

PUPIL PREMIUM STRATEGY 2021-2024

YEAR 2 - 2022-23

SCHOOL OVERVIEW

Detail	Data
School name	Swanmore College
Number of pupils in school	1373
Proportion (%) of pupil premium eligible pupils	16.17%
Academic year/years that our current pupil premium strategy plan covers	2022-2025
Date this statement was published	January 2023
Date on which it will be reviewed	December 2023
Statement authorised by	Kyle Jonathan
Pupil premium lead	Amanda Griffiths, Tamsin Benton & Alex Grist
Governor / Trustee lead	Matthew Short

FUNDING OVERVIEW

Detail	Amount
Pupil premium funding allocation this academic year	£163,510
Recovery premium funding allocation this academic year	£26,390
Pupil premium funding carried forward from previous years (ente	£44,513
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	£234,413
Additional College contribution	£37,000
Total College budget for this academic year	£271,413

STATEMENT OF INTENT

Our aim at Swanmore College is to provide our pupils with the opportunities to achieve their potential. We employ strategies and interventions to remove barriers which can be caused by personal circumstances or learning gaps. We promote all pupils to have full access to the rich extra-curricular provision on offer at Swanmore College. This ensures we develop well-rounded individuals who achieve their ambitions and flourish in life.

SITUATION - WHERE ARE WE NOW?

We have evaluated our strategy for the last academic year and the learnings have been brought forward and incorporated into this year's strategy. You can read the review [below in Part B](#).

Key learnings for continued support of our disadvantaged pupils so that they can achieve or exceed their potential:

- Attendance correlates with attainment therefore a robust attendance strategy is key - including the involvement of parents and pupils.
- Payment for school trips provides pupils with cultural capital they may not otherwise gain.
- Continued support that enables pupils to be ready to learn - including uniform allowance, equipment and materials - reduces financial stress for parents and Proud Card infringements.
- Use of GL Assessment data to identify pupils for screening and interventions enables the school to support them to achieve better results.
- Identifying and addressing issues that prevent pupils from attending extracurricular clubs will help increase attendance.
- Closer monitoring of homework clubs is needed, inline with non-homework completion detentions, to intervene where needed.
- Increasing 1-2-1 contact with parents will help increase engagement with the school - encouraging them to attend parents' evenings and play a larger role in their child's education.
- The need to work towards a single pupil view, particularly of those with greatest need of support, so that we can effectively monitor progress and assist where needed.

Key learnings for successful implementation of the PP strategy:

- Ensuring success criteria is easy to analyse and report upon.
- Setting realistic and achievable targets for the year that can be raised in the future.
- Improving communication of plans to key stakeholders so that they can be further disseminated to all involved.
- Increase the frequency of monitoring and evaluation of the plans in place.
- Clarifying roles and responsibilities.
- Raising the profile of the PP strategy within the school.

Challenges:

- A. There is an attainment gap between disadvantaged and non-disadvantaged pupils.
- B. Low levels of parental engagement in school and learning resulting in reduced homework completion, a lack of readiness for the school and, for some, reduced ambition.
- C. Attendance and punctuality issues.
- D. Weak language and communication skills.
- E. More frequent behaviour difficulties.
- F. Low levels of involvement in extracurricular activities and trips.

When making provision for socially disadvantaged pupils, we recognise that not all pupils who receive free school meals will be socially disadvantaged and that not all pupils who are socially disadvantaged are registered or qualify for free school meals. We reserve the right to allocate Pupil Premium funding to support any pupil or groups of pupils the school has legitimately identified as being socially disadvantaged.

Pupil Premium funding will be allocated following a needs analysis which will identify priority classes, groups or individuals. Limited funding and resources does mean that not all children eligible for Pupil Premium will be in receipt of all or any interventions at one time.

INTENDED OUTCOMES

OBJECTIVES - WHERE DO WE WANT TO BE?

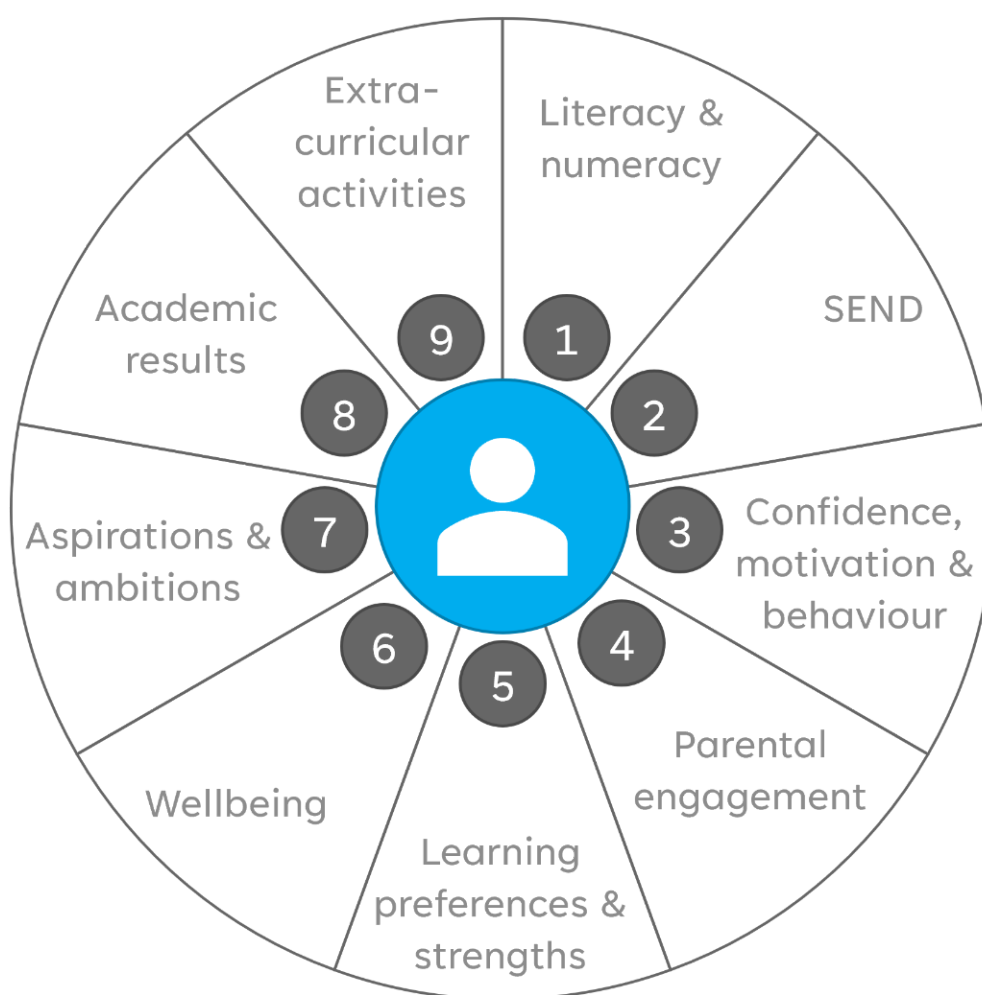
To have closed the attainment gap between advantaged and disadvantaged for all year groups in 2022-23.

STRATEGY - HOW DO WE GET THERE?

A unified strategy across departments and year groups that includes regular monitoring and evaluation and incorporates evidence-based classroom best practice, focused attention on pupils, increasing communication with parents, encouraging participation in extracurricular activities and holistic support where needed (see Whole Child diagram below - tactics relate both to challenges listed above (A-F) and these segments (1-9)).

Part of the success of this year's plan will be the generation of baseline data for the success criteria detailed in the tables below, where it does not already exist.

WHOLE CHILD



ACTIVITY IN THIS ACADEMIC YEAR

TACTICS - HOW EXACTLY DO WE GET THERE?

Tactic	Reason & evidence	Challenge &/or Whole child segment	Monitoring & evaluation	Success criteria
<p>COLLEGE IMPROVEMENT PLAN (CIP)</p> <p>Aim for the year: Close the attainment gap between advantaged and disadvantaged for all year groups in 2022-23</p>	<p>Raises the profile of the Pupil Premium strategy within the school</p> <p>Increases the priority of the strategy.</p> <p>* Key learning for implementation</p>	ALL	<ol style="list-style-type: none"> 1. SLT drop-ins - all year 2. SLT walkthroughs & summary report (each term) 3. Deep dives each term 4. Subject leader walkthroughs & summary report each term 5. QA - whole staff training each term 6. Parent view survey 7. Pupil voice survey 	<p>Attainment gap reduced</p> <p>Owner: Headteacher</p>
YEAR GROUP IMPROVEMENT PLANS (YIPS)				
<p>Improve attendance</p> <p>Each Head and Deputy Head of year will aim to improve the attendance of disadvantaged pupils by:</p> <ul style="list-style-type: none"> • Following attendance ladder • Fortnightly meetings with Attendance Officer to review actions for students with below 90% attendance • Attendance Officer to mentor these students • Tutors to mentor students with attendance 90-95% • 1 day absence calls • Rewards for improved attendance (ICC points) • Increased parental contact to improve engagement 	<p>Using EEF guidance on effective interventions: Attendance interventions rapid evidence assessment EEF (educationendowmentfoundation.org.uk) (Rapid evidence report)</p> <p>Analysis of school data shows a positive correlation between attendance and WAG.</p>	A, B, C 3, 4, 6, 8	Half-termly analysis of attendance data	<p>Improved attendance of disadvantaged students over the course of the year</p> <p>Owners: Heads and Deputy Heads of Year</p>
<p>Parental engagement</p> <p>Improve attendance at parents' evenings and meetings of parents of disadvantaged students by:</p> <ul style="list-style-type: none"> • Liaising with the PP Lead so letters can be sent to those with known email issues and phone calls made to parents who have not made appointments previously • Tutors to inform parents of disadvantaged students by phone of any school meetings/parents evenings • Parents of SENDK disadvantaged students will receive a round robin if they cannot attend parents' 	<p>Attendance interventions rapid evidence assessment EEF (educationendowmentfoundation.org.uk) - using nudge letters as a method of intervention</p> <p>School data: Use of phone calls to invite disadvantaged parents to school meetings improved attendance</p>	B 4	Analysis of data from parents' evenings each term	<p>Increased attendance of parents of disadvantaged students</p> <p>Owners: Heads and Deputy Heads of Year</p>

Tactic	Reason & evidence	Challenge &/or Whole child segment	Monitoring & evaluation	Success criteria
evenings				
DEPARTMENT IMPROVEMENT PLANS (DIPS) Each Head of Department has created a plan of how their department will best support disadvantaged students in KS3 and KS4				
Art & Design Photography Textiles KS3: <ul style="list-style-type: none"> • Changes to seating plans • Peer mentoring • Changes to room layout to enable effective peer modelling of work • Pupil check-ins • Improve formative feedback • Improve pupil evaluative assessment skills • Improve differentiation resources for literacy in Art • Encourage attendance of after-school KS3 Art Club KS4: <ul style="list-style-type: none"> • Changes to seating plans • Peer mentoring • Changes to room layout to enable effective peer modelling of work • Pupil check-ins • Provide relevant equipment pack • Contact home regarding after-school workshops • Encourage attendance of after-school workshops • Close monitoring from class teacher and flag to HOD • HOD to attend GA • Work to be uploaded onto Google Classroom for pupils • Termly postcards sent home with praise • Teacher to contact home termly • Provision and intervention checks with class teachers • Attendance monitoring and communication with HoY • Use previous portfolios in teaching to demonstrate good grades 	Quality marking and feedback EFF/Ofsted have indicated that successful schools identify pupils' strengths, area of focus and next steps Written artist analysis and metacognitive reflection is challenging for disadvantaged pupils Low approaches to learning with independent learning - need to track for completion and quality & provide necessary equipment In lesson attendance is lower than non-disadvantaged - increasing attendance will improve WAG Limited parental involvement WAGs under target need to be improved so student achieves potential	A, B, D, F 1, 2, 3, 4, 5, 8, 9	KS3 & KS4: Monitor school's data tracker and review termly with subject teachers KS3: Monitor after-school club attendance KS4: WAGs from end of term summative assessments Mock exam results each term	KS3: <ul style="list-style-type: none"> • Pupils will maintain or exceed their mastery score • Positive E/E and I/L (minimum B) • Pupils will demonstrate a greater level of confidence across the year • Representative number of attendees of after-school club KS4: <ul style="list-style-type: none"> • Pupils' termly WAGS will be on target or progressing • Positive E/E and I/L minimum B • Pupils will demonstrate a greater level of confidence from the start of year to end of year (Pupil voice). Owner: Head of Department
Business & ICT KS3: <ul style="list-style-type: none"> • Use of specific teaching practices throughout the class to enable students to 	All supported though the feedback tool kit from EEF https://educationendowmentfoundation.org.uk/education-evidenc	A, B, D, F 1, 3, 4, 5, 8, 9	Monitoring of school's data tracker Attendance of after-school clubs, coursework catch-ups and enrichment activities	Pupil WAGs showing progress is being made Improved outcomes with KS4 pupils achieving target grade as minimum

Tactic	Reason & evidence	Challenge &/or Whole child segment	Monitoring & evaluation	Success criteria
<p>recall prior learning, increase subject vocabulary, and stretch their ability.</p> <ul style="list-style-type: none"> Give explicit feedback 1-2-1 so pupils know next steps Student progress tracked Increase communication with parents Encourage pupils to attend trips and extracurricular activities <p>KS4:</p> <ul style="list-style-type: none"> Ensure quality marking and feedback given Ensure pupils know next steps Recall exercises for prior learning Modelling (I, We, You) Students progress tracked Increase communication with parents Small after-school sessions to use Diagnose Therapy Test (DTT) model from PixL for improved mock exam performance Encourage pupils to attend trips and extracurricular activities Encourage pupils to attend after-school coursework catch-up sessions 	<p>e/teaching-learning-to-olkit/feedback</p> <p>EFF/Ofsted have indicated that successful schools identify pupils' strengths, area of focus and next steps including Whole Class Feedback (WCF) and Reteach lessons</p> <p>Metacognition: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-to-olkit/metacognition-and-self-regulation</p>		<p>Monitoring of pupils going on school trips</p>	<p>in coursework component</p> <p>Proportional representation on school trips for disadvantaged pupils</p> <p>20% of pupils attending Lunchtime club to be disadvantaged</p> <p>Owner: Head of Department</p>
<p>Dance & Drama</p> <p>KS3:</p> <ul style="list-style-type: none"> Use of cognitive/metacognitive strategies to reduce overload incl. minimising visual input, scaffolding in greater depth, easier wins to develop confidence and personalised target setting Use of collaborative learning approach including small group sizes, modelling good practice and the jigsaw technique Oral language interventions Discussions with pupils in class Foster praise and rewards Encourage discussion leaders to enhance communication skills Disadvantaged pupils encouraged to attend KS3 Drama club and Dance club <p>KS4:</p> <ul style="list-style-type: none"> Individualised instruction incl. feedback, tasks cater 	<p>Metacognition and self-regulation</p> <p>Very high impact for very low cost based on extensive evidence: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-to-olkit/metacognition-and-self-regulation</p> <p>Collaborative learning approaches</p> <p>High impact for very low cost based on limited evidence: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-to-olkit/collaborative-learning-approaches</p> <p>Oral language interventions</p> <p>Very high impact for very low cost based on extensive</p>	<p>A, D, E, F</p> <p>3, 5, 8, 9</p>	<p>Monitoring pupil progress using the school's data tracker termly</p> <p>Monitor mock exam data</p> <p>Monitor attendance of after-school intervention sessions, trips, workshops, auditions, clubs and productions</p>	<p>KS3: Students attending meeting at mastery scale</p> <p>Pupils show clear progression over the year</p> <p>Disadvantaged pupils play an active part in events and productions</p> <p>KS4: Attainment of expected outcome of grade at KS4</p> <p>Mock exam data shows improvement in subject skill and understanding</p> <p>Progress of pupils attending after-school intervention sessions is clear</p> <p>KS3&4: Trip/workshop lists show increased attendance from disadvantaged students</p>

Tactic	Reason & evidence	Challenge &/or Whole child segment	Monitoring & evaluation	Success criteria
<p>for individual needs, in-depth analysis done at start of each term</p> <ul style="list-style-type: none"> Peer tutoring incl. tasks focused on existing knowledge, modelling knowledge, overcoming common misconceptions, feedback and evaluations, careful pairing of tutor and tutee, provision of teaching aids and learning frames KS3 elements will also be applied Personal invitations to after-school intervention sessions <p>KS3&4:</p> <ul style="list-style-type: none"> Appropriate trips and workshops offered with disadvantaged pupils prioritised Invite pupils to attend auditions Invite pupils to attend Boys Dance club Invite pupils to audition for school productions or take part in other roles 	<p>evidence: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-to-olkkit/oral-language-interventions</p> <p>Arts participation Moderate impact for very low cost based on moderate evidence: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-to-olkkit/arts-participation</p>			<p>Active participation in event and production auditions with outside companies</p> <p>Active participation in school productions</p> <p>Owner: Head of Department</p>
<p>English</p> <p>KS3 & 4:</p> <ul style="list-style-type: none"> Review seating plans Check-in with pupils several times during class Mark books first <p>KS3:</p> <ul style="list-style-type: none"> Y7 pupils will experience 2 live performances from external production teams to enhance understanding of plot & characters, and develop critical voice about writer's message <p>KS4:</p> <ul style="list-style-type: none"> Y10&11 pupils will experience a live performances from an external production team to enhance understanding of plot & characters, and develop critical vice about writer's message 		<p>A</p> <p>1, 2, 3, 8</p>	<p>KS3: School's data tracker monitored termly</p> <p>GL test each term</p> <p>End of topic summative assessments - mastery score</p> <p>End of year mastery average report grade</p> <p>KS4: School's data tracker monitored termly</p> <p>Mock exam scores termly</p> <p>End of year mastery average report grade</p>	<p>KS3: Pupil GL tests will show maintaining or positive SAS scores</p> <p>Mastery scores and teacher comments will show pupil progress</p> <p>KS4: Pupil mock exams will show maintaining or progress grade</p> <p>Teacher comments will show pupil progress</p> <p>KS3&4: Pupils will demonstrate a greater level of confidence from start to end of year</p> <p>Owner: Head of Department</p>
<p>Geography</p> <ul style="list-style-type: none"> Review curriculum to add stretch and challenge, and literacy intent with glossaries and margin 		<p>A, B, D, F</p> <p>1, 2, 3, 4, 8, 9</p>	<p>Analysis of termly assessments to identify areas of strength and share best practice with department</p> <p>Analysis of pupil results to</p>	<p>KS3 to be at least meeting at the end of the year (mastery level)</p> <p>KS4 to meet or exceed target grade</p>

Tactic	Reason & evidence	Challenge &/or Whole child segment	Monitoring & evaluation	Success criteria
<p>strips to scaffold for extended writing</p> <ul style="list-style-type: none"> • Clear roadmaps in classrooms referred to in each lesson to increase confidence about where pupils are in the curriculum and why • Termly assessment model to ensure pupils' progress is monitored, with revision resources made available for pupils • Use of interventions and parental contact to support progress • Build a portfolio of examples for each mastery level • Focus on independent learning techniques, study skills, revision skills and embedding skills for pupils to enable them to absorb and process the wealth of information being provided to them. • Appoint student ambassadors to inspire and encourage students from younger years • Use effective individualised feedback for pupils • Use of multimedia and anecdotes in class to make up for missing cultural capital needed • Increase accessibility of trips and fieldwork for disadvantaged pupils 			<p>identify students that need interventions</p> <p>Use pupil voice to decide what topics to focus revision on</p>	<p>Owner: Head of Department</p>
<p>History</p> <p>KS3:</p> <ul style="list-style-type: none"> • Metacognition - schemes of work to have a modelled or worked example to help pupils develop disciplinary concepts • Reading comprehension - recommended books and resources to be made available to pupils to support extended reading outside of class • Oral language interventions - staff will have discussions with disadvantaged pupils each lesson to provide feedback or praise • Homework tasks - to help with keyword recall and embed prior knowledge • Personalised letter for 	<p>Metacognition and self-regulation Very high impact for very low cost based on extensive evidence: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation</p> <p>Reading comprehension strategies Very high impact for very low cost based on extensive evidence: https://educationendowmentfoundation.org.uk/education-evidence</p>	<p>A, B, C, D, F</p> <p>1, 2, 3, 4, 5, 8, 9</p>	<p>Monitor of school's data tracker</p> <p>Monitor students going on Battlefields school trip, attending Y11 revision sessions, and taking part in Holocaust research team</p>	<p>% of KS3 students attaining meeting at mastery scale to rise each term</p> <p>20% of KS3 pupils on Battlefields trip are disadvantaged</p> <p>Y11 revision sessions attended by disadvantaged pupils</p> <p>KS4 students achieve target grade or higher</p> <p>Increase in number of disadvantaged students taking part in Holocaust research team</p> <p>Owner: Head of Department</p>

Tactic	Reason & evidence	Challenge &/or Whole child segment	Monitoring & evaluation	Success criteria
<p>Battlefields trip with subsidised cost of trip</p> <p>KS4:</p> <ul style="list-style-type: none"> Metacognition - first approach of an exam question should be a “I, we, you” do approach, with modelling. Copies to be put in students’ books for future use Oral language interventions - staff will have discussions with disadvantaged pupils each lesson to provide feedback or praise Feedback - teacher will provide 1-2-1 oral feedback when handing back mock exam results to discuss areas of improvement for pupils, as well as areas of success for pupils to use in their mock reflection task Parental engagement - class teacher will contact parents each half-term, by either email or phone to update parent on area of success and an area of development, intervention will be signposted so it can be easily found Y11 small group tuition - all disadvantaged pupils will be invited to small group intervention support with HoD once a fortnight for targeted support using metacognitive approaches All disadvantaged pupils invited to Y11 revision session in separate letter, by teacher using Google Classroom and in class Teachers to ensure all pupils have revision guide <p>KS3&4:</p> <ul style="list-style-type: none"> Seating plans to be reviewed Attendance to monitored and discussed with HOD & GA SENDK pupils will receive 1-2-1 interventions, with missed lessons being put on Google Classroom, alongside keyword lists, writing frames for exam questions, the <i>Aiming for Grade 4</i> booklet and pre-made revision cards Y9 &10 pupils invited to take part in Holocaust 	<p>e/teaching-learning-to-olkkit/reading-comprehension-strategies</p> <p>Oral language interventions Very high impact for very low cost based on extensive evidence: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-to-olkkit/oral-language-interventions</p> <p>Homework High impact for very low cost based on very limited evidence: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-to-olkkit/homework</p> <p>Feedback Very high impact for very low cost based on extensive evidence: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-to-olkkit/feedback</p> <p>Parental engagement Moderate impact for very low cost based on extensive evidence: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-to-olkkit/parental-engagement</p> <p>Small group tuition Moderate impact for low cost based on moderate evidence: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-to-olkkit/small-group-tuition</p> <p>1-2-1 tuition High impact for moderate cost based on moderate</p>			

Tactic	Reason & evidence	Challenge &/or Whole child segment	Monitoring & evaluation	Success criteria
Research Team in separate letter	evidence: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-to-olkit/1-2-1-tuition			
<p>Maths</p> <p>KS3&4:</p> <ul style="list-style-type: none"> Evaluate any reasons for underachievement and address these Where explicit reasons aren't found, pupils will be referred to Springboard tutor or GA Focus on spacing, atomisation (small steps), conceptual teaching and use of representations (CPD focus) to improve class for low attaining disadvantaged students Students regularly not completing homework are invited to attend Home Learning Club via Parentmail <p>KS3&4:</p> <ul style="list-style-type: none"> Students in Y9 &10 top sets are invited to join Maths Challenge Club via Parentmail and encouraged by class teacher <p>KS4:</p> <ul style="list-style-type: none"> Giving top set Y11 students opportunity to study for an extra qualification in Further Maths 	<p>Small group tuition Moderate impact for low cost based on moderate evidence: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-to-olkit/small-group-tuition</p> <p>High quality teaching is the EEF's number 1 recommendation to help PP students</p>	<p>A, B, F</p> <p>1, 2, 3, 4, 5, 7, 8, 9</p>	<p>Monitoring GL assessment results</p> <p>Monitoring and analysing school's data tracker</p> <p>Monitoring students numbers attending Maths Challenge Club and taking further maths</p>	<p>A decrease in the gap between 'mean SAS' and:</p> <ul style="list-style-type: none"> Y7 - Maths GL score Y8 - summer assessment percentile Y9 - summer assessment percentile Y10 - summer assessment percentile <p>Y11 students meet their target grade</p> <p>Students accepting invitations and engaging in Maths Challenge Club</p> <p>Students pass further maths and an increase in the number of grade 9s at GCSE</p> <p>Owner: Head of Department</p>
<p>MFL</p> <p>KS3&4:</p> <ul style="list-style-type: none"> Develop high quality teaching, assessment and a curriculum which responds to the needs of pupils Communicating with and supporting parents 1-2-1 and small group tuition <p>KS3&4:</p> <ul style="list-style-type: none"> All disadvantaged Y9 &10 pupils invited for trips to Paris and Seville All disadvantaged Y9 &10 pupils invited to Independent Learning club 	<p>High quality teaching is the EEF's number 1 recommendation to help PP students</p> <p>Parental engagement Moderate impact for very low cost based on extensive evidence: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-to-olkit/parental-engagement</p> <p>Small group tuition Moderate impact for low cost based on moderate evidence: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-to-olkit/parental-engagement</p>	<p>A, B, D, F</p> <p>1, 2, 4, 5, 7, 8, 9</p>	<p>Monitoring the school's data tracker</p> <p>Evaluation of number of disadvantaged pupils opting to take French or Spanish in Y9 options</p> <p>Monitor pupils going on school trips</p>	<p>Increase in the number of disadvantaged pupils taking GCSE subjects</p> <p>Increase in attainment of disadvantaged pupils at KS4</p> <p>Increase of disadvantaged pupils on trips</p> <p>Increase of disadvantaged pupils attending Independent Learning club</p> <p>Increase in subject engagement for disadvantaged pupils</p>

Tactic	Reason & evidence	Challenge &/or Whole child segment	Monitoring & evaluation	Success criteria
	wmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition 1-2-1 tuition High impact for moderate cost based on moderate evidence: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/1-2-1-tuition			Owner: Head of Department
Music KS3: <ul style="list-style-type: none"> Peer tutoring for additional support in learning with time planned in schemes of work Providing targeted 1-2-1 or small group interventions during lessons to ensure pupils have good understanding of the task and expectations, aiding progress KS4: <ul style="list-style-type: none"> After-school interventions and 1-2-1s to provide feedback Scaffolding of planning tasks before writing up coursework Introduce new vocational option to replace RSL to make music more accessible for pupils who have not had years of specialist instrumental tuition and prefer the practical rather than theory KS3&4 <ul style="list-style-type: none"> Invite disadvantaged pupils for peripatetic teaching to ignite enjoyment of music and have a positive impact on other areas of the curriculum - Y7 pupils will be sent letters Invite disadvantaged pupils to choose Rock2theBeat as an enrichment activity to impact their musicality and increase confidence 	Peer tutoring High impact for very low cost based on extensive evidence: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/peer-tutoring Small group tuition Moderate impact for low cost based on moderate evidence: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition 1-2-1 tuition High impact for moderate cost based on moderate evidence: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/1-2-1-tuition Arts participation Moderate impact for very low cost based on moderate evidence: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation	A, B, F 3, 5, 7, 8, 9	Monitor school's data tracker Monitor pupils taking peripatetic lessons Monitor pupils taking Rock2theBeat in class for evidence of increased confidence and uptake of music lessons	All disadvantaged pupils make progress across the year KS4 pupils to achieve target grade or above Increase in number of pupils taking peripatetic lessons Rock2theBeat positively influences the uptake of music outside the classroom setting and taking music at a higher level Owner: Head of Department
Physical Education KS3:	Approaches recommended by the EEF Toolkit:	A, B, C, D, F 1, 3, 4, 5, 6, 7, 8,	Monitor pupil kit mark data Monitor school's data tracker	KS3: Reduction in the number of pupils being sent to

Tactic	Reason & evidence	Challenge &/or Whole child segment	Monitoring & evaluation	Success criteria
<ul style="list-style-type: none"> Change kit mark system to termly to ensure it is achievable during energy crisis Provide pupils with kit and equipment Contact home when pupils reach 2 kit marks to encourage parents/carers to remind pupils Provide professional development for practitioners to enhance feedback, metacognition and improve mastery Use ICC points to promote effort and progress in lessons Cascade KS4 vocabulary into lessons <p>KS4:</p> <ul style="list-style-type: none"> 1-2-1 and small group tuition sessions for targeted revision to support pupils in having more direct contact time with practitioners More frequent communication with parents to support their child from home with coursework Providing pupils with subsidised/free revision resources Smaller class sizes to enhance delivery of high-quality teaching, assessment and curriculum Continuous communication with parents and pastoral team to encourage attendance Target specific parts of lessons to focus on answer extended writing questions Use subject vocabulary and product word mats and knowledge organisers to support pupils to improve vocabulary <p>KS3&4:</p> <ul style="list-style-type: none"> Increase the number of pupils participating in extracurricular clubs by operating an open-door policy on all clubs, providing free transport after clubs, and contacting home to explain the opportunities pupils have Offer places to disadvantaged pupils on 	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-to-olkit</p> <p>School's analysis shows disadvantaged pupils receive low numbers of ICC points across the year</p> <p>Small group tuition Moderate impact for low cost based on moderate evidence: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-to-olkit/small-group-tuition</p> <p>1-2-1 tuition High impact for moderate cost based on moderate evidence: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-to-olkit/1-2-1-tuition</p> <p>Parental engagement Moderate impact for very low cost based on extensive evidence: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-to-olkit/parental-engagement</p> <p>Working with Parents to Support Children's Learning: https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/supporting-parents</p> <p>Physical activity Low impact for very low cost based on moderate evidence: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-to-olkit/physical-activity</p>	<p>9</p>	<p>Monitor pupils attending extra-curricular activities</p> <p>Monitor the number of pupils attending sports trips and events</p> <p>Monitor the number of pupils taking part in school teams, incl. events and fixtures</p>	<p>the Learning Hub for reaching 3 kit marks in Core PE</p> <p>Increase in pupils achieving meeting or above for mastery levels</p> <p>KS4: Increase in pupils achieving or exceeding target grade</p> <p>KS3&4: Increase in number of disadvantaged pupils taking part in extracurricular activities</p> <p>Increase in the number of pupils attending sports trips and events</p> <p>Increase in the number of pupils taking part in school teams, events and fixtures</p> <p>Owner: Head of Department</p>

Tactic	Reason & evidence	Challenge &/or Whole child segment	Monitoring & evaluation	Success criteria
<p>sports trips and events, with more frequent contact home</p> <ul style="list-style-type: none"> Operate an open-door policy on all teams, providing free transport after training and fixtures, and contact home to explain the opportunities pupils have 				
<p>RE & Sociology</p> <p>KS3:</p> <ul style="list-style-type: none"> Provision of high quality, well planned lessons delivered passionately <p>KS4:</p> <ul style="list-style-type: none"> Check-in with pupils at least twice during each class to check for knowledge and understanding on a 1-2-1 basis Provision of high quality, well-planned lessons delivered passionately Continue to build teacher knowledge and pedagogical expertise Develop the curriculum in line with pupils' needs Fortnightly extra-curricular revision sessions for GCSE Religious Studies and Sociology with students encouraged to attend School trip attendance 	<p>High quality teaching is the most important lever schools have to improve pupil attainment: https://educationendowmentfoundation.org.uk/support-for-schools/school-planning-support/1-high-quality-teaching</p> <p>Schools should focus on building teacher knowledge and pedagogical expertise, curriculum development, and the purposeful use of assessment: https://d2tic4wvo1iusb.cloudfront.net/documents/guidance-for-teachers/pupil-premium/Pupil_Premium_men_u_evidence_brief.pdf.pdf?v=1649431092</p>	<p>A</p> <p>3, 5, 7,</p>	<p>Monitoring school's data tracker and mock/assessment results</p> <p>Departmental learning walks across the year</p>	<p>Over 50% of PP students to achieve or exceed their target grade</p> <p>Attendance of extra-curricular revisions sessions by at least 1 PP pupil each week</p> <p>At least 4 PP pupils on school trip</p> <p>Owner: Head of Department</p>
<p>Science</p> <p>KS3:</p> <ul style="list-style-type: none"> Pupils who require additional support to be seated in front row Pupils will be checked in with at the start of each lesson, again at the start of any independent work and at the end of the lesson, on a 1-2-1 basis Pupils to be the first stop in active circulation Lifelab trip to include as many of Y8 as possible KS3 Science Club - pupils to be invited: teachers to encourage/ follow-up with parents/carers <p>KS4:</p> <ul style="list-style-type: none"> Pupils who require additional support to be 	<p>EEF Pupil Premium. Developing high quality teaching, assessment and a curriculum which responds to the needs of pupils. https://d2tic4wvo1iusb.cloudfront.net/documents/guidance-for-teachers/pupil-premium/Pupil_Premium_men_u_evidence_brief.pdf.pdf?v=1649431092</p>	<p>A, B, F</p> <p>3, 4, 7, 8, 9</p>	<p>KS3&4: Monitor data and review school's data tracker termly</p> <p>Use of end of topic formative assessments</p> <p>Assessment of 'Working Scientifically' tasks</p> <p>End of year summative assessments</p> <p>KS4: Monitoring mock exam/assessment results</p> <p>Attendance of after-school revision sessions to be monitored</p>	<p>KS3: Pupils will maintain or exceed their Mastery scores</p> <p>KS4: Mock exam results will show maintaining or progress grade</p> <p>Closing the gap by reducing the number of pupils off-target at KS4</p> <p>Reduction of working memory load leading to increased long-term memory - improved assessment scores</p> <p>GCSE results on target or better</p> <p>KS3&4:</p>

Tactic	Reason & evidence	Challenge &/or Whole child segment	Monitoring & evaluation	Success criteria
seated in front row <ul style="list-style-type: none"> Pupils will be checked in with at the start of each lesson, again at the start of any independent work and at the end of the lesson, on a 1-2-1 basis Pupils to be the first stop in active circulation All pupils to be invited to after-school revision sessions - attendance will be monitored and parents contacted for those that are off target Science Live trip - to include as many Y10 & Y11 as possible 				Positive E/E and I/L - minimum a B (Improved E/E grades will indicate greater enjoyment of subject) Pupils will demonstrate a greater level of confidence from start to end of year School trips: 20% of pupils attending to be PP Owner: Head of Department
Technology KS3: <ul style="list-style-type: none"> Ingredients and other materials provided Practical work can be taken home to embed pride in their work Curriculum builds on prior knowledge, with clear milestones and 'journey' through the key stage Clear and consistent lesson routines across lessons and material areas Resources are created with an awareness of cognitive loading Improved feedback and embedded reflection time throughout the projects (scaffolded peer and self assessment) KS4: <ul style="list-style-type: none"> Ingredients and other materials provided Practical work can be taken home to embed pride in their work Curriculum builds on prior knowledge, with clear milestones and 'journey' through the key stage Clear and consistent lesson routines across lessons and material areas Resources are created with an awareness of cognitive loading Practicals and revision techniques are modelled 	Cognitive science principles of learning can have a real impact on rates of learning in the classroom. There is value in teachers having working knowledge of cognitive science principles: https://d2tic4wvo1iusb.cloudfront.net/documents/guidance/Cognitive science approaches in the classroom - A review of the evidence.pdf?v=1673430714 Peer tutoring High impact for very low cost based on extensive evidence: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-to-olkit/peer-tutoring	A, F 3, 4, 5, 7, 8	Monitoring school's data tracker, assessments and mock results	Pupils to meet their target grade or achieve at least 'Meeting' on the Mastery scale by the end of the year Owner: Head of Department

Tactic	Reason & evidence	Challenge &/or Whole child segment	Monitoring & evaluation	Success criteria
<p>using the I do, We do, You do technique</p> <ul style="list-style-type: none"> Pupils are invited to the after-school support sessions, where intervention is required 				
TARGETED ACADEMIC SUPPORT				
<p>1-2-1 mentoring</p> <p>Small group of pupils selected to encourage attendance, good behaviour, effort in class and with independent learning, and to join an extracurricular club.</p> <ul style="list-style-type: none"> Breakfast club - space and support for home learning/revision whilst eating free meal Fortnightly lesson visits Weekly 1-2-1 mentoring meetings 	<p>Mentoring:</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mentoring</p>	<p>A, B, C, E, F</p> <p>3, 6, 8, 9</p>	<p>Monitoring school's data tracker each term</p>	<p>Working at grade is equal or higher than target grade</p> <p>Achieve or maintain good levels of attendance</p> <p>Increased effort in class and independent learning</p> <p>Where applicable, fewer behaviour points or sessions in the Hub.</p> <p>Owner: HUG</p>
<p>Additional literacy & numeracy support</p> <p>Use of Springboard tutors for pupils that require additional support and tuition for aspects of literacy and numeracy.</p>	<p>Small group tuition</p> <p>Moderate impact for low cost based on moderate evidence:</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</p>	<p>A, D</p> <p>1, 8</p>	<p>Monitoring classwork and independent learning</p> <p>Monitoring results of GL tests</p> <p>Monitoring assessment/mocks results</p>	<p>Reading age tests and GL assessment scores to have improved</p> <p>Owner: BRN</p>
<p>Independent learning support</p> <p>Support is available each day after-school in the Pupil Centre.</p> <p>1-2-1 homework support is available to pupils who are either:</p> <ul style="list-style-type: none"> Falling behind with their independent learning to encourage completion and improve mastery In need of support to complete their homework 	<p>Homework</p> <p>High impact for very low cost based on very limited evidence:</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/homework</p>	<p>A, B</p> <p>3, 8, 9</p>	<p>Monitoring independent learning completion and detention list for PP pupils</p>	<p>Decrease of 5% in number of not completed independent learning</p> <p>Owner: HoYs</p>
WIDER STRATEGIES				
<p>Attendance</p> <p>Attendance Officer monitors pupil attendance and is aware</p>	<p>EEF evidence explains there are a variety of attendance interventions but the</p>	<p>C</p> <p>3, 4, 6, 8</p>	<p>Monitoring attendance from session register</p>	<p>The average attendance of Pupil Premium pupils is the same as non-PP pupils</p>

Tactic	Reason & evidence	Challenge &/or Whole child segment	Monitoring & evaluation	Success criteria
of issues behind non-attendance - working with pupils, families and other members of staff to create plans to increase attendance to required levels where possible. See also - Year Group Improvement Plans above	data on their effect is limited: https://d2tic4wvo1iusb.cloudfront.net/documents/pages/Attendance-REA-report.pdf?v=1673607901			Owner: BRN & HoYs
Careers mentoring <ul style="list-style-type: none"> • Interviewing and mentoring available to all pupils in Y10 and Y11 • Trips to careers, industry, college and university events for pupils in various year groups to encourage wider aspirations and ambitions • Talks from industry representatives in school • In-school careers' event with representatives from local colleges, the armed forces and other relevant organisations • Work experience for all Y10 pupils • Support for college applications and personal statements • Taster days at Sixth Form Colleges 	Provided using the Gatsby Benchmark framework of 8 guidelines of what makes the best careers' provision in schools and colleges: https://resources.careersandenterprise.co.uk/browse-category/gatsby-benchmarks	A, B, F 3, 7, 9	Monitoring pupil attendance for careers interviews and events	All Y11 pupils have had at least 1 careers interview by the end of the year All Y10 pupils have had a successful week's work experience Owner: ILY
Enrichment The school wants all pupils to develop as well-rounded individuals who achieve their ambitions and flourish in life. Barriers to gaining cultural capital are removed wherever possible, including: <ul style="list-style-type: none"> • Subject day trips paid for in full • Contributions made to subject trips including an overnight stay • Extra courses offered by the school are paid for • Lecture notes, books offered by visiting authors or specialists are provided • Music lessons paid for • Duke of Edinburgh Award costs are covered Similarly any barriers to a full	Extra-curricular activities are important to young people and result in a range of positive outcomes. ...extra-curricular activities - specifically music classes ...- are important in predicting intentions to remain in education after compulsory schooling. Extra-curricular activities boost young people's confidence to interact socially with others; extend their social networks; and provide them with new skills and abilities. Above all, they offer an important space to have fun and relax	A, B, F 3, 6, 7, 8, 9	Monitor proportion of pupils going on trips, having music lessons and other enrichment activities outside of their school timetable	Department improvement plans targets for trips/music lessons are met Owner: HoDs

Tactic	Reason & evidence	Challenge &/or Whole child segment	Monitoring & evaluation	Success criteria
school experience are removed wherever possible: <ul style="list-style-type: none"> • End of year activities are paid for in full • Christmas meals are provided • Y11 prom, yearbook, hoodie and last meal are paid for • Prom outfit referrals to Prom Ally • Dance or school club clothing provided • Costs and materials for timetabled enrichment activities are paid for 	away from the pressures of school work: https://www.gov.uk/government/publications/extra-curricular-activities-soft-skills-and-social-mobility/an-unequal-playing-field-extra-curricular-activities-soft-skills-and-social-mobility			
<p>Extracurricular activities</p> <p>The school offers a wide range of extracurricular activities that include clubs linked to academic subjects including STEM, sports and fitness, creative arts, wellbeing and fun, taking place before school, during breaks and after school.</p> <p>Pupils are to be encouraged to attend at least 1 extracurricular activity and attend 50% of sessions</p> <p>Research to be conducted with non-attending pupils to identify barriers</p> <p>A free late bus is available for pupils attending after school clubs</p>	Extra-curricular activities are important to young people and result in a range of positive outcomes: https://www.gov.uk/government/publications/extra-curricular-activities-soft-skills-and-social-mobility/an-unequal-playing-field-extra-curricular-activities-soft-skills-and-social-mobility	A, F 3, 6, 7, 8, 9	Monitoring participation and attendance of extracurricular activities using the 3 registers: <ul style="list-style-type: none"> • Lunchtime clubs register • After-school sports club register • After-school clubs register Analyse results of survey and evaluate findings for next actions	Increase in participation of extracurricular clubs to 30% of Pupil Premium pupils Owner: HoYs
<p>Family Liaison Officer</p> <p>Support the family of any pupils to improve attendance, increase parental engagement or improve their wellbeing and development.</p>		A, B, C, E 2, 3, 4, 6, 8,		Owner: ED
<p>Independent learning support</p> <p>Support is available each day after school in the Pupil Centre.</p> <p>1-2-1 homework support is available to pupils who are either:</p> <ul style="list-style-type: none"> • Falling behind with their independent learning to encourage completion and improve mastery • In need of support to complete their homework 	Homework High impact for very low cost based on very limited evidence: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-to-olkit/homework	A, B 3, 8, 9	Monitoring independent learning completion and detention list for PP pupils	Decrease of 5% in number of not completed independent learning Owner: HoYs

Tactic	Reason & evidence	Challenge &/or Whole child segment	Monitoring & evaluation	Success criteria
<p>Ready to learn</p> <p>Removal of potential barriers to participation and attendance, including:</p> <ul style="list-style-type: none"> Uniform allowance each financial year plus access to preloved uniform Stationery and equipment for class available free of charge from Pupil Centre including scientific calculator Technology materials and ingredients provided Support for the Y9 option process Screening of all Y9 pupils to ensure they are given any relevant concessions to support better results Art and photography essentials for KS4 All revision guides for Y10 and Y11, including English Literature texts, provided Loan of laptops, on a case-by-case basis Extra exams Holiday revision sessions for Y11 Sports Leader Certificates Breakfast menu broadened and additional FSM budget made available 	<p>Wearing a uniform is not, on its own, likely to improve learning, but can be successfully incorporated into a broader school improvement process which includes the development of a school ethos and the improvement of behaviour and discipline: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-to-olkit/school-uniform</p> <p>Arts participation Moderate impact for very low cost based on moderate evidence: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-to-olkit/arts-participation</p>	<p>A, B, E</p> <p>2, 3, 5, 6, 8, 9</p>	<p>Uniform needs monitored by Pastoral team</p> <p>Stationery requirements monitored by tutors and teachers</p> <p>Take up of revision guides and holiday revision sessions monitored</p>	<p>Decrease in absenteeism due to lack of uniform</p> <p>Lack of Proud card infringements registered on SIMS and Hub registrations</p> <p>Owner: HoYs & PP Lead (BEN)</p>
<p>Other support</p> <ul style="list-style-type: none"> Alternative provision Data Management Finance Management Technology Administration 				

ACTIONS - WHAT'S OUR PLAN?

	DEC '22	JAN '23	FEB '23	MAR '23	APR '23	MAY '23	JUN '23	JUL '23	SEP '23	OCT '23	NOV '23	DEC '23
Communicate strategy internally & externally												
Include ownership in IPPs												
Termly progress monitoring & reporting												
End of year analysis												
Review of strategy - DIPs, YIPs, PP & college												
Plan for year 2023-24												

Communicate strategy internally & externally													
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PART B: REVIEW OF OUTCOMES IN THE PREVIOUS ACADEMIC YEAR

TOPIC	REVIEW SUMMARY
Progress - Reading	GL tests showed that the higher ability PP students kept pace with the national average progress, while the middle ability students (42) were well below the national average (53). We had a higher number of the lowest ability group (35) performing less well than the national average (22).
Progress - English	GL tests measure high ability, upper-average ability, lower-average ability and low ability. There are no PP students in the high ability range. The assessments showed that the gap between the PP and Non-PP students in both the upper-average range of ability and low range of ability was minimal, but there was a gap of -15% in the lower-average ability range between PP and non-PP students.
Exams	GCSE results had a grade 4.3 average for PP in English in comparison to 5.6 for non-PP. The PP grades in other subjects ranged from 2 to 7, whilst the non-PP cohort achieved a range of 1 – 9. There was a correlation between good attendance and good grades.
Pupil Voice	The Pupil Voice gave a 92% recommendation for others to come to Swanmore.
Progress - Maths	GL testing in Maths for year 7 showed a difference of -0.7 in the low ability PP students (CAT score: <85) and their non-PP counterparts. The gap was widest (-3.8) in the low-average (CAT score:85-100).
Extra-curricular	62 PP students had trips paid for by PP funding. 20% of PP pupils took part in at least one extra-curricular activity in comparison to 65% of Non-PP students.
Ready to Learn	£25,508.61 was spent on PP pupils to ensure they were in a position to learn without being at a disadvantage to their peers. Breakfast provision has been made for 2022 - 2023 to ensure students begin the day on a full stomach.
Attendance	Discrepancy between PP and non-PP students in attendance: Years 7 – 10: 5.6%; Y11: 12.2%.
Exclusions	There was an 11% gap in the PP pupils sent to the Hub in comparison to the Non-PP pupils.
External Alternative Provision	During 2021-22, we sent 11 students into alternative provision, 5 of whom were PP. <ul style="list-style-type: none"> · Non-PP sent to the Bridge as a percentage of all Non-PPs: 0.54% · PP sent to Bridge as a percentage of all PPs: 2.38% · Gap: 1.84%
Parental Engagement	Nearly half as many PP parents come to Parents' evenings in comparison to Non-PP parents.
Heads of department	Set up a data tracker to monitor student progress for PP.

TOPIC	REVIEW SUMMARY
Heads of Year	Set up a data tracker for monitoring student behaviour and attendance.
Dedicated Higher Level Teaching Assistant	Was able to help two students achieve higher results in English than expected.
Smaller class sizes - Increase the number of teaching sets in core subjects at KS4, which reduces class sizes (£50000)	Percentage of pupils meeting or exceeding expectations in English and Maths, who have a 90% - 100% attendance rate: For Years 7, 9, 10 and 11, the gap between PP and Non-PP attainment was between 23% and 25%. For Year 8, the gap was 39%.
Literacy Coordinator to provide staff CPD	CPD Literacy training went on through the year and is continuing into 2022-2023.
PP Management	A whole school CPD was scheduled for Autumn 2022 after most teachers requested it.
Homework Catch up	The Pupil Centre supported 24 PP students with homework. The 1:1 homework club supported two students who both had fewer sanctions than the previous year.
Careers' Mentoring	97% of PP students in Y11 had an interview with our Careers' officer. PP work experience fees were paid by PP.
Attendance Officer	There was a 5.6 gap between the PP and Non-PP students in attendance of pupils in Years 7 – 10 and a 12.2% gap in the Year 11s. A much higher percentage of PPs (2.70%) than Non-PPs (0.61%) were persistent absentees – a gap of 2.1%.
Family Liaison Worker	The FLW has worked permanently with 9 families for this year and has had dealings with many matters of anxiety referred by parents and teachers as well as severe changes in family circumstances. She has worked hard to re-engage families whose children have had poor attendance.
Extra-Curricular Clubs	Sports' clubs have the highest number of PP attendees, but 6 pupils were funded for music lessons as a form of anxiety therapy and enrichment.
Equipment and uniform supplies	£1908.61 was spent on this area.
Other support	Data Management has implemented a new system for tracking the multi-issue progress of students.

Strategies To Take Forward

STRATEGIES TO CONTINUE	EXPECTED OUTCOME	HOW IT IS TO BE MEASURED
· Monitoring the correlation between attendance and attainment	To be able to show pupils that their attendance has a direct impact on their attainment and to motivate them to attend	Attendance Data
· Working with parents and students to gain higher attendance	The correlation of good attendance and good attainment needs to be brought to the attention of PP parents.	Parents' evening tracking data
· Pupil Voice interviews	Pupils appreciate the ability to voice their opinions about the school and feel empowered to have themselves heard	Deep Dive answers
· Paying for trips for PP students	To ensure a certain percentage of PP students are allowed to go on trips that would otherwise be out of their parents' budget. These provide valuable cultural capital for all the PP students who might not have such opportunities.	Trip Data
· Paying for equipment/supplies of PP students	To make sure students are not penalised for the inability to pay for such equipment.	Lack of Proud card infringements registered on SIMS and Hub registrations
· Paying for uniform for the students	To ensure PP pupils can come to school taking pride in their appearance.	Data spreadsheet for Clubs
· Provision of homework clubs*	To prevent detentions where possible	Swan Café data
· Offering the higher rate of £5.50 per student to provide breakfast	To ensure pupils have enough nourishment to be able to tackle their work during the day	100% screening using Exact
· Screening of all Y9 pupils who are entitled to Free School Meals or are Ever 6	To ensure all PP pupils are able to face their exams with the necessary concessions to support better results	GL data
· Intervention for pupils with low reading ages	To improve literacy and thus attainment with higher reading levels	GL data
· Data Management for PP	To ensure we are able to monitor areas in which we are doing well and those in which we are doing badly.	½ termly data tracking spreadsheet analysis

STRATEGIES TO MONITOR	HOPED FOR OUTCOME	HOW IT IS TO BE MEASURED
· The GL tests with regards to the regression of English/Maths test results	To monitor if the results of the GL tests improve as the teachers look into what is required.	KS3 – GL Assessment management
· The teacher assessments of Pupil work	To improve the teacher-based assessments to be more in line with the students' actual results.	KS4 – standardisation of assessments

STRATEGIES TO WORK TOWARDS	HOPED FOR OUTCOMES	HOW IT IS TO BE MEASURED
· Increasing the number of PP students attending clubs	To see a greater number of PP students acquiring skills and confidence in themselves by attending such clubs	Club attendance data
· Addressing the issues that prevent students from attending clubs	Providing a survey to see what the problems are that face students and parents. Expecting PPs to make up 25% of club attendance is out of line with our numbers, because PP students are only 16% of the school's population.	Survey data required to see what the barriers are
· Homework Clubs monitoring attendance more closely and insisting on attendance of perpetual offenders	The current system does not prevent students from defaulting on these sessions	Monitoring the Club attendance and cross-checking with the list of detentions
· Introduction of a termly telephone call to parents from the PP team	To engage parents, to encourage them to attend parents' evenings, and to make them feel we welcome their input.	Track calls on CPOMS
· Mapping the progress of individual students with multiple issues affecting their attainment alongside those providing support and interventions	To ensure we have a holistic view of the pupils who face the greatest problems	Tracking data