

Pupil premium strategy statement

School overview

Metric	Data
School name	The Swanage School
Pupils on role	325
Proportion of disadvantaged pupils	27%
Pupil premium allocation this academic year	£83,085
Academic year or years covered by statement	2020/21
Publish date	Spring 2021
Review date	Spring 2022.
Statement authorised by	Jenny Maraspin
Pupil premium lead	Jenny Maraspin
Governor lead	Helen O'Connor

Disadvantaged pupil performance overview for last academic year

Progress 8	0.3
Ebacc entry	8%
Attainment 8	4.17
Percentage of Grade 5+ in English and maths	32%

Strategy aims for disadvantaged pupils

Aim	Target	Target date
Progress 8	Progress 8 to be positive for our PP students	August 2021
Attainment 8	Attainment 8 to be greater than 4	August 2021
Percentage of Grade 5+ in English and maths	100% HPA PP students 75% MPA PP students 50% LPA PP students to achieve a grade 4	August 2021
Other	Improve attendance of PP students to at least national average	July 2021

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 taken to respond to data 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 and gaps due to national lockdowns	<ul style="list-style-type: none"> • Implement and monitor use of Lexia software programme • Guided reading across the school during tutor times demonstrates positive increase in reading ages year on year
<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 • Addressing gaps due to national lockdowns 	
Ensure pupil premium students continue to learn effectively during national lockdowns	<ul style="list-style-type: none"> • Ensure all pupil premium students have access to IT (see remote education provision information) • Where monitoring identifies concerns regarding progress of pupil premium students during lockdown, pupil premium students are given extra support through online 1 to 1 subject specific mentoring
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 and other interventions and catch up strategies

Projected spending:	£5,000
---------------------	--------

Targeted academic support for current academic year

Priority	Activity
Provide targeted support for students struggling to access the curriculum and address gaps in knowledge due to national lockdowns	<ul style="list-style-type: none"> • HLTA's 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 specialist HLTA in small groups • Departmental interventions for targeted students both within and outside of curriculum time to include web-based platforms such as 'Dr Frost' and 'Manga High'.
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 • Implement individualised text messaging 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	£ 62,000

Wider strategies for current academic year

Priority	Activity
Evaluate the curriculum offer to ensure that it is challenging and appropriate for all pupils especially at KS3	<ul style="list-style-type: none"> • Refine the school's KS3 curriculum content • 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>£15,000</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>Low impact from intervention strategies</p>	<p>Well planned and communicated timetable of interventions</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
Progress 8 to be positive for our PP students	Achieved (+0.30)
Attainment 8 to be greater than 4	Achieved (4.17)
Percentage of Grade 5+ in English and maths: 100% L5+ for HPA PP students 50% L4+ for MPA PP students 50% L4 for LPA PP students to achieve a grade 4	Not achieved (75%) Achieved (50%) Not achieved (0%)