

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 Swan School
Number of pupils in school	440
Proportion (%) of pupil premium eligible pupils	20.45%
Academic year/years that our current pupil premium strategy plan covers	3
Date this statement was published	December 2021
Date on which it will be reviewed	October 2022
Statement authorised by	LGB
Pupil premium lead	J. Shakespeare
Governor / Trustee lead	C. Mukonge

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£89 000
Recovery premium funding allocation this academic year	£15 740
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£104 740

Part A: Pupil premium strategy plan

Statement of intent

<u>Principles</u>
<ul style="list-style-type: none">• We recognise that some young people experience disadvantage which may mean that they are at risk of achieving low levels of attainment and also making slower progress than their peers. This is a pattern nationally and across the system: pupils eligible for FSM, those who have been entitled to FSM within the past 6 years and Children Looked After have not achieved as well as others. We also recognise that eligibility for the pupil premium does not equate with low ability or achievement.• We aim to narrow and ultimately close the gap in performance, breaking the link between deprivation and low attainment. We also aim to enrich the educational experience of all of our students.• Funding used to support this work will be used in a systematic way, with careful prioritisation. We know our students eligible for Pupil Premium well and use this knowledge to plan how to use the Pupil Premium funding to support them in closing the attainment and achievement gap. We use our knowledge of the students, progress data and other information, research findings and evaluation of previous interventions to determine how best to support these students.• In all cases, we identify any potential barriers to progress in school and provide support which will remove or overcome the barrier. All interventions will be measured for impact.• The provision supported by Pupil Premium funds will be identified in our school budget and at times the provision will be accessed by students not eligible for Pupil Premium, as in our community, deprivation may exist amongst those not eligible. We also assert that an inclusive approach means that support is fully integrated into the school's systems and may be accessed by those in greatest need.

Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils. Although some of the key challenges have been highlighted here, it is important to note that disadvantaged families are not a homogeneous group – all will face their individual challenges and it is therefore vital that we get to know each child as an individual.

Challenge number	Detail of challenge
1	<u>Attendance</u> – disadvantaged students have, on average, lower attendance than their non-PP peers. This can result in them missing out on learning experiences and the benefits of consistent school routines.
2	<u>Prior attainment</u> – disadvantaged students have, on average, lower prior attainment than their non-PP peers. This can result in key learning gaps which can make it more challenging for them to access the curriculum and make exceptional progress, e.g. literacy and numeracy skills.
3	<u>Cultural capital and enrichment</u> – many disadvantaged families lack the knowledge or resource to be able to provide enriching educational experiences (for example, involvement in clubs, museum trips, access to books), which puts PP students at a disadvantage compared with their more advantaged peers. Families may not be able to afford to participate in some school

	experiences, e.g. paid-for trips. Lack of cultural capital presents challenges for mastery of the curriculum as well as engagement with wider society.
4	<u>Supportive relationships</u> – some, but certainly not all, disadvantaged students lack supportive relationships and role models at home, which can result in lower aspirations and less dedication to be successful. In other cases, families may be well-intentioned but not have the knowledge or resources to be able to fully support their child.
5	<u>Stable, well-resourced, learning environment</u> – learning outside of school is vital for children’s educational success. Disadvantaged families may not have the space or resources for students to be able to work effectively at home, which may negatively affect their progress. In some cases, disadvantaged families may not be able to provide their children with the necessary things for a stable, successful day (i.e. appropriate diet).

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
<i>Ensuring high attendance of Pupil Premium students</i>	<ul style="list-style-type: none"> Attendance for all students is as high as possible – we aim for 95% or higher. There is no significant difference in the attendance of PP and non-PP students.
<i>Ensuring all students benefit from high quality and supportive relationships with adults in school that impact on engagement with learning and achievement</i>	<ul style="list-style-type: none"> Every single child is known by all staff – teachers are aware of who the PP students are in their classes. Pastoral Leaders and Pastoral Support Champions are aware of what the individual needs of the PP students in their cohort are. Mentoring and other pastoral support is offered/in place as required.
<i>High quality teaching that ensures all children benefit from high quality learning experiences and individual needs are addressed so that barriers to learning can be overcome</i>	<ul style="list-style-type: none"> Well-planned, knowledge-rich curriculum is in place to ensure that disadvantaged students have the conceptual and procedural knowledge they need to be successful. All teaching across the school is consistently good or better. CPD opportunities are specifically tailored to improve teachers’ abilities to support vulnerable students.
<i>Mastery of key concepts in English and Maths</i>	<ul style="list-style-type: none"> Well-planned, knowledge-rich curriculum is in place to ensure that disadvantaged students have the conceptual and procedural knowledge they need to be successful. This is supported by high quality learning resources, e.g. knowledge organisers. Disadvantaged students who need additional support for literacy and numeracy are identified

	and participate in high quality intervention programmes.
<i>Ensuring students are not disadvantaged by a lack of literacy or language skills</i>	<ul style="list-style-type: none"> • Tier 2 vocabulary is used and explicitly taught in English and across the academic and pastoral curricula. • Consistent approaches to teaching vocabulary are used across the school • Library borrowing data shows that disadvantaged students read for pleasure in line with their peers. • Disadvantaged students, where appropriate, are targeted for interventions designed to develop their language skills, e.g. reading groups.

Activity in this academic year

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

Budgeted cost: £155 000

Teaching (for example, CPD, recruitment and retention)

Activity	Evidence that supports this approach	Challenge number(s) addressed
Teaching interventions Maths and Science: extra capacity.	Rapid progress of Pupil Premium students, especially those with low prior attainment	2, 3

Budgeted cost: £113 000

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

Budgeted cost: £28 000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Accelerated learning champions</i>	Additional support for learners who have specific gaps or barriers to learning.	2, 4
<i>Pastoral support champions</i>	Improved attendance and engagement in school. Reduction in behaviour incidents.	1, 4, 5

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

Budgeted cost: £14 000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>AHT overseeing Pupil premium in the school.</i>	Provide strategic oversight of Pupil premium experience in the school.	1-5

<i>Individual support for uniform, equipment etc</i>	Ensure high levels of involvement in core Extra curricular learning. Identification of interests of Pupil Premium students and provision of appropriate opportunities	5
<i>Attendance Officer</i>	Daily/ weekly tracking and interventions. Close link with PSC and AHT.	1
<i>Free porridge for breakfast</i>	Positive start to school day for all PPG students – students are nourished and ready to learn.	5
<i>Trips subsidies and provision of extra-curricular opportunities.</i>	Ensure high levels of involvement in core extra-curricular learning. Identification of interests of Pupil Premium students and provision of appropriate opportunities	3

Total budgeted cost: £155 000

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 2020 to 2021 academic year.

Section 1 - Summary of 2020-21 for Pupil Premium

Overall we feel we have the right strategy in place for our pupil premium students. We clearly focus on ensuring firstly they all benefit from the following:

- Calm and purposeful learning environment
- Experience a culture of warmth and kindness
- An ambitious well planned curriculum
- High quality teaching and learning
- Experience a culture of professional learning where staff are continuously looking to improve

Secondly, our approach is then one focused on targeting individuals and their specific barriers rather than a blanket one size fits all approach. We do this through the following ways:

- Academic catch up interventions
- Pastoral support and external agency work
- Offering financial support to ensure they are not disadvantaged

Section 2 - School Context

The context data below shows that our school is broadly in line with national average with regards to the number of students receiving free school meals and pupil premium.

	Deprivation					
	None		PP		FSM	
	Number	%	Number	%	Number	%
Y7	88.0	73.3	32.0	26.7	21.0	17.5
Y8	86.0	70.5	36.0	29.5	21.0	17.2
Total	174.0	71.9	68.0	28.1	42.0	17.4

Section 3 - Impact of our Strategy

Although it is early days we feel that our overall approach means pupil premium students receive a high quality experience and one similar to their peers. The high expectations and clear structures that are in place throughout the school may be seen to particularly benefit disadvantaged students due to the disruption that some of them face outside of school.

It is important to note that the school's partial closure and lockdown restrictions have impacted disadvantaged students more than their peers. The reasons for this are complex but include lack of resources to access online learning, stressful home environments due to increased financial pressures, some lack of support/chaotic home environments.

- Academic Progress - In relation to academic progress for pandemic reasons our assessment is not as accurate as it could be. In Cycle 3 (2020/21) assessments, PP students in year 8 moved up an average of +0.2 places per subject, whilst those in year 7 moved up an average of 10 places. This suggests that PP students are progressing at least in line with their peers through an extremely challenging academic curriculum.
- Pastoral Data - in cycle 3 (2020/21), PP students represented 11.7% of fixed term exclusions, 18.8% of removals, and 17.7% of 'expectations' detentions suggesting that these students are 'under-represented' in high level behaviour incidents.
- Attendance - attendance for PP students was lower in 2020/21 than for non-PP students. This gap was bigger in 2020/21 compared with 2019/20 and appears to have widened through the year, suggesting that the Covid-19 pandemic has had a big impact here.

Section 4 - Moving Forward

- Continue to build a whole school approach to ensuring PP students benefit from an excellent learning environment, curriculum and teaching.
- Focus on improving the attendance and punctuality of PP students.
- Raise awareness amongst staff of who the disadvantaged students are.
- Gather further data to monitor their progress
- Continue an individualised approach to breaking down individual student barriers.
- Proactively engage with parents to build a partnership for student success.
- Review school systems, e.g. school uniform, to lower the cost of participation in the school day for all students.

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.