

Pupil Premium Strategy Statement

This statement details our school's use of pupil premium (and recovery premium for the 2023 to 2024 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	Swanlea School
Number of pupils in school	1042 (Years 7-11)
Proportion (%) of pupil premium eligible pupils	55.60%
Academic year/years that our current pupil premium strategy plan covers	2021/2022 to 2024/2025
Date this statement was published	September 2023
Date on which it will be reviewed	July 2023
Statement authorised by	Brenda Landers, Headteacher
Pupil premium lead	Hasan Gohar, Assistant Headteacher
Governor / Trustee lead	Graham Turner

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£600,300
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	£600,300

Part A: Pupil premium strategy plan

Statement of intent

Swanlea School Vision

At Swanlea we will:

- Develop socially confident, responsible, resilient and independent learners
- Create respectful, empathetic and active citizens who value democracy, liberty and the rule of law in British society
- Develop highly numerate, literate and articulate young people, instilling a life-long love of learning
- Promote cultural capital and celebrate difference, instilling an understanding and appreciation of diversity
- Nurture aspiration and ambition challenging all to achieve, readying pupils for the global work place
- Promote student wellbeing, safety and healthy lifestyles, positively managing their academic, personal and social lives

Our PP curriculum will:

- Realise our school mission, vision and values
- Have breadth, balance and coherence
- Be ambitious, academic and challenging for all
- Be rigorously constructed and sequenced to enable deep, long- term learning, preparing pupils for the next stage of their education
- Instil a life-long love of learning, equipping students with powerful knowledge and skills

Swanlea School's curriculum comprises the total learning experience of our pupils, designed to realise our mission, values and vision.

Our curriculum has 2 strands:

Formal curriculum – the powerful subject distinctive knowledge that students need to learn; what students experience in the classroom. It is carefully sequenced content that creates a coherent learning journey for our students from year 7 to year 13.

Extended curriculum – the opportunities both inside and outside of lesson time that deepen students’ cultural experience, social confidence and wider skills and knowledge.

Our intention is that all pupils, irrespective of their background or the challenges they face, continue to make exceptional progress and attainment across the curriculum. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal irrespective of their starting point. We will identify the challenges faced by all vulnerable pupils, such as those who have a social worker; are looked after; are young carers or who face any barrier to achieve. Our plans outlined in this statement are intended to support all students not just those identified as PP.

Quality first teaching is central to our approach as this is proven to have the greatest impact on diminishing the differences between all groups and will positively impact the outcomes of all pupils. Our intention is to continue to improve outcomes for all students, building on our prior successes.

Challenges

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

Challenge number	Detail of challenge
1	The attainment of disadvantaged pupils is as follows: Nationally validated CAT test data for current Year 8 on entry shows that 53.26% of PP students are below SAS National Average, compared to 49.57% of Non PP students, a difference of 3.69%.

	Nationally validated CAT test data for current Year 9 on entry shows that 57.81% of PP students are below SAS National Average, compared to 57.33% of Non PP students, a difference of 0.50%.									
2	<p>Assessments, observations and discussion with KS3 pupils indicate that disadvantaged pupils generally have lower levels of reading comprehension than peers. This impacts their progress in all subjects.</p> <p>STAR reading test data shows that the difference in reading age between PP and Non PP students is on average 9 months in the current Year 9 cohort.</p> <p>STAR reading test data shows that the difference in reading age between PP and Non PP students is on average 3 months in the current Year 8 cohort.</p> <p>STAR reading test data shows that the difference in reading age between PP and Non PP students is on average 2 months in the current Year 7 cohort.</p>									
3	Our assessments, observations and discussions with pupils and families suggest that cultural capital and social confidence of many of our disadvantaged pupils is lower than other students. For example, the housing situation of many students means they have limited access to outside space and the pandemic further exacerbated their lack of access to cultural experiences.									
4	<p>Our observations suggest many disadvantaged pupils lack metacognitive and retrieval practice strategies and this impacts on their ability to independently recall and apply their previous learning in future lessons and assessments.</p> <p>Key Stage 4</p> <p>Our internal assessments show that at the end of Year 10 2022-23 show that the predicted grades for Year 11 are as below:</p> <table border="1"> <thead> <tr> <th></th> <th>A8</th> <th>P8*</th> </tr> </thead> <tbody> <tr> <td>PP</td> <td>53.41</td> <td>+0.22</td> </tr> <tr> <td>Non-PP</td> <td>56.94</td> <td>+0.22</td> </tr> </tbody> </table>		A8	P8*	PP	53.41	+0.22	Non-PP	56.94	+0.22
	A8	P8*								
PP	53.41	+0.22								
Non-PP	56.94	+0.22								

* Provisional figures based on 2023 results

P8 by Subject	English	Maths	Ebacc	Other
PP	+0.29	+0.22	+0.22	+0.19
Non-PP	+0.26	+0.22	+0.34	+0.07
Diff	-0.03	0	-0.12	+0.12

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Our pupil voice exercises and discussions with families have identified social and emotional issues for many pupils, such as anxiety, depression (diagnosed by medical professionals) and low self-esteem. The factors raised by students include anxiety about academic underachievement, examination and revision worries and the social and emotional impact of the partial school closure on their wellbeing.

354 pupils (of 208 whom are disadvantaged) currently require additional support with social and emotional needs, with many of these pupils currently receiving small group interventions either through academic or pastoral interventions.

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Our attendance data for 2022-23 was:

	Attendance	PA
PP	96.09%	3.25%
Non-PP	96.59%	3.18%
Difference	-0.50	-0.07

Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress. Pastoral teams and our Attendance

	teams prioritize disadvantaged pupil attendance, actively engaging pupils and families to support regular attendance to school.
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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
Improved attainment among disadvantaged pupils across the curriculum	By the end of our current plan in 2024/25, 85% or more of disadvantaged pupils will be entered the English Baccalaureate (EBacc). <ul style="list-style-type: none"> PP students will have a P8 score of +1.5
Improved reading comprehension among disadvantaged pupils across KS3.	Reading comprehension tests demonstrate improved comprehension skills among disadvantaged pupils and a smaller disparity between the scores of disadvantaged pupils and their non-disadvantaged peers. This should be seen in STAR reading test data. Teachers should also have recognised this improvement through engagement in lessons and book scrutiny.
Improved metacognitive, retrieval practice skills among disadvantaged pupils across all subjects.	Improved outcomes in assessments, pupil voice feedback, homework completion and teacher feedback will show the impact of our strategies in this area.
To achieve and sustain improved wellbeing for all pupils, including those who are disadvantaged.	Sustained high levels of wellbeing from 2024/25 demonstrated by: <ul style="list-style-type: none"> qualitative data from student voice and teacher observations. Feedback from school counselling service on the impact of SEMH strategies, specific inclusion case studies and parental feedback.

<p>To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.</p>	<p>Sustained high attendance from 2021/2 demonstrated by:</p> <ul style="list-style-type: none"> • the overall absence rate for all pupils being no more than 3%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced by 0.25%. • the percentage of all pupils who are persistently absent being below 3% and the figure among disadvantaged pupils being no more than 0.25% lower than their peers.
<p>Improved access to a planned rich cultural capital programme exposing students to the range of experiences that non-disadvantaged students have.</p>	<p>All students will have exposure “to the best that has been thought and said” and have an explicitly planned social confidence curriculum.</p> <ul style="list-style-type: none"> • Our PD curriculum will give students a minimum of 15 public speaking experiences over their five-year school career. • Our extended school curriculum will ensure students have high quality access to cultural experiences that develop their social confidence e.g. Arts Week, Super Learning Days and PD extended curriculum.

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)

Budgeted cost: £117,492

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Developing metacognitive and retrieval practice skills in all pupils.</p> <p>This will involve teacher training and external support and release time.</p>	<p>Teaching metacognitive strategies to pupils can be an inexpensive method to help pupils become more independent learners. There is particularly strong evidence that it can have a positive impact on maths attainment:</p> <p>Metacognition and self-regulation Toolkit Strand Education Endowment Foundation EEF</p>	3
<p>Enhancement of our curriculum planning in line with DfE KS3 and EEF guidance.</p> <p>We will fund external consultants, attendance at training, release time and investment in new resources to enhance and develop our curriculum.</p>	<p>We will use the guidance and research from OFSTED in languages:</p> <p>Research and analysis overview: Curriculum research review series: languages - GOV.UK (www.gov.uk)</p> <p>Maths:</p> <p>Research and analysis overview: Research review series: mathematics - GOV.UK (www.gov.uk)</p>	1,2,3

	<p>Science:</p> <p>Research and analysis overview: Research review series: science - GOV.UK (www.gov.uk)</p>	
<p>Improving literacy in all subject areas in line with recommendations in the EEF Improving Literacy in Secondary Schools guidance.</p> <p>We will fund professional development and instructional coaching focussed on each teacher's subject area.</p>	<p>Acquiring disciplinary literacy is key for students as they learn new, more complex concepts in each subject:</p> <p>Improving Literacy in Secondary Schools</p> <p>Reading comprehension, vocabulary and other literacy skills are heavily linked with attainment in maths and English:</p> <p>word-gap.pdf (oup.com.cn)</p>	2
<p>Develop the feedback culture in the school across all subjects to diminish the differences for PP and Non-PP students and accelerate their progress which has been limited by Covid.</p> <p>We will fund whole school and faculty level training with release time for visits and peer observations. Included in CPD budget above.</p>	<p>Feedback has been identified as the highest impact lowest cost way to accelerate the progress of students:</p> <p>Feedback EEF (educationendowmentfoundation.org.uk)</p>	1,3

Recruitment and retention of staff costs.	Payments to TES and recruitment agencies to ensure we have high skilled, motivated professionals working with our young people	1-6
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £277,350

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Small group targeted interventions based on teacher assessment and internal diagnostic tests.</p> <p>We will recruit and train Graduate Academic Teaching Assistants to work across subjects. They will work in all bottom sets and deliver a bespoke after school intervention programme.</p>	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind:</p> <p>Small group tuition Toolkit Strand Education Endowment Foundation EEF</p>	4
<p>Learning Support Unit and Exclusion Room provision.</p>	<p>Provides learning support for students removed from lessons and readies students for re-entry into the classroom</p>	5

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

Budgeted cost: £255,245

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Developing school-based SME provision including: mental health first aid, counselling, educational psychology and school based therapeutic training.</p> <p>This includes training for school staff, SLAs with specialist services collaboration with our local authority, peer mentoring and teacher release time.</p>	<p>Adolescent mental health: A systematic review on the effectiveness of school-based interventions Early Intervention Foundation (eif.org.uk)</p>	<p>5</p>
<p>Continue to use the principles set out in DfE’s Improving School Attendance advice.</p> <p>Attendance staff will get training and release time to develop current practice.</p> <p>Retain AWA SLA with local authority.</p>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced persistent absence levels.</p>	<p>6</p>

<p>A five year cultural capital and social confidence programme will be fully funded for all students. This will include free enrichment, trips and activities.</p>	<p>OFSTED have highlighted the need for schools to develop:</p> <p>Cultural capital</p> <p>203. the extent to which schools are equipping pupils with the knowledge and cultural capital they need to succeed in life. Our understanding of ‘knowledge and cultural capital’ is derived from the following wording in the national curriculum:[footnote 54]</p> <p>It is the essential knowledge that pupils need to be educated citizens, introducing them to the best that has been thought and said and helping to engender an appreciation of human creativity and achievement.</p>	<p>3</p>
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Total budgeted cost: £650,087

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 2022 to 2023 academic year.

To review the academic year 2022-23, we have reviewed our progress against our intended outcomes. We have used a variety of quantitative and qualitative approaches to do this. For example, pupil voice surveys, the student council, examinations results, attendance and punctuality data, staff feedback and talking to groups of parents.

1. Improved attainment among disadvantaged pupils across the curriculum at the end of KS4, with a focus on EBacc subjects.

In 2023 GCSE examinations PP students achieved a P8 +1.33 vs non-PP +1.15.

	English	Maths	Ebacc	Other
PP	+1.40	+1.38	+1.17	+1.39
Non-PP	+1.14	+1.24	+1.06	+1.18

As shown by the external examinations taken during the 2022/23 academic year, the performance of disadvantaged pupils in is significantly above the national average for all students. The students performed better than non-PP students nationally. The progress of PP students at Swanlea School would be in the 20 schools in England for all students [The performance of disadvantaged students should be in the top 15 schools for progress i](#)

2. Improved reading comprehension among disadvantaged pupils across KS3.

Improved metacognitive, retrieval practice skills among disadvantaged pupils across all subjects.

Internal data from the targeted English intervention programme shows:

3. To achieve and sustain improved wellbeing for all pupils, including those who are disadvantaged.

Pupil voice activities across all year groups show pupil's feel safe, secure and emotionally supported at Swanlea School. The pupil survey also indicates that high levels of pupils feel that they school actively supports their healthy lifestyles.

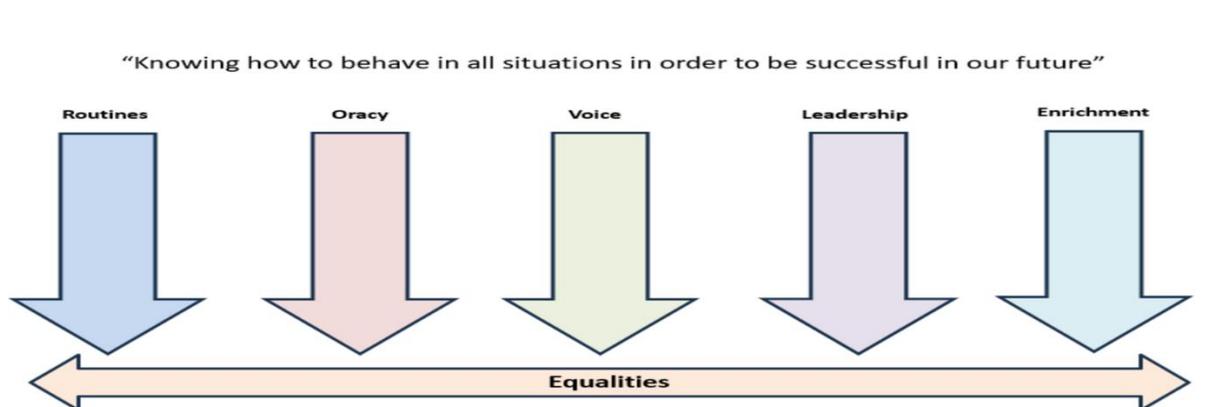
4. To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.

Absenteeism among disadvantaged pupils was 0.50% higher than their peers and persistent absences were 0.07% higher. PP attendance was significantly higher than the national average attendance for all pupils. PP persistent absentee students at Swanlea were 3.25 vs 27.4% all students nationally.

5. Improved access to a planned rich cultural capital programme exposing students to the range of experiences that non-disadvantaged students have.

The school has delivered a universal programme across two Super Learning days and an Arts Weeks. These seven days encompass a 5-year cultural programme to increase the cultural capital of our young people and improve their ability to interact in a variety of social settings. PP students, historically, would benefit most from this programme as this group has less access to galleries, museums, work experience opportunities and opportunities to speak in public.

The school is now in the third year of a whole school approach to developing students' social confidence. The Five Pillars of Social Confidence are:



Each of these has a clear action plan and supports the development of PP students. We also have achieved the Gatsby Benchmarks and have a high quality taught Personal Development curriculum.

Further information (optional)

Additional activity

Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium or recovery premium. That will include:

- embedding more effective practice around feedback. [EEF evidence](#) demonstrates this has significant benefits for pupils, particularly disadvantaged pupils.
- ensuring pupils understand our 'catch-up' plan by providing information about the support they will receive (including targeted interventions listed above), how the curriculum will be delivered, and what is expected of them. This will help to address concerns around learning loss - one of the main drivers of pupil anxiety.
- utilising support from our local [Mental Health Support Team](#) and local behaviour hub, plus funding for CPD from the local authority's Wellbeing for Education Recovery budget, to support pupils with mild to moderate mental health and wellbeing issues, many of whom are disadvantaged.
- offering a wide range of high-quality extracurricular activities to boost wellbeing, behaviour, attendance, and aspiration. Activities (e.g., The Duke of Edinburgh's Award), will focus on building life skills such as confidence, resilience, and socialising. Disadvantaged pupils will be encouraged and supported to participate.

Planning, implementation, and evaluation

In planning our new pupil premium strategy, we evaluated why activity undertaken in previous years had not had the degree of impact that we had expected. We also commissioned a pupil premium review to get an external perspective.

We triangulated evidence from multiple sources of data including assessments, engagement in class book scrutiny, conversations with parents, students and teachers in order to identify the challenges faced by disadvantaged pupils. We also used the EEF's families of schools database to view the performance of disadvantaged pupils in school similar to ours and contacted schools with high-performing disadvantaged pupils to learn from their approach.

We looked at a number of reports and studies about effective use of pupil premium, the impact of disadvantage on education outcomes and how to address challenges to learning presented by socio-economic disadvantage. We also looked at a number of studies about the impact of the pandemic on disadvantaged pupils.

We used the [EEF's implementation guidance](#) to help us develop our strategy and will continue to use it through the implementation of our activities.

We have put a robust evaluation framework in place for the duration of our three-year approach and will adjust our plan over time to secure better outcomes for pupils.