

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	861
Proportion (%) of pupil premium eligible pupils	20.6%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022/23, 2023/24, 2024/25
Date this statement was published	April 2024
Date on which it will be reviewed	April 2025
Statement authorised by	K. Wood, Headteacher
Pupil premium lead	R. Westwood, Assistant Headteacher
Governor / Trustee lead	Holly Joseph

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year (2023/24)	£173,500
Recovery premium funding allocation this academic year (2023/24)	£30,900
Pupil premium (and recovery premium) funding carried forward from previous years	£0
Total budget for this academic year (2023/24)	£204,400

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 attaining less 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 Looked After Children, have not achieved as well as others. Alongside this we recognise that eligibility for the pupil premium does not, and should 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 pupil premium students well and use this knowledge to plan how to use the 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 resources 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
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Ensuring high attendance of pupil premium students	<ul style="list-style-type: none"> • Attendance for all students is as high as possible – we aim for 95% or higher. • For there to be no significant difference in the attendance of PP and non-PP students
Ensuring all students benefit from high quality and supportive relationships with adults in school that impact on engagement with learning and achievement	<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. • Bespoke provision leaders are aware of their pupil premium students, and the strategies to reduce further decline in performance • Mentoring and other pastoral support is offered/in place as required.
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"> • 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.
Mastery of key concepts in English and Maths	<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. • Students who need additional support for literacy and numeracy are identified and participate in high quality nurture groups.
Ensuring students are not disadvantaged by a lack of literacy or language skills	<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.

Teaching (for example, CPD, recruitment and retention)

Cost: **£6,775**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Teaching interventions Maths, Science and English (supporting nurture groups in Roots and the Hub)	Rapid progress of Pupil Premium students, especially those with low prior attainment.	2, 3

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

Cost: **£178,460**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Accelerated Learning Champions	Additional support for learners who have specific gaps or barriers to learning.	2, 4
Bespoke Learning Champions	Intensive support for students who are at risk of Permanent Exclusion. This works to improve engagement and reduce behaviour incidents, enhancing inclusivity.	1,2,3,4 and 5
Pastoral Support Champions	Improved attendance and engagement in school. Reduction in behaviour incidents through a developed relationship with key figures.	1, 4, 5

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

Cost: **£20,785**

Activity	Evidence that supports this approach	Challenge number(s) addressed
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, BSC 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, taxis and provision of extracurricular opportunities.	Ensure high levels of involvement in core extra-curricular learning, and removing barriers to attendance. Identification of interests of Pupil Premium students and provision of appropriate opportunities	3

Total cost: £206,020

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 2022 to 2023 academic year.

Income last year: 117,000

Section 1 - Summary of 2022-23 for Pupil Premium/Recovery Premium

Our strategy aims to ensure that quality-first teaching, and a supportive, warm culture, embeds the right practice to allow our pupil premium students to flourish. We focus on ensuring that they all benefit from the following:

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

We then begin to focus on targeted interventions, by focusing our attention on the minority who may benefit from additional support through:

- Small group work in English, Maths and Science
- Targeted interventions through our Roots and SEN provisions
- Pastoral support and external agency counselling
- Offering financial support for taxis, equipment and trips

We believe that the most effective way to help students to 'recover' is to provide secure systems, excellent teaching, and cultural opportunities that allow them to integrate into our community, and participate securely.

Section 2 - School Context

In 2022/23, c.14% of students constituted Pupil Premium; a figure that fell slightly under the national average of 23.8%. From the table below, it is evident that our number of pupil premium students increased with our (now year eight) cohort during that year. It is important to bear in mind that a number of these students will be

impacted with a 'double disadvantage' in that they are also eligible for Free School Meals, and qualify for SEN support within our Roots' or SEN provisions.

The additional complexity lies in the lower rates of PP in the school. Whilst this allows for more targeted support, it can leave these students feeling more isolated, and uncomfortably, more noticeable within the school community. An important element of our strategy is to ensure that these students are welcomed into our community, and do not feel excluded.

Deprivation							Year Group
None		PP		FSM			
Number	%	Number	%	Number	%		
152	84.4	38	20	38	20		7
151	83.9	30	16.6	29	16		8
85	70.2	36	29.8	35	28.9		9
83	68	39	32	37	30.3		10

Section 3 - Impact of our Strategy

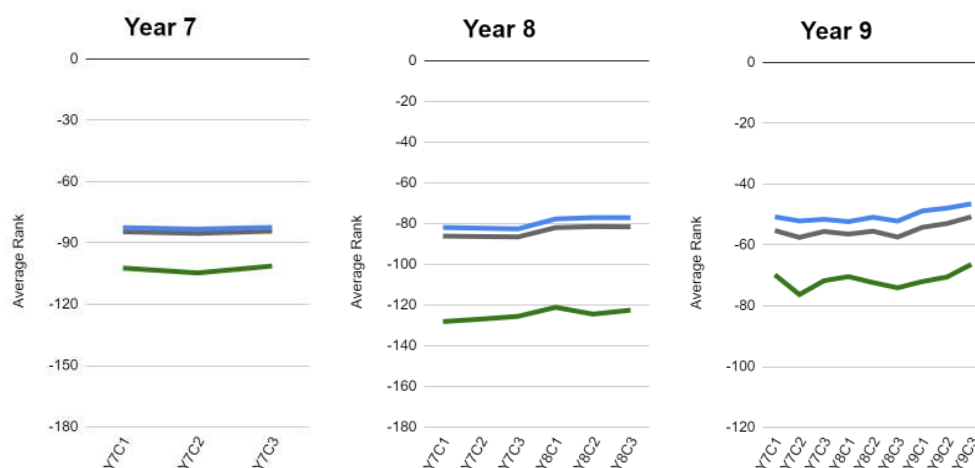
Although our lack of external achievement data makes progress hard to check, it is clear that all of our students benefit from the security that is provided in our school. This is predominantly cultivated through our clear sanction policy, our commitment to a disruption free environment and our supportive atmosphere, which is underpinned by our warm-strict approach. All of these systems provide a safety net for those pupil premium students who may need it, and support the challenge of 'closing the gap' between them, and their non-pupil premium counterparts.

Academic Progress:

Our assessment system allows us to compare students via our ranking order, which relates to their academic progress throughout the year. Whilst we know that we have embedded an unashamedly ambitious curriculum, we also know that ideally, the gap between the non-pupil premium students, and their pupil premium peers, would be closing steadily as the year progressed.

Although all graphs show a gap between pupil premium and non pupil premium ranking, the lines do show a general trend of improvement at the end of the year for all pupils. Importantly, in both Year 7 and Year 9, the trend improved dramatically at

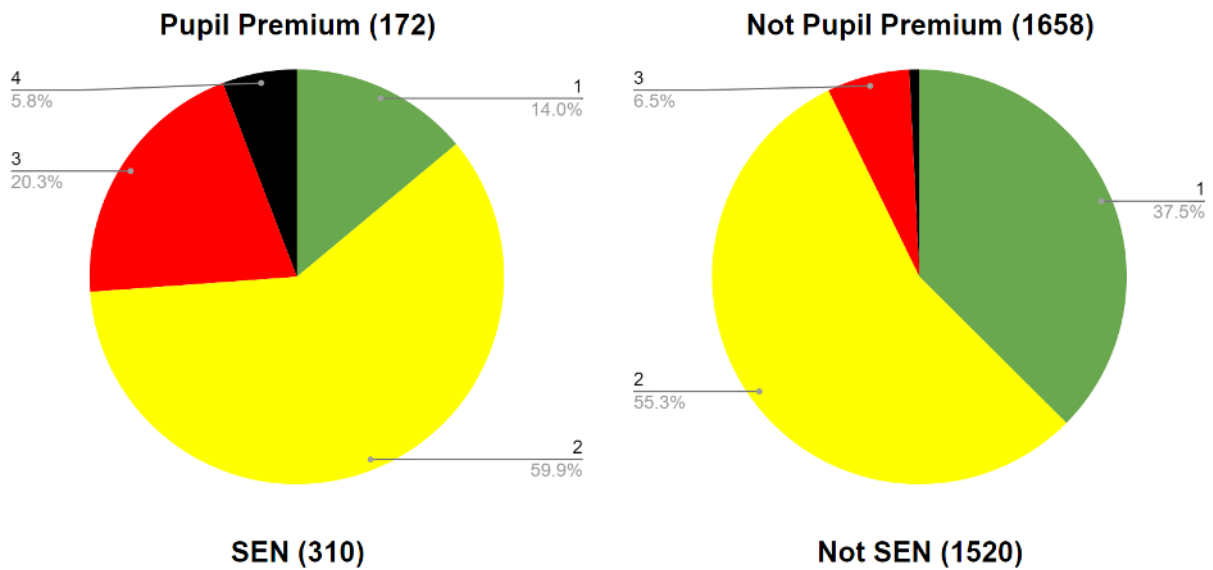
the end of the year, showing a slight closing of the attainment gap between the two groups. What this shows us is that our strategy, to embed high levels of support through excellent teaching and a knowledge rich curriculum, does support our pupil premium students, even if it has not yet brought them in line with their peers.



	Average PP Rank	The grey line shows the average student rank. You'd think this should always be constant, but it changes when (a) students of varying abilities join/leave the school and (b) when multiple students tie in their ranking.
	Average Non-PP Rank	
	Average Rank (All Students)	

Commitment to Learning:

There is a clear gap between the commitment that pupil premium students have towards their learning, and the commitment that their non-pupil premium peers have towards their lessons. This could be due to a number of factors, such as a lack of parental engagement with school, a lack of support with homework, or an unconscious bias of teachers, but it raises the need for further work to be done on two levels; firstly, with the teachers, to support engagement in lessons, and secondly, with the parents, to create a supportive partnership with school and their child's learning.



Pastoral Data:

In 2022-23, pupil premium students represented 22% of suspensions, 44% of removals and 32% of 'expectation' detentions. This would suggest that the pupil premium students are slightly overrepresented in our removals, and in our sanctions, in comparison to their peers. However, given the slight increase in pupil premium eligibility from the year before, it would make sense that this percentage also saw an increase. It is important to note too that the high expectations that see these students removed, are exactly the same thing that supports their safety, wellbeing and attainment.

Attendance:

In 2022-23, the attendance of our pupil premium students was at 87%; remaining the highest in the Trust for another year. Whilst this shows the relevant impact of our procedures, the fact remains that there is still a gap between the attendance of our pupil premium students (as above), and our non-pupil premium students, who sit at an average of 93%, with a whole school average of 92%.

It is worth noting that we have a large number of students who sit under the umbrella of persistent absence, and whilst strategies have been put in place to support this, the impact on the general average, and on the average of our pupil premium students, continues to be in place.

Engagement with Parents:

Generally, the attendance of our pupil premium parents at parents' evenings remained steady over 2022-23, showing a consistent interest in the attainment and progress of their children, and allowing for staff to build key connections with the parents of our more vulnerable students.

Section 4 - Moving Forward

1. Ensuring that all new staff are aware of our PP students, so that they can continue to target them effectively within lessons and build a relationship that reduces the need for removals
2. Work with our pastoral team to heighten the awareness of PP students within their community, thereby building the necessary relationship to reduce sanctions for things such as equipment, or homework
3. Engage with the parents of these students to support their wellbeing, and to reduce incidents of expectation detentions for things such as, lateness or equipment detentions. The additional communication should also raise parental awareness of the strategies that we have in place to support this, such as financial payments for taxis or for equipment
4. Continue to maintain our excellent whole-school culture, that promotes high quality teaching and zero disruption in lessons (all things that support the achievement of PP students)
5. Utilise our external achievement data to isolate any gaps in learning between PP and non-PP students, and consider ways to close any that are evident (either department wise, or from a whole-school perspective)
6. Continue to support a dedicated PP teacher, in order to promote the strategy in school, and to review areas which could be developed further