

# Pupil premium strategy statement – The Swan School

This statement details our school's use of pupil premium (and recovery premium) 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 outcomes for disadvantaged pupils last academic year.

## School overview

Detail	Data
Number of pupils in school	667
Proportion (%) of pupil premium eligible pupils	14.84%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021/22, 2022/23, 2023/24
Date this statement was published	January 2023
Date on which it will be reviewed	January 2024
Statement authorised by	K. Wood, Headteacher
Pupil premium lead	J. Shakespeare, Assistant Headteacher
Governor / Trustee lead	C. Mukonge, Vice Chair of governing board

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year (2022/23)	£111,300
Recovery premium funding allocation this academic year (2022/23)	£24,800
Pupil premium (and recovery premium) funding carried forward from previous years	£0
<b>Total budget for this academic year (2022/23)</b>	<b>£136,100</b>

# Part A: Pupil premium strategy plan

## Statement of intent

### Principles

- 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.
- Covid-19 affected students in different ways. Our approach to helping students to recover is to use our existing assessment systems to identify students who have fallen behind and to put in place curriculum adaptations and interventions to address learning gaps. We believe that the most effective way to help students to 'recover' is to provide secure systems/structures, excellent teaching, and enrichment/social opportunities that are part of a great school experience.

## Challenges

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

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
Ensuring high attendance of pupil premium students	<ul style="list-style-type: none"> <li>Attendance for all students is as high as possible – we aim for 95% or higher.</li> <li>There is no significant difference in the attendance of PP and non-PP students</li> </ul>
Ensuring all students benefit from high quality and supportive	<ul style="list-style-type: none"> <li>Every single child is known by all staff – teachers are aware of who the PP students are in their classes.</li> </ul>

relationships with adults in school that impact on engagement with learning and achievement	<ul style="list-style-type: none"> <li>• Pastoral Leaders and Pastoral Support Champions are aware of what the individual needs of the PP students in their cohort are. •</li> <li>• Mentoring and other pastoral support is offered/in place as required.</li> </ul>
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	<ul style="list-style-type: none"> <li>• Well-planned, knowledge-rich curriculum is in place to ensure that disadvantaged students have the conceptual and procedural knowledge they need to be successful.</li> <li>• All teaching across the school is consistently good or better.</li> <li>• CPD opportunities are specifically tailored to improve teachers' abilities to support vulnerable students.</li> </ul>
Mastery of key concepts in English and Maths	<ul style="list-style-type: none"> <li>• 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.</li> <li>• Disadvantaged students who need additional support for literacy and numeracy are identified 4 and participate in high quality intervention programmes.</li> </ul>
Ensuring students are not disadvantaged by a lack of literacy or language skills	<ul style="list-style-type: none"> <li>• Tier 2 vocabulary is used and explicitly taught in English and across the academic and pastoral curricula.</li> <li>• Consistent approaches to teaching vocabulary are used across the school</li> <li>• Library borrowing data shows that disadvantaged students read for pleasure in line with their peers.</li> <li>• Disadvantaged students, where appropriate, are targeted for interventions designed to develop their language skills, e.g. reading groups.</li> </ul>

## 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.

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

Cost: **£37,100**

Activity	Evidence that supports this approach	Challenge number(s) addressed
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Teaching interventions Maths and Science: extra capacity.	Rapid progress of Pupil Premium students, especially those with low prior attainment	2, 3
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### **Targeted academic support (for example, tutoring, one-to-one support structured interventions)**

Cost: **£92,700**

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

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

Cost: **£16,300**

<b>Activity</b>	<b>Evidence that supports this approach</b>	<b>Challenge number(s) addressed</b>
AHT overseeing Pupil premium in the school.	Provide strategic oversight of Pupil premium experience in the school.	1-5
Individual support for uniform, equipment etc	Ensure high levels of involvement in core Extra curricular learning. Identification of interests of Pupil Premium students and provision of appropriate opportunities	5
Attendance Officer	Daily/ weekly tracking and interventions. Close link with PSC and AHT.	1
Free porridge for breakfast	Positive start to school day for all PPG students – students are nourished and ready to learn.	5
Trips subsidies and provision of extracurricular opportunities.	Ensure high levels of involvement in core extra-curricular learning. Identification of interests of Pupil Premium students and provision of appropriate opportunities	3

**Total cost: £146,100**

## Part B: Review of the previous academic year

### Pupil Premium strategy outcomes

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

#### **Section 1 - Summary of 2021-22 for Pupil Premium/Recovery 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

With regards to Covid recovery premium, our approach to helping students to recover is to use our existing assessment systems to identify students who have fallen behind and to put in place curriculum adaptations and interventions to address learning gaps. We believe that the most effective way to help students to 'recover' is to provide secure systems/structures, excellent teaching, and enrichment/social opportunities that are part of a great school experience.

#### **Section 2 - School Context**

The context data below shows that levels of deprivation in our school are falling. Whereas our school was broadly in line with national average with regards to the number of students receiving free school meals and pupil premium in 2020-21, the PP figure for year 7 in 2021/22 is only 10.5%, representing a significant drop. We need to be alert to the risk of our advantaged and disadvantaged groups moving further apart as the number of PP and FSM students declines.

Deprivation						Year Group
None		PP		FSM		

Number	%	Number	%	Number	%	
162.0	89.50%	19.0	10.50%	14.0	7.73%	7
88.0	72.13%	34.0	27.87%	24.0	19.67%	8
86.0	68.25%	40.0	31.75%	27.0	21.43%	9

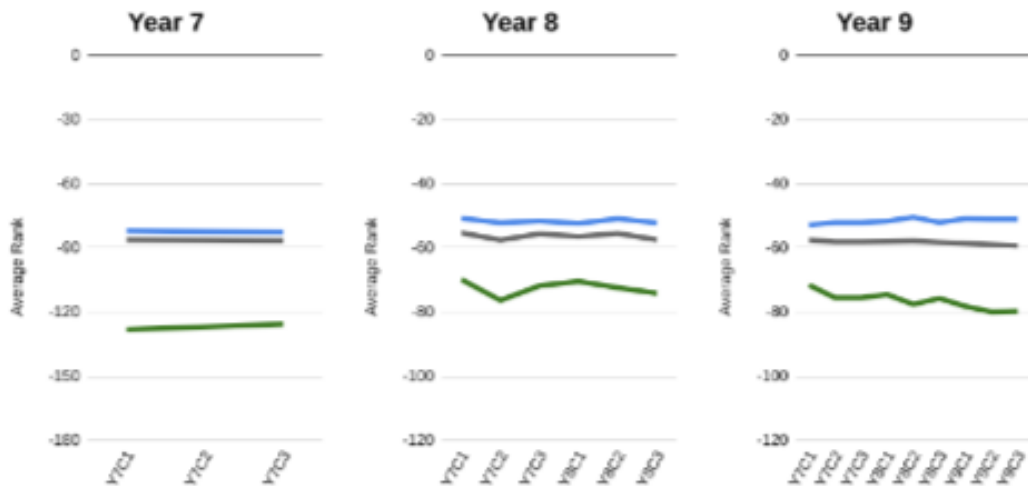
Many of our PP students are 'double disadvantaged', for example a large number of PP students also have a special educational need or disability. This makes 'closing the gap' more complex.

### **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. The lack of externally validated achievement data makes it more challenging to robustly assess whether we are 'closing the gap' between disadvantaged and non-disadvantaged students, however there are pleasing indications that excellent progress is being made.

- Academic Progress - In relation to academic progress, due to our 'relative' assessment system which compares student ranks, the key measure is to see whether the 'gap' in ranks is closing between different groups. We know that students make excellent progress through a challenging curriculum, therefore if ranks remain the same, this suggests that students are making expected progress through the curriculum. More detailed analysis of 'attainment' will be possible once we have externally validated results. The graphs below show that, in general, the 'rank gap' between PP and non-PP students has remained similar. There are some pleasing indications that the rank gap between PP students and their peers is closing.

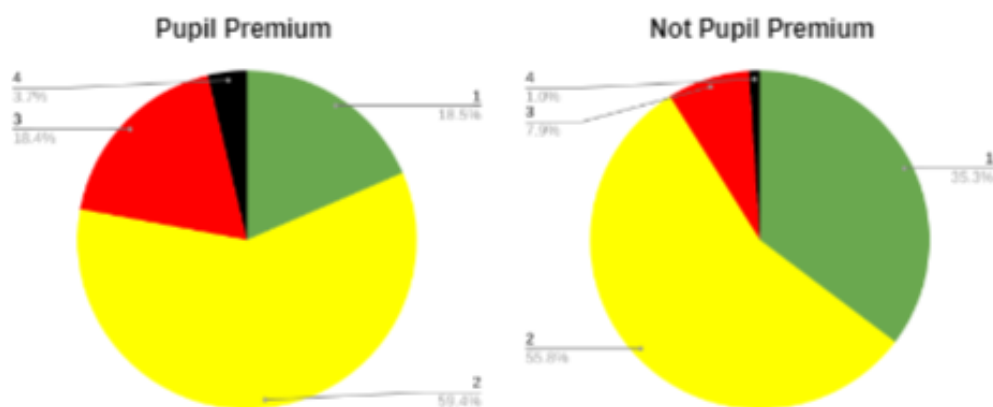




Figs 5-7: Average rank across all subjects across the academic year 21/22 for Yrs 7-9. (ignore the negative sign on the vertical axis - Google Sheets doesn't let me reverse an axis order, so I had to make the ranks negative)

Key: **PP Average Rank** **Non-PP Average Rank** **Average Rank (All students)**

- Commitment to Learning – there is a gap between the Commitment to Learning Scores of PP students compared to non-PP, with PP students receiving a greater proportion of grade 3/4 and fewer grade 1s. This indicates a need to do further work with staff around unconscious bias with regards to commitment to learning. We also need to consider what more we can do to support PP students with their commitment to learning, for example by providing additional resources for homework.



Figs 13-14: Percentage of grades awarded 1-4 to students in Yrs 7-9 last year, comparing PP and Not PP.

- Pastoral Data - in 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. However, this trend appears to be reversed in 2021/22 with PP students slightly 'over-represented' in the percentage of expectations detentions, removals, and

fixed term suspensions received. For example, in year 9 PP students represented 52% of FTSs (but only 31.75% of the cohort)

- Attendance – student attendance for PP students was highest of any other secondary school across the Trust, indicating that attendance strategies are impactful. However, there is a gap in the attendance of PP and non-PP students. Average attendance for PP students in 2021/22 was 89.05% whilst for the whole school is was 92.58%. It is worth noting that a large contribution to this is persistent absenteeism by a small number of SEND who have significant barriers with regard to their attendance to school.
- Engagement with Parents – attendance at parent events has increased for all student groups, including PP students. This demonstrates an increased engagement in supporting students with their learning and supporting students both inside and outside school.

The impact of recovery premium is harder to quantify as it affects individual students, rather than large groups. However, the following areas of monitoring and evaluation demonstrate the impact of our activities:

- Learning walks demonstrating that all students are actively engaged in lessons, working hard and making progress.
- Identification and student participation in appropriate interventions as necessary (e.g. small group maths). Graduation out of these interventions.
- Attendance is the highest across all RLT schools – students are back in school, learning and making progress.
- Student Voice – survey data suggests increased satisfaction with school experience. 85% of students say they enjoy school (compared to 74% in previous year)
- Enrichment – 100% of students participate in electives; 50% of students also participate in optional enrichment.

#### **Section 4 - Moving Forward**

- Continue to build a whole school approach to ensuring PP students benefit from an excellent learning environment, curriculum and teaching.
- Ensure that raising standards for PP students is a whole school priority on the development plan – increased SLT capacity will ensure that there is a renewed focus on this area.
- Review pastoral structures and implement CPLD for staff to ensure that PP students are not over-represented in pastoral sanctions. This will help to improve students' enjoyment of their school experience and engagement in learning:
  - Raise awareness amongst staff of who the disadvantaged students are.
  - Training for staff around consistent application of behaviour policies/unconscious bias

- Gather further achievement data to monitor student progress – particularly focusing on Y10/11 data to identify gaps and put in place strategies to address them.
- 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.