

## Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

### School overview

Detail	Data
School name	The Swanage School
Number of pupils in school	336
Proportion (%) of pupil premium eligible pupils	33.0%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2020-2023
Date this statement was published	31/12/2022
Date on which it will be reviewed	Oct 2023
Statement authorised by	Jenny Maraspin
Pupil premium lead	Dan Ringrow
Governor / Trustee lead	

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£99,720
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b>	<b>£99,720</b>

## Part A: Pupil premium strategy plan

### Statement of intent

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 over three years, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

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

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit 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 strategy is also integral to wider school plans for education recovery post Covid, notably in its targeted support through the National Tutoring Programme for pupils whose education has been worst affected, including non-disadvantaged pupils.

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. 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 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

## Challenges

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

Challenge number	Detail of challenge
1	Addressing gaps in skills, knowledge and understanding due to national lockdowns for our disadvantaged students. In 2022 our PP students overall P8 score was -0.77 compared to +0.22 for our Non-PP students.
2	Analysis of data over time indicates that the attendance for our disadvantaged students is significantly lower than for their peers and that this has been the case for the last 3 years.
3	Latest GCSE results, internal assessment, tracking and monitoring have identified improving attainment and progress across all 3 science subjects for PP is an important priority for the school.
4	Our records, assessments, observations and discussions with pupils and families have identified social and emotional issues for many students, such as anxiety, depression, self-esteem, self-harm and school refusing. We have seen a significant increase in these issues over the last 3 years.
5	Our observations and records show that access to technology at home has been a barrier and a challenge to learning for our PP students. Especially now that a blended approach to teaching and learning is becoming more established. A challenge for our PP students is having reliable technology available that is solely for their use at home.

## 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
To continue to improve progress 8 measures for disadvantaged students	Progress 8 gap to decrease to less than -0.5 for our PP students in August 2023
To continue to improve percentage of Grade 4+ in English and maths for disadvantaged students	100% HPA PP students 75% MPA PP students 50% LPA PP students to achieve a grade 4 or greater
To significantly improve attendance of PP students to at least national average	Attendance figures for PP in July 2023 to be in line or better than national averages. Significant reduction in the number of PP students who are categorised as PA
To significantly improve attainment and progress of PP students in all three science subjects	Subject value added to be improved by at least 0.4 in all 3 science subjects for our disadvantaged students in July 2023

## Activity in this academic year

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

### Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £70,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><b>Ensure teachers have high expectations of PP student progress and achievement across the school</b></p> <ul style="list-style-type: none"> <li>Retain a PP lead to improve outcomes and attendance of PP students, through staff training, directing resources and interventions for individual students</li> <li>CPD through INSET, department meetings and Friday 5 sessions delivered by PP lead</li> <li>Regular review of PP progress and attainment by PP lead, HoH, CALs and HT</li> <li>Actions taken to respond to data and impact recorded</li> </ul>	<p><a href="https://educationendowmentfoundation.org.uk/news/eef-blog-ecf-exploring-the-evidence-part-1">https://educationendowmentfoundation.org.uk/news/eef-blog-ecf-exploring-the-evidence-part-1</a></p>	<p>1,3</p>
<p><b>Purchase of standardised diagnostic assessments</b></p> <ul style="list-style-type: none"> <li>Training provided for staff to ensure assessments are interpreted correctly</li> </ul>	<p>Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction:</p> <p><a href="#">Standardised tests   Assessing and Monitoring Pupil Progress   Education Endowment Foundation   EEF</a></p>	<p>1</p>
<p><b>Ensure quality first teaching across the school</b></p> <ul style="list-style-type: none"> <li>Rigorous monitoring and development of classroom practice.</li> <li>Specific focus on use of assessment of progress of PP students to identify and address misconceptions as they occur.</li> </ul>	<p><a href="https://educationendowmentfoundation.org.uk/education-evidence">https://educationendowmentfoundation.org.uk/education-evidence</a></p>	<p>1,3</p>

<ul style="list-style-type: none"> <li>• Ensure schemes of work include frequent learning activities to enable recall and retention of key knowledge and concepts</li> <li>• Research based CPD delivered through INSET, department meetings and Friday 5 sessions support teacher development and understanding of effective pedagogy</li> </ul>		
<p><b>Prioritise reading and address low literacy and numeracy levels on arrival and gaps due to national lockdowns</b></p> <ul style="list-style-type: none"> <li>• Retain HLTA's with specialism in English and mathematics</li> <li>• Implement and monitor use of reading development software programme</li> <li>• Purchase and implement software to specifically address gaps in learning for Y7 and Y8 students</li> <li>• Implement guided reading across the school during tutor times in order to demonstrate positive increase in reading ages year on year</li> </ul>	<a href="#">Improving Literacy in Secondary Schools</a>	1,5

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

Budgeted cost: £15,000 (including extra NTP costs)

Activity	Evidence that supports this approach	Challenge number(s) addressed
Delivery of the national tutoring programme for KS4 PP students	<a href="https://www.gov.uk/government/publications/independent-review-of-tutoring-in-schools-and-16-to-19-providers/independent-review-of-tutoring-in-schools-phase-1-findings">https://www.gov.uk/government/publications/independent-review-of-tutoring-in-schools-and-16-to-19-providers/independent-review-of-tutoring-in-schools-phase-1-findings</a>	1,3
<p>Provide targeted support for students struggling to access the curriculum and address gaps in knowledge due to national lockdowns</p> <ul style="list-style-type: none"> <li>• HLTAs provide small group and intervention work, particularly in English, maths and science</li> <li>• Literacy interventions across KS3 for low attaining disadvantaged pupils</li> <li>• Mathematics interventions including support from specialist HLTA in small groups</li> </ul>	<a href="https://educationendowmentfoundation.org.uk/education-evidence">https://educationendowmentfoundation.org.uk/education-evidence</a>	1,5

<ul style="list-style-type: none"> <li>Departmental interventions for targeted students both within and outside of curriculum time to include web-based platforms.</li> </ul>		
Delivery of 1 to 1 small group intervention	<a href="https://educationendowmentfoundation.org.uk/guidance-for-teachers/using-pupil-premium">https://educationendowmentfoundation.org.uk/guidance-for-teachers/using-pupil-premium</a>	1,3,5

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

Budgeted cost: £14,720

Activity	Evidence that supports this approach	Challenge number(s) addressed
Building confidence, self-esteem and well-being strategies, staffing and resources	<a href="https://www.ncfe.org.uk/all-articles/confidence-benefits-learners/">https://www.ncfe.org.uk/all-articles/confidence-benefits-learners/</a>	2,4
PP Challenge Day / Week subsidies	<a href="https://www.ncfe.org.uk/all-articles/confidence-benefits-learners/">https://www.ncfe.org.uk/all-articles/confidence-benefits-learners/</a>	4
<p>Increase attendance and access to study spaces, technology, targeted revision and intervention sessions amongst disadvantaged pupils</p> <ul style="list-style-type: none"> <li>Appoint an attendance lead to target and support PP students with poor attendance</li> <li>Allocate more time to attendance officer to ensure swift communication regarding absences from attendance officer to home and rigorous administration of the attendance policy including fines</li> <li>Attendance of disadvantaged students prioritised with support identified and implemented where necessary</li> <li>Purchase support from LA attendance specialist</li> <li>Supply all Y8 pupils with chromebooks</li> </ul>	<a href="https://educationendowmentfoundation.org.uk/guidance-for-teachers/learning-behaviours">https://educationendowmentfoundation.org.uk/guidance-for-teachers/learning-behaviours</a>	2,4

**Total budgeted cost: £99,720**

## Part B: Review of outcomes in the previous academic year

### Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2021 to 2022 academic year.

The outcomes for the academic year 2021 to 2022 were impacted by COVID and we are advised to be mindful of this when making year on year comparisons. The gap in progress between our disadvantaged students and their peers has increased this academic year by 0.2 to -0.98 this is a high priority to address. With regards to attainment of level 4 and level 5 English and Maths disadvantaged students are not doing as well as their peers this is also a priority to address. Outcomes for PP students in Physics and Chemistry have improved but all three Sciences remain a priority. Attendance also remains a high priority for improvement

### Externally provided programmes

*Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England*

Programme	Provider
Mirodo	Mirodo Education - <a href="https://mirodoeducation.com/school/">https://mirodoeducation.com/school/</a>
Educake	Educake - <a href="https://www.educake.co.uk/about/">https://www.educake.co.uk/about/</a>
Go teach maths	GTM - <a href="https://www.goteachmaths.co.uk/">https://www.goteachmaths.co.uk/</a>
White Rose Maths	WRM - <a href="https://whiterosemaths.com/who-we-are/our-story">https://whiterosemaths.com/who-we-are/our-story</a>
Manga High	Blue Duck Software - <a href="https://www.mangahigh.com/en-gb/">https://www.mangahigh.com/en-gb/</a>
Iris Connect	IC - <a href="https://www.irisconnect.com/uk/">https://www.irisconnect.com/uk/</a>





## Service pupil premium funding

*For schools that receive this funding, you may wish to provide the following information:*

Measure	Details
How did you spend your service pupil premium allocation last academic year?	Small group intervention
What was the impact of that spending on service pupil premium eligible pupils?	Improved in year attainment and progress