

Pupil Premium strategy statement

The Swanage School

This statement details our school's use of pupil premium funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding this academic year and the outcomes for disadvantaged pupils last academic year.

School Overview

Detail	Data
Number of pupils in school	350
Proportion (%) of pupil premium eligible pupils	127 (36%)
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended – you must still publish an updated statement each academic year)	2024 – 2027
Date this statement was published	December 2025
Date on which it will be reviewed	December 2026
Statement authorised by	Jenny Maraspin
Pupil premium lead	Harry Peake
Governor / Trustee lead	

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£124,000
Pupil premium funding carried forward from previous years	0
Total budget for this academic year	£124,000
Total increase in the budget from 2024-2025 to 2025-2026 is 3%	

Part A: Pupil premium strategy plan

Statement of intent

At The Swanage School we strive to ensure that all students, regardless of their background or difficulties they may face, make good progress, achieve well across the curriculum and have the same chances and opportunities within and beyond the curriculum.

We aim to ensure every single student leaves us with a clear career pathway and the necessary skills, qualifications, knowledge, and confidence to achieve their ambitions.

Relationships are at the heart of the school, and we embody that in our approach with 'The Swanage School Way', focusing on resilience and helping to understand that in order to succeed we must try things, learn from any failure or mistakes, and persevere.

High-quality teaching is at the heart of our approach, with a focus on areas in which our disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantaged attainment gap and at the same time benefits the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage.

The approaches we have adopted complement each other to help pupils excel and to ensure they are effective we will:

- Ensure disadvantaged pupils are challenged in the work that they're set.
- Act early to intervene at the point the need is identified.
- Adopt a whole-school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve.
- Embed Literacy and Oracy which are key skills our students need to succeed and form a key part of our strategy.
- Revamp our Careers programme to build-in aspiration and give disadvantaged students experience of different career options to those that are traditionally taken by our students.

Challenges

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

Challenge number	Detail of challenge
1	Attendance & Persistent Absence Disadvantaged Students have lower levels of attendance than their non-disadvantaged peers. <ul style="list-style-type: none">• November 2024 PP – 87% Non-PP – 91% Difference: -4% Persistent Absence is higher in disadvantaged students, almost double. <ul style="list-style-type: none">• November 2024 PP – 34% Non-PP – 17% Difference: -17%
2	Literacy and Oracy A high proportion of Disadvantaged Students arrive at below age-related expectations for Reading and Literacy and these gaps persist through the school. Our Directors of Learning have indicated that this is a barrier to success and these gaps are sustained across the students' time in school.
3	Parental Engagement and Learning Behaviours Routine and high-quality engagement with families is a high priority. Parents Evening attendance is at around 69% this year, with many PP families not attending. Students do not always come to school with the correct uniform/equipment / attitude to learning or food. This leads to points of escalating conflict with students and detracts from Teaching & Learning. These attitudes are evident in conversations with parents when discussing these issues in meetings and we need to build trust with these families to engage with the school community.
4	Student Wellbeing and Self-Efficacy Mental health concerns in schools continue to rise: evidence shows that Disadvantaged Students are more likely to suffer. We have seen an increase in pupils and families with identified social and emotional issues for many students, such as anxiety, depression, self-esteem, self-harm, and school refusal. Some students lack resilience, motivation and learning skills – this leads to learning gaps and impacts all the above concerns.
5	Use of Technology We have addressed a previous challenge of access for PP students to reliable technology, solely for their use at home, with 1-2-1 Chrome Books While access to technology is a recognised barrier, we now find that educating students on how to correctly use and maintain the Chromebook in and out of lessons a further barrier. Parent Survey responses have indicated this is an area for improvement. Disadvantaged Students are more likely to arrive in school with a device that is not charged, due to being unable to charge at home or do not have their charging cable. Some students do not know or have been shown how to use a Chromebook to complete activities in and out of the classroom and so are less successful in completing work/homework to a high standard.

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
<p>Attainment and Performance To improve overall attainment measures for disadvantaged students from 2024</p> <p>Basics 4</p> <ul style="list-style-type: none"> • 100% HPA 40% MPA 0% LPA <p>Basics 5+</p> <ul style="list-style-type: none"> • 50% (HPA) 20% MPA 0% LPA <p>Close the attainment gap in Basics 4 (-32% in 2024) and Basics 5 (-19%)</p> <p>Close the progress gap for students with P8 Scores</p>	<p>Basic 4+ (English / Maths outcomes) In August 2025</p> <ul style="list-style-type: none"> • 100% of HPA PP students • 75% of MPA PP students • 50% of LPA PP students achieve a grade 4 or higher. <p>To see a corresponding increase in Basics 5+ measures</p> <p>Gap closes towards national and is in the top 2 quintiles on FFT similar schools' data.</p> <p>Progress 8 gap to decrease to less than -0.5 for our PP students in August 2026</p>
To reduce instances of persistent absence, including targeted support for absence affected by emotional and mental health.	Persistent absence reduced from 2023/2024 levels
To improve and sustain the attendance of disadvantaged students	Improvement in attendance of Disadvantaged Students compared to the previous academic year. Reduction in our persistent absence %
Improved numbers of students are at or above ARE for Literacy C Reading by improving these skills	Reading Tests at end of Year 7 /KS3 demonstrate improved ARE for reading/literacy among disadvantaged students and a reduction in the gap to their non-disadvantaged peers, compared to the baseline.
Student wellbeing improved for all, including disadvantaged students	Data from Student Surveys Increase in attendance to clubs – all PP students to have attended a club each term. Improved communication with parents regarding key policies such as FSM and this one.
To increase the engagement of the parents of some vulnerable students to support their child's access to learning in school to consequently improve the attitude to learning of some vulnerable students	Increase in Parents' Evening Attendance from 2023/2024 levels. Reduction in ATL difference between PP and non-PP students year-on-year.
Sustain our level of 0% NEET students at the end of Year 11. Review the Careers programme to ensure the right course for the right student.	Excellent NEET provision and support for students sustained. (0% NEET at end of 2023) Destination data improved
Review the use of Chromebooks and identify knowledge gaps that prove a barrier for students.	All students can access learning at home and complete online tasks as needed. Improvement in homework completion Reduction in number of Chromebooks lent daily

Activity in this academic year

This details how we intend to spend our pupil premium funding **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £62,250

Activity	Evidence that supports this approach	Challenge number(s) addressed
Quality First Teaching across the school is supported and developed by a robust and researched CPD programme. <ul style="list-style-type: none">• Behaviour for Learning• Oracy & Elaboration• Literacy• Modelling• Restorative Practice• Rigorous monitoring and development of classroom practice.• Specific focus on the use of assessment of the progress of PP students 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	EEF Improving Literacy Quality First Teaching is shown to be a large factor in improving outcomes. <ul style="list-style-type: none">• EEF• EEF: Evidence EEF T&L Toolkit <ul style="list-style-type: none">• Behaviour• Reading• Oracy	1 2 3 4 5
Continue Reading & Literacy in Crew Time across all Years <ul style="list-style-type: none">• Implement guided reading across the school during Crew time to demonstrate a positive increase in reading ages year on year	EEF T&L Tool Kit <ul style="list-style-type: none">• Oral Language Interventions• Improving Literacy in Secondary Schools	2 3 4
Recruitment & retention of high-quality staff <ul style="list-style-type: none">• Teaching Staff• Support Staff	High Quality staff deliver high-quality teaching. High-quality support staff deliver high-quality support... all impacts on students' outcomes. <ul style="list-style-type: none">• EEF	1 3 4
Extending the school day with Period 6 Revision sessions and holiday/weekend bespoke interventions	Additional support and learning opportunities at crucial times. EEF T&L Toolkit <ul style="list-style-type: none">• Individual Instruction	1 3 4 5

Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £36,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Targeted support for students struggling to access the curriculum due to low literacy or numeracy	EEF T&L Toolkit <ul style="list-style-type: none"> • TA interventions • Individual Instruction 	1 2 3 4
Bespoke academic mentoring & tutoring provision for Maths & English students at KS4	EEF T&L Toolkit <ul style="list-style-type: none"> • Individual Instruction John Hattie (Visible Learning) Peer Tutoring Effect (+.53)	2 3 4 5
Literacy Interventions in KS3, targeting students entering Year 7 below ARE	EEF T&L Toolkit <ul style="list-style-type: none"> • Reading • Oracy John Hattie (Visible Learning) Peer Tutoring Effect (+.53)	1 2 3 5
CSA (Curriculum Support Activities) – Review policy and promote the CSA Club run during lunchtimes to support disadvantaged students complete their homework	EEF T&L Toolkit <ul style="list-style-type: none"> • Homework 	1 2 3 4 5

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

Budgeted cost: £25,750

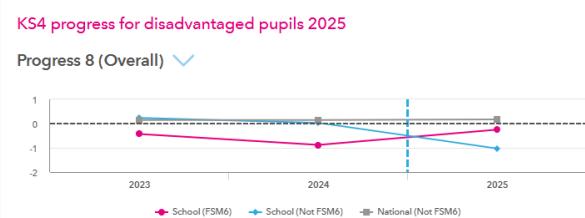
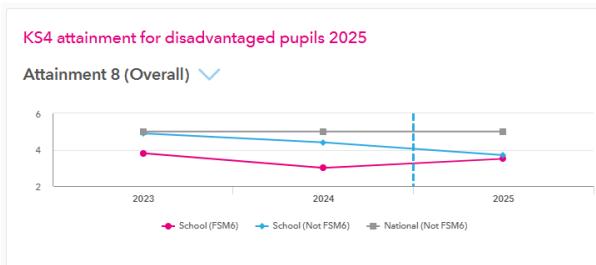
Activity	Evidence that supports this approach	Challenge number(s) addressed
Challenge Week Subsidies – building confidence and resilience	Significant Evidence of the impact cultural capital in education Building Confidence: NCFE	1 3 4
Financial Support for Uniform, resources, trips and visits	Social Stigma of PP/FSM : Social Stigma	1 3 4
Increase places in the 'Outdoor School' – more students outside & build cultural capital	John Hattie (Visible Learning) - +0.43	1 3 4
Implementation of the Vulnerability Index Toolkit to identify our most vulnerable students	Academic Resilience Approach	1 3 4 5
Increase hours and scope of Attendance Officer alongside review of the in-school attendance processes and better liaison with DCC for follow up	Attendance and Attainment are directly linked – Children's Commissioner 2023	1 3 4
Chromebook Support	Free Chromebook for students and access to charging facilities and replacement devices	4 5
Bid for funding to improve areas of the site – 'Benching/facilities/Green Area'	Significant Evidence of the impact cultural capital in education Building Confidence: NCFE John Hattie (Visible Learning) - +0.43	1 3 4 5

Total budgeted cost: £124,000

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Disadvantaged attainment in 2025 has improved from 2024 and the attainment gap between disadvantaged students and non-disadvantaged students was significantly reduced. Progress for disadvantaged students was greater than non-disadvantaged students and close to national data.



If we look at the contextual value-added measure in FFT below, it shows that once again our disadvantaged students made better progress than the national average for students in similar circumstances.



The attainment gap between disadvantaged students and their peers is decreasing which is good and a strong indication that strategies in place have made an impact. However, we would like to see higher attainment for all of our students in future years.

We offered a wide range of high-quality trips and visits, such as Challenge Week and Duke of Edinburgh to boost wellbeing, behaviour, attendance and aspiration. We actively encouraged our disadvantaged students to participate and attend and subsidise equipment and visit costs for students.

We monitor, track and target students with the clear intent of enabling students to 'keep up' with their peers addressing individual barriers they may face.

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium to fund in the previous academic year.

Programme	Provider
Mirodo	Mirodo Education - https://mirodoeducation.com/school/
Educake	Educake - https://www.educake.co.uk/about/
Go teach maths	GTM - https://www.goteachmaths.co.uk/
White Rose Maths	WRM - https://whiterosemaths.com/who-we-are/our-story
Manga High	Blue Duck Software - https://www.mangahigh.com/en-gb/
Iris Connect	IC - https://www.irisconnect.com/uk/
Uni-frog	https://www.unifrog.org/
GCSE Pod	https://www.gcsepod.com/
D of E	https://www.dofe.org/

Service pupil premium funding (optional)

How our service pupil premium allocation was spent last academic year
<ul style="list-style-type: none">• Small Group Intervention
The impact of that spending on service pupil premium eligible pupils
<ul style="list-style-type: none">• Improved in Year attainment and progress

Further information (optional)

As a small school we have to manage our funding more carefully to ensure maximum impact. In the first instance this is in the classroom, but we have a drive to increase a student's cultural capital. We offer a wide range of high-quality trips and visits, such as Challenge Week and Duke of Edinburgh to boost wellbeing, behaviour, attendance and aspiration. We actively encouraged our disadvantaged students to participate and attend and subsidised equipment and visit costs for students. We have a high proportion of PP students in a small school and the poor attendance/persistent absence/school refusal or a few students not attaining as we expect can have a significant impact on our "headline" figures. Nonetheless, we strive for the very best for all our students at The Swanage School.
