

Pupil premium strategy statement

School overview

Metric	Data
School name	The Swanage School
Pupils in school	334
Proportion of disadvantaged pupils	23%
Pupil premium allocation this academic year	£80,840
Academic year or years covered by statement	2020/21
Publish date	Spring 2020
Review date	Spring 2021.
Statement authorised by	Jenny Maraspin
Pupil premium lead	Jenny Maraspin
Governor lead	Nicky Taylor

Disadvantaged pupil performance overview for last academic year

Progress 8	-0.66.
Ebacc entry	9%
Attainment 8	2.55
Percentage of Grade 5+ in English and maths	18.2%

Strategy aims for disadvantaged pupils

Aim	Target	Target date
Progress 8	Progress 8 to be positive for our PP students	August 2020
Attainment 8	Attainment 8 to be greater than 4	August 2020
Percentage of Grade 5+ in English and maths	100% L5 PP students 50% L4 PP students 50% <L4 PP students to achieve a grade 4	August 2020
Other	Improve attendance of PP students to at least national average	July 2020
Ebacc entry	Better than average EBacc entry for our PP students	July 2020

Teaching priorities for current academic year

Priority	Activity
Ensure teachers have high expectations of PP student progress and achievement across the school	<ul style="list-style-type: none"> • CPD through INSET, department meetings and Friday 5 sessions • Regular review of PP progress and attainment by HoH and CALs and HT • Actions to respond to data taken and impact recorded
Ensure quality first teaching across the school	<ul style="list-style-type: none"> • Rigorous monitoring and development of classroom practice. • Specific focus on use of assessment to identify and address misconceptions as they occur. • Ensure schemes of work include frequent learning activities to enable recall and retention of key knowledge and concepts • Research based CPD delivered through INSET, department meetings and Friday 5 sessions support teacher development and understanding of effective pedagogy
Prioritise reading and address low literacy levels on arrival	<ul style="list-style-type: none"> • Purchase and implement and monitor use of Lexia software programme • Introduce guided reading across the school during tutor times
<p>Barriers to learning: These priorities address the following</p> <ul style="list-style-type: none"> • Raising teacher and student expectations of achievement • Improving reading, literacy and comprehension • Promoting effective teaching and learning habits 	
Monitoring, implementation & challenges:	<ul style="list-style-type: none"> • Ensuring CPD programme is highly effective in developing classroom practice and individual teachers • Ensuring that classroom practice is monitored and developed frequently and effectively • Ensuring enough time is given over to allow for staff professional development • Time needed to co-ordinate, deliver and monitor the Lexia programme
Projected spending:	£4,000

Targeted academic support for current academic year

Priority	Activity
Provide targeted support for students struggling to access the curriculum	<ul style="list-style-type: none"> • HLTAs provide small group and intervention work, particularly in English, maths and science • Literacy interventions across KS3 for low attaining disadvantaged pupils • Mathematics interventions including support from external mentor in small groups • Departmental interventions for targeted students both within and outside of curriculum time to include web-based platforms such as 'Sennica' and 'SAM learning'.
Engage parents of GCSE students	<ul style="list-style-type: none"> • Invite only meeting with teachers for students at risk of disengagement • Host termly parent information and support evenings • Purchase a text package to improve communication with parents in GCSE year
Barriers to learning: These priorities address the following <ul style="list-style-type: none"> • Improving parental engagement and support • Fixing gaps in knowledge • Improving literacy and comprehension 	
Projected spending	£ 73,000

Wider strategies for current academic year

Priority	Activity
Evaluate the curriculum offer to ensure that it is ambitious and appropriate for all pupils	<ul style="list-style-type: none"> • Refine the school's curriculum aims and course offer at key stage 4 • Review and develop options process
Increase attendance and access to study spaces, targeted revision and intervention sessions amongst disadvantaged pupils	<ul style="list-style-type: none"> • Swift communication regarding absences from attendance officer to home and rigorous administration of the attendance policy including fines • Attendance of disadvantaged students prioritised with support identified and implemented where necessary • School policy to not authorise holidays during term time • Purchase support from LA attendance specialist

<p>Improve the use of data analysis and subsequent interventions across the school</p> <p>Minimise the impact of any barriers to accessing curricular and extra-curricular activities</p>	<ul style="list-style-type: none"> • CPD for staff and HODs • Funding for revision materials • Partial/full funding for trips and activities • Partial/full funding for music tuition • Access to technology and equipment as required • Support with uniform, transport etc.
<p>Minimise the impact of any barriers to achievement through effective pastoral support</p>	<p>Mentoring, counselling and mental health support for identified students</p> <p>Referral to external agency support as required</p>
<p>Barriers to learning: These priorities address the following, Aspirations, Cultural capital, financial constraints, welfare, wellbeing, mental health and attendance</p>	
<p>Monitoring, implementation & challenges:</p>	<p>Parental engagement</p> <p>Student engagement</p>
<p>Projected spending</p>	<p>£3,000</p>

Monitoring and implementation

Area	Challenge	Mitigating action
Teaching	<p>Sub-standard teaching</p> <p>Disengagement of staff and pupils</p> <p>CPD not effective</p>	<p>Research informs CPD</p> <p>High quality delivery</p> <p>QA processes including:</p> <p>Lesson observations</p> <p>Work scrutiny</p> <p>Learning walks</p> <p>Monitoring markbook entries</p> <p>Moderation sessions</p>
Targeted support	<p>Attendance at intervention sessions</p> <p>IT equipment unreliable and slow</p> <p>Low impact from intervention strategies</p>	<p>Well planned and communicated timetable of interventions</p> <p>Monitoring of equipment regularly by IT team</p> <p>Regular monitoring of progress of intervention students</p>
Wider strategies	<p>Attendance does not improve</p> <p>Pastoral capacity cannot meet needs of all students</p>	<p>Rigorous implementation of the attendance policy</p> <p>Fully utilise all external and specialist agencies for students with higher needs</p>

Review: last year's aims and outcomes

Aim	Outcome
PP students to continue to have positive progress scores in line with their peers	Not achieved
Interventions for targeted students continues to improve outcomes for PP students	Partially achieved
More PP students attend further education and/or training	Achieved (72%)