
SWANLEA SCHOOLPUPIL PREMIUM STATEMENT

[DATE]

[COMPANY NAME]

[Company address]

Pupil Premium Strategy Statement

School overview

Metric	Data
School name	Swanlea School
Pupils in school	1044
Proportion of disadvantaged pupils	56.03%
Pupil premium allocation this academic year	£577,830
Academic year or years covered by statement	2020-21
Publish date	January 2021
Review date	December 2021
Statement authorised by	Brenda Landers
Pupil premium lead	Jeremy Stewart
Governor lead	TBC

Disadvantaged pupil performance overview for last academic year (2020)

Measure	PP	Non PP	Whole Cohort
Progress 8 Score	0.86	0.91	0.88
Ebacc entry	54.81%	63.51%	57.89%
Attainment 8 Score	53.96	57.32	55.15
Percentage of Grade 5+ in English and maths	64.44%	68.92%	66.03%

Strategy aims for disadvantaged pupils

Aim	Target	Target date
Progress 8	Increase P8 of PP students to 0.91 (current non-PP score)	Sept 2022
Attainment 8	Increase A8 of PP to 54.5 (current non-PP score)	Sept 2022
Percentage of Grade 5+ in English and Maths	Percentage of 5+ in English and Maths 70%	Sept 2022
Other	Improve attendance to 96.83% *see PP attendance vs non PP at the end of this doc for more information	Sept 2022

Ebacc entry	Increase the PP entry to 56% (66% this year - achieved)	Sept 2022
Covid-19	Ensure the gap between pupil premium and non-pupil premium students does not increase as a direct result of the disruption caused by the Covid-19 pandemic	Sept 2022

Teaching priorities for current academic year

Measure	Activity
Priority 1	Recruitment, development and retention of teaching and support staff in core subjects
Priority 2	Develop effective feedback strategies across the whole school in line with the latest research (eg EEF)
Barriers to learning these priorities address	Impact of Covid-19 on development opportunities Ensuring effective succession planning in core subjects
Projected spending	£109, 353.19

Targeted academic support for current academic year

Measure	Activity
Priority 1	High quality catch-up curriculum for all disadvantaged pupils
Priority 2	Recruitment and retention of high-quality professionals to support PP students and their families
Barriers to learning these priorities address	Impact of Covid 19
Projected spending	£503,703.54

Wider strategies for current academic year

Measure	Activity
Priority 1	Improve the attendance of PP students to ensure minimal effect of home environment on school work
Priority 2	Ensure PP students are not negatively impacted by the Covid-19 pandemic
Barriers to learning these priorities address	Parental knowledge of computer systems
Projected spending	£90,637.49

Monitoring and implementation

Area	Challenge	Mitigating action
Teaching	Plan in calendared time for staff professional development	Use of INSET days, working with external experts and attending CPD
Targeted support	Developing a catch-up curriculum Retaining and recruiting high quality professionals.	Develop a catchup curriculum model from 2021-22. Schemes of learning to be reviewed and modified. Early recruitment strategy making best use of partnerships and external agencies
Wider strategies	Attendance Tech Poverty	Research best practice from schools leading in this area.

Review: last year's aims and outcomes

NB: due to disruption caused by the pandemic, last year's data is based on Centre Assessed Grades (CAGS).

Aim	Outcome	
	2019/20	2018/19 (for comparison)
Diminish the Progress 8 difference between PP and Non-PP to 0	PP 0.86 Non PP 0.91 Difference = 0.05	PP 0.77 Non PP 0.87 Difference = 0.1
Diminish the difference between PP and Non-Pp to A8 of 3 points	PP 53.96 Non PP 57.32 Difference = 3.36	PP 51.54 Non PP 57.64 Difference = 6.1
Diminish the difference between English and Maths 5+ to 8%	8.61% more English than Maths strong (5+) passes 77.03% (E) vs 68.42% (M)	14.29% more English than Maths strong (5+) passes 78.07% (E) vs 63.78% (M)

PP vs non PP Attendance

	2018-19	2019-20
PP	96.69	96.88
Non-PP	97.03	97.22
Overall	96.83	97.06