacy coordinator
- Targeted Mentoring for Band A and Band B students
- Raising Achievement Meetings for Band A and B students
- Pastoral mentoring from inclusion team
- Academic mentoring including target setting meetings from Assistant College Leaders
- PP progress features as part of subject DIP with appropriate monitoring cycle
- PP core strategy group meetings to monitor, evaluate and review PP achievement with Heads of Core subjects

Wider Strategies

To tackle non-academic barriers to success in school, such as attendance, behaviour and social and emotional support
- Attendance strategy [supported by attendance officer]
- Attendance challenges and attendance support from Assistant College Leaders
- Breakfast provision for vulnerable students
- Thrive Training for key support staff (CPD)
- Thrive practitioners to support students where behaviours have led to higher level sanctions
- Whole school behaviour training (embedded through the behaviour policy and routines).
- Alternative provision placements to support students and prevent permanent exclusion working with South Leicestershire Inclusion Partnership
- Trip funding and subsidised / funded enrichment activities (e.g. music tuition).
- Support with uniform costs and academic supplies such as revision guides
- Careers advisor – all PP students have one personalised external interview per year