Swakeleys School for Girls Pupil Premium Strategy Statement 2026-2027

This statement details our school's use of pupil premium funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Swakeleys School for Girls
Number of pupils in school (Year 7-11)	1168 / 359 (PP)
Proportion (%) of pupil premium eligible pupils (7-11)	31%
Academic year/years that our current pupil premium strategy plan covers **(3 year plan advised)**	2024/2025 - 2027/2028
Date this statement was published	November 2026
Date on which it will be reviewed	September 2027
Statement authorised by	Ms Kelda Stevenson Headteacher
Pupil premium lead	Pat Laguillo Assistant Headteacher
Governor / Trustee lead	Bandhana Jakhu Chair of Trust Board

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	**£378,605**
Recovery premium funding allocation this academic year	N/A
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
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	**£378,605**

Part A: Pupil premium strategy plan

Statement of intent

At Swakeleys School for Girls, we are committed to ensuring that every pupil, irrespective of background or circumstance, makes excellent progress both academically and socially during their time with us. This commitment is at the heart of everything we do as a school.

Year on year, our pupil premium pupils continue to outperform national averages for pupil premium. In January 2026, we received a letter from the Secretary of State for Education congratulating the school on its *"excellent outcomes for disadvantaged pupils at Swakeleys School for Girls for the academic year 2024–2025. Your school's performance places it amongst the very best nationally, and this is a significant achievement."*

We are extremely proud of the excellent achievement and progress of our disadvantaged students. Our validated 2024 Progress 8 data shows that our Pupil Premium cohort achieved +0.49, compared to +0.64 for all pupils. For Attainment 8 (2026), our whole cohort scored **57.3**, while our Pupil Premium students achieved **45.6**. This is well above the national average for Pupil Premium students, which was **34.9 in 2025**, demonstrating that our pupil premium cohort continues to perform strongly. Our ambition this year is to focus on the achievement of our disadvantaged cohort and for the gap between our disadvantaged and non-disadvantaged in school to be reduced. Whilst we are pleased that our disadvantaged cohort performs consistently higher than national disadvantaged, we do have an in-school gap that we want to address. We will continue to closely monitor the achievement of our disadvantaged students so that they all, regardless of background or the challenges they face, continue to make excellent progress and achieve highly across the full curriculum.

The focus of our pupil premium strategy is to identify and understand the specific challenges faced by our vulnerable pupils and to respond with targeted, effective support. Each year, we continue to identify and understand what the individual barriers to learning are for every pupil premium pupil. This analysis informs our strategy and is designed to meet the needs of our all pupils and maximise their outcomes.

We firmly believe that high-quality teaching and learning for all pupils has the greatest impact on closing the disadvantage attainment gap, as outlined in the EEF Guide to the Pupil Premium. This approach also benefits non-pupil premium pupils. As such, ensuring that staff are well trained to deliver consistently high-quality lessons across all curriculum areas is a key priority. High expectations underpin our practice, and all pupils are challenged appropriately in their learning.

Our pupil premium strategy is fully integrated into wider whole-school education plans. Curriculum areas are invited to bid annually for additional funding to support pupils. This support is targeted at both disadvantaged and non-disadvantaged pupils to ensure equity of opportunity and sustained academic success.

Specific desired outcomes relevant to Swakeleys School for Girls include:

1) **Digital Access and Equity**
   To review and refine the whole-school ICT strategy in order to identify and implement processes that effectively close the digital divide for pupil premium pupils.
2) **High-Quality Teaching and Learning**
   To embed consistently high standards of teaching and learning across the school through the implementation of targeted strategies, including calendared TeachMeets with a clear pedagogical focus and to further develop the use of progress teaching to support teaching and learning.
3) **Literacy and Reading**
   To improve the reading ages and literacy outcomes of pupil premium pupils through a coherent whole-school reading strategy.
4) **Numeracy**
   To improve numeracy outcomes for pupil premium pupils by developing a coherent whole-school numeracy strategy and raising the profile of numeracy across the school.
5) **Behaviour and Engagement**
   To reduce behaviour-related incidents for pupil premium pupils, including call-outs, alternative provision placements and exclusions, by increasing engagement and support through the expansion of the school's mentoring team.
6) **Curriculum Pathways**
   To explore and implement alternative curriculum pathways for harder-to-reach pupils, including provision such as Academy21, structured work experience opportunities and, where appropriate, reduced timetables.
7) **Parental Engagement**
   To increase meaningful parental engagement across the school, with a particular focus on families who are harder to reach, in order to strengthen home–school partnerships.
8) **Attendance**
   To closely monitor attendance of pupil premium pupils and implement targeted strategies to reduce and close the attendance gap between pupil premium and non-pupil premium cohorts.
9) **White British Pupils**
   To improve the attainment and progress of White British pupil premium pupils and reduce the gap between this group and other pupil premium pupils.

Challenges

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

Challenge number	Detail of challenge
1	Feedback from our pastoral and safeguarding teams showed that some of our pupil premium students lack access to sufficient resources and study spaces during periods of revision and home study. The school has provided pupils with Chromebooks and wireless internet dongles for those who request a need but this is something that needs to be continuously reviewed

<table>
<tr><td></td><td>to ensure that the digital divide does not negatively impact on our disadvantaged cohort.</td></tr>
<tr><td>2</td><td>
<table>
<tr><th colspan="5">2026 (unvalidated data)</th></tr>
<tr><th></th><th>DA</th><th>Other (all)</th><th>National DA (2025 EM headlines</th><th>Sw DA vs Nat DA</th></tr>
<tr><td>EM 9-5%</td><td>50%</td><td>73% (68%)</td><td>26%</td><td>+24%</td></tr>
<tr><td>EM 9-4%</td><td>62%</td><td>90% (84%</td><td>43.8%</td><td>+18.2%</td></tr>
<tr><td>A8</td><td>45.14</td><td>60.84 (57.32)</td><td>37.1%</td><td>+8.04</td></tr>
<tr><td>A8 En</td><td>5.1</td><td>6.4 (6.13)</td><td>4.2%</td><td>+0.9</td></tr>
<tr><td>A8 Ma</td><td>4.1</td><td>5.8 (5.46)</td><td>3.6%</td><td>+0.5</td></tr>
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The data above highlights the strong performance of our DA students when compared with DA students nationally. We are keen to build on this positive trend. Our key focus and ambition this year is to address the gap between our DA and non-DA students within school, ensuring that we continue to raise outcomes and maximise the achievement of all our DA students.

This will be achieved through high-quality professional development, with INSET and training embedded within calendared meetings. Opportunities for staff development will include regular TeachMeets, lesson observations and learning drop-ins, ensuring continuous improvement in classroom practice across the school. Pen portraits will also be embedded across the school to enable staff to understand the backgrounds and needs of each disadvantaged student.</td></tr>
<tr><td>3</td><td><u>2026-2027</u>

Baseline assessments, KS3 data, observations and discussion with KS3 pupils indicate that disadvantaged pupils generally have lower levels of reading comprehension and literacy skills than their peers. The average reading age of our pupil premium cohort in Year 7 this year (2026-2027) is 11 years and nine months compared to 12 years and 3 months for ‘other’ pupils in the year group.

In Year 8 the average reading age of our pupil premium students is 12 years and 2 months compared with an average of 12 years and 9 months for ‘other’ students in that year group. This creates a barrier for learning for our disadvantaged cohort and consequently can impact their progress in all subjects. A clear and effective literacy strategy focused on reading and comprehension to continue to support these targeted pupils.</td></tr>
<tr><td>4</td><td>Previous behaviour data has highlighted a disproportionate level of behaviour incidents, alternative provision sanctions and suspensions among PP students. Addressing this gap remains an important priority, with a</td></tr>
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	particular focus this year on ensuring that PP students are supported to engage positively with school and experience success. The appointment of a new DHT for Praise and Reward provides an important opportunity to strengthen our approach to positive behaviour, consistency and early intervention, with a particular focus on reducing the gap between PP and non-PP students.
5	The school recognises the importance of excellent attendance for all students. Attendance for pupil premium students is 89% which is 2.96% above the mixed national average and very positive. There is a however a 4% gap between pupil premium students and non-pupil premium students and white British pupil premium students are a target cohort in our attendance strategy.
6	Parental engagement continues to be a challenge. We would like as many of our parents as possible, especially those from disadvantaged families, to attend key events such as the parental engagement evenings and online parents' evenings. The school would like attendance to parents' evening to be over 90%. Pupil premium families will be targeted for attendance and their attendance reported on after each Parents' Evening event.

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
1. For our disadvantaged pupils not to face barriers to learning concerning inadequate access to technology.	Successful implementation of our new IT strategy to improve the user experience of all pupil including pupil premium and identify a more effective process to close the digital divide. All pupil premium pupils who require a personal device / and or internet connection when at home studying, are supported with this. This will be audited through FTs (1-1 monitoring day, progress meetings, TAP meetings, pen portraits) arranged by ICT and Director of Operations and Compliance for the school. USING DIGITAL TECHNOLOGY TO IMPROVE LEARNING
2. Sustain or further improve the progress of our disadvantaged pupils through consistently high quality teaching and learning.	For pupil premium progress outcomes to be in line with 'other' national outcomes and there is no significant gap at KS4. Continued development and implementation of Progress Teaching to support the quality assurance of lessons and demonstrate high levels of engagement and challenge.

	Continued delivery of TeachMeets to further improve the quality of our teaching and learning benefitting all pupils including our disadvantaged cohort. Data analysis for our pupil premium cohort happens during every data drop at KS3 & KS4 and is used to identify and address gaps in learning. This is then followed up and addressed via Progress Meetings (Yr7-10) & TAP meetings (Yr11).
3. For our disadvantaged pupils to be fully supported to develop their reading comprehension and overall literacy skills at KS3 and for them to be able to read to an age-appropriate level of fluency.	Baseline reading assessments take place for all pupils at the start of each academic year. This includes Access Reading Tests (ARTs) and Sparx Reading assessments, which have been rolled out across Years 7–10. These assessments provide consistent assessment, robust year-on-year data and support the development of reading for pleasure. Assessment information is shared with the Literacy Coordinator and class teachers to identify pupils whose reading age is two or more years below their chronological age and to inform appropriate interventions. The baseline data is used to identify pupils requiring additional literacy support. Those students with a reading age below nine years upon entry are supported by our SEND department. Students receiving literacy support are retested at the end of each intervention cycle (termly). This includes selected pupils, predominantly from our disadvantaged cohort, to monitor progress and evaluate the impact of intervention. There should be a measurable improvement in pupils' reading ages. They should be better able to access reading materials in lessons, with progress broadly in line with that being made by their peers. Teachers should also be able to recognise this improvement through lesson engagement and book scrutiny.
4. To achieve and sustain improved behaviour statistics for all our pupils, particularly our disadvantaged pupils.	For the analysis of our behaviour data to indicates a reduction in the percentage of call-outs, AP1 and AP2 sanctions of our PP students. We would like to monitor our behaviour data carefully and see an improvement when comparing outcomes for disadvantaged and non-disadvantaged pupils against figures from the previous academic year. The continued exploration of alternative pathways for a small cohort of harder-to-reach Pupil Premium students will further support this positive trend. The DHT Behaviour will continue to develop appropriate provision, including work experience opportunities, off-site direction such as Academy21

	and other local schools. We follow tailored curriculum path-ways for selected students using "the bridge" room we have in school.
5. To achieve and sustain improved attendance for all our pupils, particularly our disadvantaged pupils.	Attendance data that shows our pupil premium pupils have high attendance that is in line with the whole school. For issues affecting the attendance of our pupil premium pupils to be identified and addressed effectively to ensure that pupils are in school feeling safe. This is happening through form tutor 1-1 conversations, pupil voice and ensuring that they have a trusted adult in school that they can speak to. YLC's will allocate specific pupils for weekly attendance mentoring. Intervention through the newly appointed family liaison officer will work closely with families to support and encourage attendance to school.
6. To improve engagement with all parents in the community but especially our disadvantaged parents. This will support the participation and engagement of our pupil premium students in extra- curricular opportunities and enrich their school experience.	For attendance at parents evenings to be 90% or more for all families including those our disadvantaged families. For attendance to our Parental Engagement evenings to be as well attended by our pupil premium families when compared to our 'other' families YLC's / FT's to build positive relationships with families and maintain regular contact through phone calls, emails and texts. This will build up trust between families and the school. A few examples of the strategies we use include family events like the Winter Bazaar, Community Iftar, family breakfast mornings and postcards home.

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: £127,752

Activity	Evidence that supports this approach	Challenge number(s) addressed
Two dedicated pastoral assistants form part of the pastoral team. A Family Liaison Officer (FLO) and a safeguarding officer FLO will work with our hard to reach families and on home visits.	EEF Teaching and Learning toolkit: Supports that view that behaviour interventions do have a positive impact through increased time that pupils have for learning (+3 months). Using the FLO and PSAs frees up the time year learning coordinators spend on dealing with	4, 5, 6

This is new capacity and a new project helping families overcome barriers that prevent attendance and engagement with school, and providing support and signposting to local services. They will also lead our Young Carers programme which involves many of our disadvantaged families.	behaviour issues and can focus more on academic achievements of their year groups. EEF also supports the view that mentoring interventions have a positive impact in improving academic outcomes for pupils. EEF Evidence: Mentoring Meetings (+2 Months)	
Mentoring meetings offered through the pastoral support team. To look at the number of meetings that take place annually and what % are with our PP cohort.		4, 5, 6
Literacy Coordinator Literacy Festival / World book day Improving literacy in all subject areas through whole school literacy approach Accelerated reading programme and paired reading programme to start with targeted pupils.	EEF Teaching and Learning toolkit: The need to improve disciplinary literacy across curriculum with all subjects teaching Tier 2/3 vocabulary. Whole school reading comprehension strategies have a positive impact of learning (+7 months) over the course of the year. For Literacy coordinator and Director of English to continue to lead on some CPD strategies with whole staff by on literacy.	3, 6
Staff CPD based on latest educational pedagogy– including regular calendared TeachMeets for all teaching staff. Development of meta- cognition and self-regulation strategies for students and to have this as a focus during one of our teachmeets sessions.	EEF School improvement planning Continued professional development for staff is essential for consistent and high quality teaching and learning. This will ensure that staff are able to embed the most effective strategies to raise attainment for disadvantaged pupils. If pupils are engaged and enjoy lessons, they are also more likely to attend school. EEF Teaching and Learning Toolkit Metacognition and self -regulation – high impact of +8 months	2 & 5
Curriculum and Pastoral resources (equipment, celebration assemblies, revision resources, rewards, prom ticket etc)	Research shows that families from disadvantaged backgrounds face greater financial pressures than other families. They are often unable to afford the same	1 & 6

YLCs / FTs and CLs to identify pupils who may require specific financial support.	resources putting their children at a disadvantage. Providing these resources such as breakfast club, revision guides, text books and paying for tangible rewards to motivate pupil, ensures that ensures equal access and opportunities for higher outcomes. https://www.jrf.org.uk/uk-poverty-statistics/overall-poverty-rates-for-children-working-age-adults-and-pensioners	
Unifrog – careers package purchased for all pupils Supply of independent careers advisory service (Learning to Work)	The DFE have made it statutory guidance for schools to have a duty of care to provide careers guidance. The Careers and Enterprise Co. have published reports that support the importance of effective careers interventions for disadvantaged young people.	1,2,6
Purchase of Chrome books and wireless internet dongles To conduct a survey to ensure that those who need the resources the most have access to them	EEF Teaching and Learning toolkit: Consider how the use of digital technology can support and improve attainment.	1

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

Budgeted cost: £69,601

Activity	Evidence that supports this approach	Challenge number(s) addressed
Curriculum Intervention Small group intervention by subject teachers to support June Exams – happening across a wide range of subjects	EEF Teaching and Learning Toolkit: The average impact of small group tuition is 4 additional months' progress, on average, over the course of a year.	1,2,3

	DFE's advice to deliver a recovery curriculum to close gap created by the lockdown.	
Maintaining smaller class sizes in core subjects for our weaker and disadvantaged pupils` This support happens with our maths and English cohorts, especially at KS4.	EEF Teaching and Learning Toolkit: Reducing class size has a small positive impacts of +1 month, on average.	1,2,3
Easter School Programme for all subjects for pupils in KS4	EEF Teaching and Learning Toolkit: The average impact of small group tuition is 4 additional months' progress, on average, over the course of a year.	1,2,3,6
Music Tuition for PP students	EEF Teaching and Learning Toolkit: We will offer 10 funded music places a year for our PP students through Hillingdon Music Service. Music education is proven to have a positive impact on: • Academic achievement • Confidence and self-esteem • Attendance and engagement • Memory and attention. • Social skills and wellbeing Arts participation (+3 months)	1,2,3,6
Brilliant Club for KS3,KS4 & KS5	The Scholars Programme report significantly higher levels of self-efficacy for university-style learning, compared to pupils who did not take part in the programme. The programme focuses on targeting disadvantaged pupils.	1,2,3,6
Attendance mentoring for all pupils under 95% including those who are disadvantaged.	EEF Teaching and Learning toolkit: Numerous DFE publications highlight the importance	5, 6

	between attendance statistics and academic achievement.	
Sparx reading programme rolled out across whole school (improving student reading ages). Literacy strategy to support the development of critical reading skills necessary for all students to access the full curriculum. Paired reading programme for KS3 (literacy initiative)	EEF Teaching and Learning toolkit: Reading comprehension strategies support pupils to comprehend the meaning of what they are reading. The strategies focus mainly on language comprehension, i.e. how to access the meaning of the ideas expressed in the text. The need to improve disciplinary literacy across curriculum with all subjects teaching Tier 2/3 vocabulary The average impact is +7 months over the course of a year.	2, 3
Educational trips for PP pupils (revision conferences, theatre trips GCSE drama, art exhibitions, STEM etc)	Higher level of pupil engagement and increased attainment	6
Subscriptions to platforms such as Seneca to support learning across all GCSE subjects.	DFE's advice to deliver a recovery curriculum to close gap created by the lockdown. EEF Teaching and Learning Toolkit Metacognition and self - regulation – high impact of (+8 months)	1, 6
HWK Club after school run and supervised by TA's. Access to the LRC to complete hwk each day after school.	EEF Teaching and Learning toolkit Homework has the impact on average of an additional (+ 5 months) over the course of a year.	1,6
Widening participation work inviting departments to work collaboratively so that careers are linked to each curriculum area. Collaboration with many Universities including our local one to raise aspirations and encourage pupils to apply to University	The Careers and Enterprise Co. have published reports that support the importance of effective careers interventions for disadvantaged young people. To meet aspiration about careers, University and further education pupils often require	6

	good educational outcomes. Raising aspirations is therefore often believed to incentivise improved attainment. EEF Teaching and Learning toolkit	

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

Budgeted cost: £181,252

Activity	Evidence that supports this approach	Challenge number(s) addressed
Place2B services (4 days a week) – counselling services 1-1, small group, self-referrals	EEF Teaching and Learning toolkit Public Health England reports that pupils with better health and wellbeing are likely to achieve better academically. Effective social and emotional competencies are associated with greater health and wellbeing, and better achievement. (+3 months)	4,5,6
The expansion of a pastoral support team including; family liaison officer and one safeguarding support assistant.		
Kevin Hayes revision techniques and stress busting workshops		
FAB - School Activities Days (subsidised for PP students)	Public Health England reports that pupils with better health and wellbeing are likely to achieve better academically.	6
Felix Project	The school works with The Felix Project to provide access to surplus food for families through the school food hub. This support aims to alleviate food insecurity, reduce financial pressures on disadvantaged families and promote pupils' wellbeing.	6
Breakfast Club	EEF Breakfast Club Trial The school provides access to a breakfast club to support all	6

	students wellbeing and readiness to learn. The provision aims to ensure that pupils have access to breakfast at the start of the school day, helping to address barriers associated with food insecurity and supporting positive engagement in learning. (+2 months)	
Parental Engagement evenings & Year 10 Graduation event and parenting courses and workshops	EEF Teaching and Learning toolkit Supports the view by the DFE (2010) that parental engagement has a large and positive impact on children's learning. (+4 months)	6
Review of the Behaviour policy. Appointment of new deputy Headteacher to review and implement new reward and behaviour strategies. (Zero heroes, off -site direction strategies using Academy 21)	EEF Teaching and Learning toolkit The average impact of behaviour interventions is four additional months' progress over the course of a year. Evidence suggests that, on average, behaviour interventions can produce moderate improvements in academic performance along with a decrease in problematic behaviours	4,6
Careers focus fortnight events & additional workshops	EEF Teaching and Learning toolkit The DFE have made it statutory guidance for schools to have a duty of care to provide careers guidance. The Careers and Enterprise Co. have published reports that support the importance of effective careers interventions for disadvantaged young people.	4,5,6

Recreational options including Climbing, Crossfit, Botwell Gym, Zumba classes, Archery, First Aid training	EEF Teaching and Learning Toolkit Physical Activity, there is evidence that this has a small positive impact on academic performance (+2month) but the impact is much wider in terms of mental well-being and other benefits and opportunities.	4,5,6
Uniform support grants	EEF Teaching and Learning Toolkit School Uniform small impact of 1 month	6
Alternative pathways and provision – explore this with some of our most vulnerable pupils to support them better and avoid suspensions and / or permanent exclusion	EEF Teaching and Learning Toolkit Vulnerable pupils struggling with mainstream education receive 1-1 support through Academy21 – online alternative provision. This has been helpful to keep pupils focused and support with their reintegration back at school.	6

Total budgeted cost: £378,605

Part B: Review of outcomes in the previous academic year 2025-2026

Pupil premium strategy outcomes

Impact evidence for effectiveness of our PP Strategy

School Performance Data

	2026			
	DA	**Other**	**National DA (2025 EM headlines**	**Sw DA vs Nat DA**
EM 9-5%	50%	73%	26%	**+24%**
EM 9-4%	62%	90%	43.8%	**+18.2%**
A8	45.14	60.84	37.1%	**+8.04**
A8 En	5.1	6.4	4.2%	**+0.9**
A8 Ma	4.1	5.8	3.6%	**+0.5**

Our disadvantaged students have consistently out-performed national and this can be evidenced above and in the achievement section of our school SEF.

Literacy Impact Headlines 2026

Evidence of implementation, progress and whole-school strategies

Sparx Reader fully embedded Consistent testing, year-on-year data, reading-for-pleasure incentives; 96.8% coverage.	**49.2% reduction** Pupils reading below age 9 fell from 63 to 32.	**78% improved** 129 of 166 monitored intervention pupils improved their reading age.	**93.07% PP functional literacy** 215 PP pupils are now reading at age 9 or above.

Key evidence and impact

Area	Impact
Sparx Reader and assessment	Fully embedded across all year groups. Provides consistent assessment, robust year-on-year data and supports reading for pleasure through incentives. Testing coverage increased to 96.8% (907 of 937 pupils).
Pupils with RA under 9	Pupils reading below age 9 reduced by 49.2%, from 63 to 32 pupils.
Targeted intervention cohort	Within the monitored cohort of 166 pupils, 78% improved their reading age, 53% narrowed the gap with chronological age, and 34.3% moved out of the severe reading deficit category.
Whole-school outcomes	61.08% of tested pupils are now reading at or above chronological age, up from 59.57% in June 2025.
Pupil Premium impact	Of 231 tested PP pupils, those reading below age 9 fell by 40.7% (27 to 16). 93.07% achieved functional literacy and 74.03% are within 24 months of chronological age.
Whole-school literacy ownership	All staff have completed disciplinary literacy training. Curriculum areas explicitly support subject-specific vocabulary, curriculum-specific reading strategies and access to increasingly complex texts, with continued focus on the 176 pupils who remain 24+ months below chronological reading age.

Overall impact: reading provision is now systematic, measurable and increasingly effective in improving access to the curriculum

There was a targeted focus on reading strategies and improvement during the 2025-26 academic year. The Literacy Co-ordinator implemented and supported a range of initiative, including:

- Research and implementation of a whole school reading programme (Sparx Reader)
- ARTS testing for all students Y7-10 to get up to date reading ages and abilities.
- Sparx Reader testing for all students Y7-10 to compare reading data with ARTS
- Literacy INSET for new staff
- Handwriting support for targeted students in Y11-13 to support with exam success
- Literacy house competition

- Weekly literacy focus in form time "Word of the Week"
- Paired reading programme (Y7&Y8) – this group had the opportunity to work with an older student on a weekly basis to practice reading and followed a structured programme. They also were introduced to the new Sparx system purchased by the school as a pilot group approximately 2 months before the whole year groups.

SEND Support

EHCP Booster Sessions (Y7–Y8)

Booster sessions on soft skills such as social skills, executive functioning skills, pre-teaching and well-being. 117 hours over the year.
83% were PP in year groups. All PP pupils made measurable progress in targeted literacy and cognitive skills. Impact also measured by smooth transition (Yr 7), student evaluation and progress with friendships, social situations and organisation.

Reading interventions for Yr 7 students who had a reading age of under 9 years on arrival in yr 7. 9 students in total and 45% of these were PP.
60% of the PP students raised their reading age to above 9 and are no longer in the SEND reading intervention group.

SEND Homework Club

After school interventions (21 students) - 50% of them were PP - 2 hours a week after school to help with homework and or other interventions like social skills, speech and language. This ensured that homework was completed for each week by all students

SEND Trip to Uxbridge College

Trip to Uxbridge College for EHCP students - 7 EHCP students went - 4 were PP - 57% - impact = every student who went is applying to the college as one of their top 3 choices.

English Intervention (KS4)

Classes were run in three intervention blocks during the course of the year.
21 of the 59 PP students were invited to these intervention sessions and attended.

Of the 21 PP students:

- 18 / 21 (86%) attained a 4 in either lang or lit
- 15 / 21 (71%) attained a 5 in either lang or lit
- 13 / 21 (62%) attained a 5+ in both

Easter School Programme (KS4)

194 students attended Easter school for one day or more (84%)

42 of the 59 PP students were invited and attended Easter school (71%).

Maths and numeracy pupil premium impact

Three blocks of targeted Year 11 maths intervention addressed gaps identified through mock examinations, wave assessments and question-level analysis. Of the 26 pupil premium (PP) pupils listed, 23 had recorded attendance. Among the 22 attendees with comparable Year 10 mock and GCSE results, 20 (90.9%) improved by at least one whole grade, with an average gain of 1.36 grades; the remaining two maintained their grade.

At GCSE, 15 of the 23 PP attendees (65.2%) achieved grades 9–4 and seven (30.4%) achieved grades 9–5. These results show progress among pupils accessing targeted support alongside classroom teaching and revision.

Across the full 54-pupil PP cohort, 64.8% achieved grades 9–4, 50.0% achieved grades 9–5 and 13.0% achieved grades 9–7. Securing grades 4 and 5 and strengthening intervention attendance remain priorities.

Maths Easter intervention was attended by 114 pupils, including 22 PP pupils (19.3% of attendees).

Exam packs were also purchased for 51 Year 7 PP pupils, providing access to additional maths resources without families needing to purchase them.

Attendance summary

Pupil Premium Attendance Summary 2025-6

Pupil Premium 7-11 2025-6	89.03
Non Pupil Premium 2025-6	92.9

Year	PP	Non PP
7	92.38	94.58
8	90.87	93.47
9	88.3	92.44
10	90.45	93.06
11	79.24(Impacted by Study leave)	85.28 (Impacted by Study leave)
12	92.85	94.14
13	87.18	91.95

Attendance summary and impact report for 2025/6

The school recognises the importance of excellent attendance for all students. Attendance for pupil premium students is 89% which is 2.96% above the mixed national average and very positive. There is a however a 4% gap between pupil premium students and non-pupil premium students and white British pupil premium students are a target cohort in our attendance strategy.

Interventions include:

- Attendance mentoring for students with attendance below 95%
- Attendance projects like Goal95 and On Track Elite for those in the 90-95% range
- Intensive family support offer
- Form tutor 11 conversations
- Rewards including prize draws and leagues
- Non uniform Friday
- Attendance panels
- EWO Service

Attendance is very positive and well above the mixed national average in all year groups. 36.2% of all students on the attendance mentoring programme (Years 7-11) were pupil premium students and the programme had an impact of +4.6% on attendance of this group. In addition two further attendance programmes were run. Firstly Goal 95 in the spring term - 36.6% of students on the cohort were pupil premium. The impact of this project (Years 7-11) was that 41.6% of students who had been below 95% in the autumn term hit their 95%+ goal in the spring term. Secondly in Year 10 the On Track Elite project ran in the summer term with 31% of the cohort being Year 10 pupil premium students. 69% of students hit their 95%+ goal in the summer term despite being below 95% previously.
Pupil Premium students make up 20.7% of persistent absentees at the school. Within the small cohort of severely absent children however this rises to 40.7% and this remains a target group.

Place2Be Provision Summary 2026/7
35% of students attending Place2Be were pupil premium students
100% of children felt better after coming to Place2Be.

Behaviour and Rewards Impact

Impact evidence for PP Strategy

A range of targeted strategies has strengthened behaviour across the school and had a demonstrable impact on Pupil Premium students. The school's ISDR highlights that suspensions for disadvantaged pupils are significantly below the national average, reflecting the effectiveness

of our well-established systems and preventative and relational approach to supporting students at Swakeleys. The below data is evidence of this from our IDSR

FSM6 - 1 or more suspensions

Year	Cohort	School	National	National distribution banding	Trend	School context
2024/25 (spring term)	321	2.49%	8.60%	Below (sig-)	Not applicable	-
2024/25 (autumn term)	321	3.43%	8.29%	Below (sig-)	Not applicable	-
2023/24 (3 term)	306	2.29%	16.57%	Below (sig-)	No sig change	-
2022/23 (3 term)	303	3.96%	15.16%	Below (sig-)	Not available	-

FSM6 - 2 or more suspensions

Year	Cohort	School	National	National distribution banding	Trend	School context
2024/25 (spring term)	321	1.56%	3.78%	Below (sig-)	Not applicable	-
2024/25 (autumn term)	321	1.25%	3.89%	Below (sig-)	Not applicable	-
2023/24 (3 term)	306	0.33%	9.40%	Below (sig-)	No sig change	-
2022/23 (3 term)	303	2.64%	8.31%	Below (sig-)	Not available	-

There is a marked decrease in PP students requiring Alternative Provision as they progress into upper year groups. While PP placements peak in Years 8 and 9 (accounting for 70.99% of all PP AP placements), this figure drops sharply to 9.92% (13 students) in Year 10 and 3.05% (4 students) in Year 11. This trend highlights that early targeted AP interventions in Key Stage 3 are effectively stabilising students and supporting successful reintegration into mainstream education prior to GCSE years.

A key factor in girls' schools is neurodiversity and masking and we do have students who wait long periods of time to be assessed for SEND needs. Whilst they await being assessed we support these students in school. We ensure that we work closely with our families and this includes focusing on effective transition processes and initial screening, we focus on relationship building with home, we share relevant information with colleagues about individual students and their needs. We ensure we consider reasonable adjustments for students who need them and we continue to explore alternative settings for students including internal spaces such as room 116 and the bridge.

The Zero Hero programme that was introduced in 2024-25 has further embedded a culture of positive behaviour; 23% of those achieving the status were pupil premium students, indicating strong motivation and engagement with our expectations. This was even stronger in our Year 9 cohort where 34 % of students achieving this status were PP. Alongside this, the launch of our reward shop has provided students with a tangible sense of achievement by ex-changing points for prizes. Since its introduction, Pupil Premium students have shown a marked increase in achievement points, with over 10,000 more merits being issued to Pupil Premium students representing an increase of 11%. This demonstrated improved consistency in meeting behaviour expectations and making outstanding progress in lessons.

Our Values Curriculum, delivered during form time, has strengthened students' understanding of the school's core values and how these apply both within school and in the wider community. The opportunity for structured 1:1 conversations with form tutors has helped build stronger, more trusting relationships; staff report that Pupil Premium students are increasingly confident in discussing challenges and reflecting on their behaviour, contributing to earlier intervention and reduced escalation. In 2024-25 there were 954 uniform infringements. The introduction of a uniform shop has seen unform standards improving significantly with only 62 negative incidents linking to uniform for PP students because the uniform shop has removed financial barriers and ensured all students can meet expectations, supporting a more consistent and settled start to learning each day.

Looking ahead, we will closely track the behaviour of Pupil Premium students to identify concerns early and keep pupils fully included in high-quality learning experiences. Following whole-staff training, we are embedding restorative conversations after every behaviour incident. This proactive focus aligns with our school values of being trusting, kind, and respectful, ensuring students know they are cared for while further reducing the reliance on alternative provision sanctions. The school has also begun to work more closely with a wider variety of alternative provision to seek and support students with the most appropriate pathways when needed.

Parental Engagement 2025-2026

Year group	Pupil No's	PP No's	% attendance for Parents Evening	% PP attendance for Parents evening	% attendance parental engagement evening	% PP attendance for Parental Engagement Evening
7	234	54	75% (176)	63% (34)	51.3% (120)	N/A
8	236	72	68% (160)	64% (46)	50% (119) 23% PP (27)	38% (27)
9	237	68	77%	60%	22% (52) 21% PP (11)	16% (11)
10	228	69	72% (165)	65% (45)	36% (82) 21% PP (17)	25% (17)
11	228	54	80.7% (184)	57% (31)		

% Attendance / % Attendance of PP

Year 10 graduation Event: 81% (185) / 61% (42)

We continue to strive for greater and improved parental engagement and school partnership.

Digital Access and Inclusion (loaned devices 2025-2026)

Chromebook and Wi-Fi Provision: 47 students received loaned devices last academic year and 22 of them were PP (47%). This increased their online participation with school work, homework completion and better access to learning resources.

Uniform Grant

£5000 on school uniform grants, supporting 52 pupil premium students.

Enrichment and Cultural Capital

Trip Attendance Statistics

Term	Overall %	PP	Non-PP
Autumn	48	44	49
Spring	68.5	63.1	70.2
Summer	79.8	72.8	81..2

The proportion of students who have participated on a school trip of some kind each term. All %'s.

PP Contribution to Fab trips

Bowling and Ice skating	240.00
Ninja Life	192.00
Glide to Chessington	350.00
Bowled over by Thorpe Park	666.60
London Sights	67.50
Seaside and Shard	45.00
Seaside and River	200.00
Roll Up, Roll Up	427.50
Head for Heights	736.00
Wizarding World	264.00
Animal Magic	19.00
Seaside and the Cinema Bournemouth	315.00
Chocolate Dreams	210.00
Total amount spent subsidising PP Fab trips	**3732.60**

A further £1660 was contributed to Normandy and £522 to Longridge.
A further £1357.31 was contributed to other trips.

£7,271.91 invested in PP enrichment trips developing students' cultural capital.