

School overview

Detail	Data
School name	Swanmore College
Number of pupils in school	1310
Proportion (%) of pupil premium eligible pupils	16.96%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2024
Date this statement was published	December 2021
Date on which it will be reviewed	October 2022
Statement authorised by	Gill Brown
Pupil premium lead	Tamsin Benton
Governor / Trustee lead	Matthew Short

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 166,170
Recovery premium funding allocation this academic year	£26,390
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£12,032
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	£204,592
Additional College contribution	£19473
Total College budget for this academic year	£ 224065

Part A: Pupil premium strategy plan

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.

Common barriers to learning for disadvantaged pupils may include:

- less support at home
- weak language and communication skills
- lack of confidence
- more frequent behaviour difficulties
- attendance and punctuality issues
- a lack of money to pay for even the essential equipment required and the extra-curricular activities that others may take for granted

There may also be complex family situations that prevent children from flourishing. The challenges are varied and there is no “one size fits all” plan for support.

Our ultimate objectives are:

- to eliminate the attainment gap between disadvantaged and non-disadvantaged pupils at Swanmore College
- for all disadvantaged pupils in school to meet or exceed nationally expected progress
- for all disadvantaged pupils to access the rich extra-curricular provision on offer and be well-rounded individuals who achieve their ambitions and flourish in life

We aim to do this through:

- frequent monitoring of qualitative and quantitative data to ensure accurate and timely identification of pupils in need of support

- ensuring that teaching and learning opportunities meet the needs of all the pupils and that, where pupils have specific needs, these are addressed through high quality, evidence-based interventions led by appropriately trained staff
- ensuring all vulnerable learners are ready to learn through access to a breakfast club, equipment and uniform provision and a homework club
- close monitoring of attendance at extracurricular provisions along with promotion and support to increase the attendance of vulnerable learners
- ensuring that vulnerable learners have access to frequent and high-quality careers and associated opportunities such as attendance at careers fairs and college open days
- Support pupils through the college applications and personal statements
- Support through the year 9 option process
- ensuring that vulnerable learners have access to high quality pastoral and mental health support
- 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 means that not all children receiving free school meals will be in receipt of Pupil Premium interventions at one time

Achieving these objectives:

The range of provisions available at Swanmore College include but are not limited to:

- frequent monitoring and intervention of progress and needs from Heads of Departments and Heads of Year (PIPs)
- literacy and numeracy support which includes in-class support and small group withdrawal
- academic mentoring for pupils (20-20 mentoring)
- running a breakfast club to ensure vulnerable learners are prepared for the day

- tracking and monitoring attendance to provide intervention and support where a need is identified
- frequent contact and support with parents regarding uniform, equipment, extra-curricular activities, trips and revision resources
- providing laptops to support with access to homework and remote learning
- providing priority access to careers support

Challenges

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

Challenge number	Detail of challenge
1	Staff awareness of disadvantaged learners and strategies for success
2	Low literacy levels in KS3 & KS4
3	Overall progress of disadvantaged pupils is lower than non-disadvantaged at KS4
4	Attendance of disadvantaged pupils is below that of non-disadvantaged
5	The involvement of disadvantaged pupils in extracurricular activities and trips
6	Cultural capital shortfall for some disadvantaged pupils because of a lack of funding from home, and sometimes a lack of extensive vocabulary
7	Limited parental engagement in school and learning resulting in reduced homework completion, a lack of readiness for the school and, for some, reduced ambition

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
<p>Progress in English: Disadvantaged pupils achieving at least in line with, or above, national progress measures in English at KS4</p> <p>Progress in KS3 English for disadvantaged pupils is or above their expected attainment</p>	<p>Rigorous testing process in place to identify any needs for intervention</p> <p>Disadvantaged achieve at least in line with national levels.</p> <p>Reading scores show a reduced gap between disadvantaged and non-disadvantaged pupils</p>

	<p>Evident increase in knowledge of key skills in literacy shown through low level stakes in-class assessments, key skills starters, formal regular assessments and public examinations</p> <p>Pupil voice shows increased confidence and enjoyment in English</p>
<p>Progress in Maths: Disadvantaged pupils achieving at least in line with, or above, national progress measures in Maths at KS4</p> <p>Progress in KS3 Maths for disadvantaged pupils is or above their expected attainment</p>	<p>Gap between disadvantage and non-disadvantage pupils is 0.0</p> <p>Disadvantaged achieve at least in line with national levels.</p> <p>Rigorous testing process in place to identify any needs for intervention</p> <p>Evident increase in knowledge of key skills in numeracy shown through low level stakes in-class assessments, key skills starters, formal regular assessments and public examinations</p> <p>Effective use of key skill starters in maths support lessons.</p> <p>Pupil voice shows increased confidence and enjoyment in mathematics</p>
<p>Extracurricular:</p> <p>Disadvantaged pupils are fully engaged and participating in the extra-curricular activities</p>	<p>Prioritised places are available on trips for disadvantaged pupils to ensure fair access.</p> <p>Monitoring of extra-curricular activity attendance to show that at least 20% of attendees are disadvantaged.</p> <p>Activity leads are aware of the need to promote disadvantaged attendance and promote/invite/prioritise disadvantaged pupils.</p>
<p>Ready to Learn:</p> <p>Disadvantaged pupils are punctual, equipped and ready for school</p>	<p>Affordable uniform with financial support available for disadvantaged pupils.</p> <p>Equipment, such as stationary, GCSE subject specific equipment provided to disadvantaged pupils where needed.</p> <p>Parents of disadvantaged pupils are aware that they have access to financial support to assist with purchasing equipment and resources.</p> <p>Tutor equipment checks to show that disadvantaged pupils are equipped for the school day in line with non-disadvantaged pupils.</p> <p>Disadvantaged pupils have access to breakfast club, are punctual and have energy for their day.</p>

<p>Attendance: Covid national average Disadvantaged pupils' attendance meets the school's attendance target: above the national average</p>	<p>The attendance of disadvantaged pupils meets the schools target of above national average</p> <p>PP lead meets regularly with the Attendance Officer and have a clear plan in place for pupils with low attendance.</p> <p>Staff are aware of difficulties that may impact disadvantaged pupils and have plans in place to support these.</p>
<p>Exclusion: Disadvantaged pupils are not disproportionately excluded from school/lessons</p>	<p>PP Leads regularly monitors exclusion data and works with key pupils and staff to ensure these pupils are accessing support and able to remain in lessons with enjoyment and are progressing.</p> <p>Disadvantaged pupil exclusion data is equal to or lower than that of non-disadvantaged pupils and lower than national.</p> <p>Staff are aware of difficulties that may impact disadvantaged pupils and have plans in place to support these.</p>
<p>External Alternative Provision: Disadvantaged pupils are not disproportionately receiving alternative provision</p>	<p>PP Lead regularly monitors behaviour data and works with key pupils and staff to a) ensure these pupils are accessing support, and b) interventions are put in place before pupils are placed in alternative provision</p>
<p>Parental Engagement: Parent/carers of disadvantaged pupils are engaged in school, aware of their child's learning and understand how to support their child</p>	<p>The attendance of disadvantaged parents/carers at Parents' Evenings is at or above that of non-disadvantaged pupils.</p> <p>Parent/carers surveys show engagement and satisfaction with the school and school life</p>

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: £ 102597

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Head of department Closely monitors and intervenes where the progress of disadvantaged pupils is below that of non-disadvantaged pupils or below that of their expected attainment pathway (£10,500)</p>	<p>“Good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils.” EEF guide to the Pupil Premium</p> <p>Head of department promotes positive engagement and teaching strategies with disadvantaged pupils.</p> <p>Heads of department track disadvantaged pupils’ progress and liaise with PP lead to help signpost needs for targeted intervention.</p> <p>“Evidence consistently shows the positive impact that targeted academic support can have”</p>	1,2,3
<p>Head of Year Closely monitors and intervenes where the progress of disadvantaged pupils is below that of non-disadvantaged pupils or below that of their expected attainment pathway (£6000)</p>	<p>Head of year promotes positive engagement with disadvantaged pupils.</p> <p>Heads of departments track disadvantaged pupils’ progress and liaise with PP lead to help signpost needs for targeted intervention.</p> <p>“Evidence consistently shows the positive impact that targeted academic support can have”</p> <p>Heads of year meet termly with disadvantaged pupils to review and set academic targets.</p>	1,2,3,4
<p>Smaller class sizes: Increase the number of teaching sets in core subjects at KS4 which reduces class sizes (£50000)</p>	<p>Reducing class size is an approach to managing the ratio between pupils and teachers, as it is suggested that the range of approaches a teacher can employ and the amount of attention each student will receive will increase</p>	1,2

	as the number of pupils per teacher becomes smaller.	
<i>Dedicated disadvantage HLTA at KS4 English (£2142)</i>	This model was used last year to support Year 11 and tracking showed significant gains in GCSE grade	2,3,4
<i>Literacy Coordinator promotes literacy, provides staff CPD and monitors and supports reading intervention (£8366)</i>	Reading is a key determiner for academic success. Closing the reading gap leads to improved confidence, engagement and greater outcomes	2,3
Pupil Premium Leadership and management The teacher in charge of SEND and the PP lead work together to identify any staff who would benefit from further CPD to support the learning of vulnerable pupils (£25589)	“Good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils.” EEF guide to the Pupil Premium Staff who feel skilled and confident in leading an intervention will see better progress from the pupils. We hope to see Learning mentors & TAs becoming more confident with monitoring and evaluating the interventions which take place and enabling them to evaluate which strategies lead to good progress and how this is measured	1,2,3,6

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

Budgeted cost: £ 56574

Activity	Evidence that supports this approach	Challenge number(s) addressed
Springboard Tutor: Small group support maths classes taught by maths teachers (£11420)	Small group tuition teaching strategy from the EFF teacher toolkit. “The average impact of the small group tuition is four additional months’ progress, on average, over the course of a year. Evidence shows that small group tuition is effective and, as a rule of thumb, the smaller the group the better.”	2,3,4
Springboard Tutor: Small group support English classes taught by English teachers (£19427)	Small group tuition teaching strategy from the EFF teacher toolkit. “The average impact of the small group tuition is four additional months’ progress, on average, over the course of a year.	2,3,4

	Evidence shows that small group tuition is effective and, as a rule of thumb, the smaller the group the better.”	
Homework and catch - up support available after school through the Pupil Centre (£1455)	Homework strategy from the EEF teacher toolkit “Homework has a positive impact on average (+ 5 months), particularly with pupils in secondary schools.”	2,3,4,5,6,7
1 to 1 homework support between targeted pupils (£2142)	Homework strategy from the EEF teacher toolkit “Homework has a positive impact on average (+ 5 months), particularly with pupils in secondary schools.”	2,3,5
PP PIPs (Pupil Inclusion Plans) termly review meetings (£22130)	Time for ongoing professional dialogues regarding further support for those pupils will help to keep this a priority. There is a collected responsibility for disadvantaged pupils’ progress in order to make accelerated progress. Staff will know who they are, their barriers to learning, and any strategies needed to meet their educational and emotional needs	1,2,3,4,5,6,7

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

Budgeted cost: £ 64894

Activity	Evidence that supports this approach	Challenge number(s) addressed
Careers’ mentoring (£2500)	The Gatsby Benchmark sets out a framework of eight guidelines about what makes the best careers’ provision in schools and colleges	4,6
Attendance officer closely monitors and supports disadvantaged pupils’ attendance (£3734)	Highlight any attendance issues of disadvantaged pupils quickly so that early intervention can be put in place by the Head of Year.	2,3,4,5,6
Head of Year and Tutor monitor and support the attendance, engagement, and readiness to learn of disadvantaged pupils. (£6000)	<p>“Interventions may well be one part of an effective Pupil Premium Strategy, they are likely to be most effective when deployed alongside efforts to attend to wider barriers to learning, such as attendance and behaviour.”</p> <p>Behaviour interventions strategy from the EEF teacher toolkit.</p>	1,2,3,4,5,6,7

Family Liaison Worker (£5798)	Support the family of any PP disadvantaged pupils to improve attendance	3,4
Other extra-curricular clubs and trip support. (£6113)	“Findings from previous research suggest extracurricular activities are important in developing, soft (especially social) skills as well as being associated with a range of other positive outcomes (e.g. achievement, attendance at school). We found from our analysis that extra-curricular activities – specifically music classes and playing a wide range of sports – are important predicting intentions to remain in education after compulsory schooling.” Social Mobility Commission research	4,5
Equipment, uniform and subject supplies. (£18887)	Removing potential barriers to participation increases attendance	2,3,4,5
Other Support: Breakfast club Alternative provision Data Management Finance Management Technology (£12862)	Tracking and monitoring progress to implement interventions effectively. Removing barriers to participation increases attendance	1,2,3,4,5,6,7
PP Recovery Premium: GL assessment tool (£9000)	CAT tests, Pass testing & Reading and Maths assessments	2,3,

Total budgeted cost: £ 224065

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 2020 to 2021 academic year.

Outcomes

KS4 Average Points Score						
Year 11	English	Maths	Science	Biology	Chemistry	Physics
PP	5.04	4.78	3.73	6.73	5.73	6.4
Non-PP	6.07	5.81	4.78	7.28	6.47	6.85
Gap	-1.03	-1.03	-1.05	-0.55	-0.74	-0.45

Analysis of results

- Disadvantaged pupils underperform in English, Maths and Science when compared to others nationally
- High-ability disadvantaged pupils underperform the most

Next Steps

- Targeted intervention in Core subjects for those below expected progress
- 20-20 mentoring for all disadvantaged pupils
- 6 week Intensive intervention support in year 7 & 8 for pupils with low literacy and numeracy skills
- Targeted reading intervention to be delivered half termly for pupils with reading age below chronological age

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
Hegarty Maths	Hegarty
Kerboodle	Oxford University Press
GL Testing	GL
LEXIA	Lexia Learning
Educake	Educake
Doddle	Doddle learn
GCSE Pod	GCSE Pod
Timetable rock stars	Timetable rock star

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year? (£7,750)	<p>As most of the parents have settled in the locality, our pupils are not usually affected by constant changes in curriculum, so our support is mostly pastoral for deployments. DHOYs raise awareness throughout the College to ensure the teachers are aware that there might be an emotional response to the household disruption.</p> <p>A Service Premium Liaison who has experience as a Service child and a Service wife and so can relate to the Service pupils.</p>

<p>What was the impact of that spending on service pupil premium eligible pupils?</p>	<p>The 23 students access 13 of the clubs offered by school.</p> <p>100% of Y11s were interviewed for their 6th Form college choices and offered support for their personal presentations. All were accepted by their 1st choice.</p> <p>Attendance of Service pupils: 95.43%</p> <p>The average spending on a Service Premium student in the lockdowns of 2020-21 was £26.36 in comparison to the normal yearly average of £86.</p>
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Further information (optional)

Targeted Support				
	Challenge and Desired outcome	Chosen approach	Review and Impact	Next Steps
A	<p>Low Levels of Literacy</p> <p>➡ High levels of progress in literacy for pupils eligible for PP in Years 7 to11.</p> <p>Literacy Lead</p>	<p>1:1 and small group intervention in the Accelerated Reader classes.</p> <p>100% of pupils eligible for PP meet expected progress targets and 50% exceed expected progress targets, closing the gap on their peers. Non-PP pupils will also make expected progress. This will be measured by a standardised reading test carried out in September, January and July and written English - assessments in November, March and June.</p>	<p>Our new Accelerated Reader approach for Years 7 and 8 worked well until the Covid lockdowns occurred. Testing on the GL NGRT progress report indicated that our high ability pupils did considerably better than the national average scores, our middle ability students did slightly worse and our lowest ability children performed a little better than the national average score.</p>	<p>To improve the literacy and reading scores of our middle-ability students through greater 1:1 interventions and Springboard Tutors and greater training for teachers in Twilight sessions.</p>

<p>B</p>	<p>High Anxiety in exams ➔ Reduced Anxiety and improved confidence to access exams BEN and SE</p>	<p>All KS4 pupils, entitled to exam concessions, will meet or exceed expected progress in internal and external exams. All KS4 pupils will be screened for eligibility, and be trained to use Exam Concessions. 100% of pupils eligible for PP, and eligible for Exam concessions, will meet or exceed expected progress in internal or external exams.</p>	<p>Diagnostic tests were purchased from GL to ensure screening could take place for exam concessions. 51 students were selected from their teacher and HOY nominations and took the Exact screening test. Of these, 40 went on for further testing and were granted exam concessions.</p>	<p>To continue the system currently in place but also add to it the Exact screening test for all PP Year 9s in order to ensure early identification of those needing concessions.</p>
<p>C</p>	<p>Poor social and emotional skills in Y7-11 (some eligible for PP) leading to negative behaviour affecting PP and non-PP pupils ➔ Good emotional and social skills leading to better behaviour and less disruption BRN</p>	<p>Appropriate social and emotional programmes of intervention will be delivered to reduce instances of negative behaviour. Fewer sanctions to be recorded on SIMS (without changing recording practices or standards).</p>	<p>Fewer sanctions were given for bad behaviour, but the lockdown means that the data is not across the whole year and so cannot be reasonably compared. The Hub and the procedures in place after this are believed to have brought down the numbers, but again the figures are not for the whole year.</p>	<p>To have a year's full data to make a proper comparison of figures and analyse the efficacy of the social programmes, the Hub and other measures put in place.</p>

D	<p>D . Low levels of attainment for lower-ability students ➡ Improved pupil progress for low attaining learners. FLW and AO</p>	<p>100% of Low attaining learners will close the gap, achieving or exceeding progress in line with their peers.</p>	<p>It was noted that Lockdown affected the low-ability students the most. As such, there was not the improvement in the gap between low ability PP pupils and those who were not PP.</p>	<p>To encourage attendance to ensure lessons are not missed and raise the gap by this and the springboard tutor interventions and PP HLTA interventions.</p>																														
E	<p>Increased attendance rates for pupils eligible for PP. FLW and AO</p>	<p>Reduce the number of persistent absentees to 10% or below. Overall attendance among PP students improves from 92% to 95% in line with non-PP pupils.</p>	<table border="1"> <thead> <tr> <th>ALL non-PP</th> <th>94.37%</th> <th>ALL PP</th> <th>89.31%</th> <th>Discrepancy</th> </tr> </thead> <tbody> <tr> <td>Year 7</td> <td>96.23%</td> <td>Year 7</td> <td>92.12%</td> <td>-4.11%</td> </tr> <tr> <td>Year 8</td> <td>94.97%</td> <td>Year 8</td> <td>92.97%</td> <td>-2.00%</td> </tr> <tr> <td>Year 9</td> <td>94.34%</td> <td>Year 9</td> <td>87.32%</td> <td>-7.02%</td> </tr> <tr> <td>Year 10</td> <td>93.95%</td> <td>Year 10</td> <td>86.20%</td> <td>-7.75%</td> </tr> <tr> <td>Year 11</td> <td>90.75%</td> <td>Year 11</td> <td>85.99%</td> <td>-4.76%</td> </tr> </tbody> </table>	ALL non-PP	94.37%	ALL PP	89.31%	Discrepancy	Year 7	96.23%	Year 7	92.12%	-4.11%	Year 8	94.97%	Year 8	92.97%	-2.00%	Year 9	94.34%	Year 9	87.32%	-7.02%	Year 10	93.95%	Year 10	86.20%	-7.75%	Year 11	90.75%	Year 11	85.99%	-4.76%	<p>There have been many occurrences of COVID amongst the students with the mandatory 10 day isolation period. This has improved with the recent introduction of the daily LFT testing. Anxiety has also played a part in the return to school figures for last year. The FLW and the Attendance Lead will continue to monitor and chase up the persistent absentees.</p>
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F	<p>F . Improving the incorporation of defined ideas and sophisticated vocabulary. EGN</p>	<p>Decrease the gap between those who use sophisticated language on a daily basis and those who do not.</p>	<p>The English Department noted a decrease in the vocabulary of many PP and non-PP students during all the lockdown periods as less social conversation was taking place in which to improve the sophisticated use of words in essays.</p>	<p>Greater intervention through the teaching of stem words and word families in all subjects.</p>																														