

# Swakeleys School for Girls Pupil Premium Strategy Statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) funding to help improve the attainment of our disadvantaged pupils.

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

## School overview

Detail	Data
School name	Swakeleys School for Girls
Number of pupils in school	1364
Proportion (%) of pupil premium eligible pupils	26%
Academic year/years that our current pupil premium strategy plan covers	2021/2022 – 2023/2024
Date this statement was published	December 2021
Date on which it will be reviewed	September 2024
Statement authorised by	Mrs S Pryor Headteacher
Pupil premium lead	Pat Laguillo Assistant Headteacher
Governor / Trustee lead	Dean Charles Chair of Governing Body

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£292,230 (£955 x 306)
Recovery premium funding allocation this academic year	£179,800 (TBC) (£44,950 Payment 1 + £44,805 Payment 2 + Payment 3 + payment 4)
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£472,030

## Part A: Pupil premium strategy plan

### Statement of intent

Our pupil premium pupils', year on year continue to do significantly better than the national averages of pupil premium pupils and even non pupil premium pupils. There is no significant discrepancy in our school in the overall achievement between our pupil premium and non-pupil premium cohort. This has been an on-going trend even pre COVID.

Our intention and ambition therefore remains to sustain this trend. For all pupils, irrespective of their backgrounds or the challenges that they face, to make excellent progress and achieve highly across the full curriculum.

The focus of our premium strategy will be to identify and understand the challenges faced by our vulnerable pupils, such as ICT barriers or literacy barriers and support their needs accordingly.

As a school we believe in high quality teaching and learning for all pupils and this is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-pupil premium cohort of our school.

Our strategy is also integral to wider school plans for education recovery. Curriculum areas have bid for additional funding to support those pupils whose education has been worst affected, including both disadvantaged and non-disadvantaged pupils.

Specific desired outcomes that are relevant for our school include:

- 1) Continue to reduce the barriers to remote / home learning by ensuring all pupil premium pupils have access to laptops and internet access when working from home.
- 2) To identify gaps in learning from Covid closures and plan and implement recovery curriculum for all pupils including pupil premium.
- 3) To continue to improve literacy skills for all pupil premium pupils.
- 4) To ensure that pupil premium pupils are supported with all aspects of well-being as identified.
- 5) To reduce the behaviour incidents (call outs, alternative provision, exclusions) for pupil premium students by engaging students fully in all aspects of their education.
- 6) To ensure pupil premium take part in and benefit from enrichment opportunities.

## Challenges

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

Challenge number	Detail of challenge
1	<p>Our questionnaires, observations and discussions with pupils and families suggest that the education and well-being of many of our disadvantaged pupils have been impacted by partial school closures to a greater extent than for other pupils. These findings are backed up by several national studies.</p> <p>Our disadvantaged pupils face more barriers than our non-disadvantaged have faced problems accessing technology and laptops during the lock down period. This has resulted in significant knowledge gaps resulting in pupils falling further behind age-related expectations across all key stages and subject areas.</p>
2	<p>Assessments, observations and discussions with pupils and staff demonstrate that Covid closures have impacted on pupil progress and learning. We know this from post Covid assessments and measures to identify gaps in learning. Hard data in our assessment platforms (Sims, 4Matrix and ALPs) also identifies where pupils have potentially fallen behind and would benefit from additional support and intervention.</p>
3	<p>Assessments, observations and discussions with pupils and our literacy coordinator indicate that SPAG writing skills have deteriorated since the disrupted learning and partial closure to schools. Pupils are also demonstrating poorer attention spans and an inability to focus on concentrated reading tasks for longer than 10 minutes. This impacts their progress in all subjects. Disadvantaged pupils generally have lower levels of reading comprehension than peers. This impacts their progress in all subjects.</p> <p>2019-2020, 2020-2021, 2021-2022 cohorts:</p> <p>On entry to year 7 in the last 3 years, between 33-35% of our disadvantaged pupils arrive below age-related expectations compared to 15-33% of their peers.</p>
4	<p>Our assessments (including wellbeing survey), observations and discussions with pupils and families have identified social and emotional issues for many pupils, such as anxiety, depression (diagnosed by medical professionals) and low self-esteem. This is partly driven by concern about catching up lost learning and exams/future prospects, and the lack of enrichment opportunities due to the pandemic. These challenges particularly affect disadvantaged pupils.</p>

	In the autumn term 2021, 133 pupils required extra support from the mentoring service to support barriers to learning including anxiety, home difficulties and mental health needs. We also employ support from our Place2B initiative with counselling to improve well-being and reduce anxiety.
5	<p>During the academic year 2020-21 (affected by covid closure) 39.1% of all callouts were for disadvantaged pupils, 35.7% of Alternative Provision L1s, 35.4% of Alternative Provisions L2 and 45% of FTEs were for disadvantaged pupils.</p> <p>In Autumn term 2021 76% of all callouts were for disadvantaged pupils, 42.5% of Alternative Provisions L1s, 37.9% of all Alternative Provision L2s and 63.1% of all FTEs were for disadvantaged pupils.</p>
6	<p>Our attendance data over the last 4 terms indicates that attendance among disadvantaged pupils has been 4.26% lower than for non-disadvantaged pupils.</p> <p>In 2020-21, 50.3% of all persistent absentees were disadvantaged pupils.</p>

## 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.	By the end of our current year plan 2023-2024, for all our PP pupils who have communicated that they face technology barriers to have access to a chrome book or internet facilities.
2. Through our Recovery Curriculum and interventions the gap in learning through Covid closures is addressed.	Recovery funding is appropriately spent on addressing all of these areas and positively impacts on pupil progress and achievement. This can be measured in all year groups through data analysis.
3. Improved performance amongst our disadvantaged pupils with their SPAG writing skills and improved focus in lesson with their reading tasks.	Book scrutiny, teacher reports and class observations suggest that disadvantaged pupils are able to concentrate well in lessons for extended periods of time.

<p>Improved reading comprehension among disadvantaged pupils in all subjects across KS3.</p>	<p>SPAG writing skills have improved through literacy intervention.</p> <p>Reading comprehension tests demonstrate improved comprehension skills among our disadvantaged pupils and a smaller disparity between the scores of our disadvantaged pupils and non-disadvantaged peers. Teachers should also be able to recognise this improvement through lesson engagement and book scrutiny.</p>
<p>4. To achieve and sustain improved well-being for all our pupils, including those that are disadvantaged.</p>	<p>Sustained high levels of well-being from 2023/2024 demonstrated by:</p> <ul style="list-style-type: none"> <li>- Qualitative data from pupil voice, pupil and parent surveys and teacher observations</li> <li>- Fall in numbers/referrals of pupils requesting additional support</li> <li>- An increase in the participation in enrichment activities, in particular amongst the PP cohort.</li> </ul>
<p>5. To achieve and sustain improved behaviour statistics for all our pupils, particularly our disadvantaged pupils.</p>	<p>Sustained improved behaviour records from 2023/24 demonstrated by:</p> <ul style="list-style-type: none"> <li>- A reduction in the number of call outs, AP1, AP2 and fixed term exclusions, especially when comparing figures between our disadvantaged and non-disadvantaged pupils.</li> </ul>
<p>6. To achieve and sustain improved attendance for all our pupils, particularly our disadvantaged pupils.</p>	<p>Sustained high attendance from 2023-2024 demonstrated by:</p> <ul style="list-style-type: none"> <li>- the overall absence rate for all pupils being no more than 4%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers also being reduced.</li> <li>- A reduction in the percentage of all pupils who are persistently absent along with the figure among disadvantaged pupils not being significantly different from others.</li> </ul>

## 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: £ 250,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Appointment of two pastoral support assistants	EEF Teaching and Learning toolkit: Supports that view that behaviour interventions do have a positive impact through increased time that pupils have for learning (+4 month) Using the PSAs should free up the time year learning coordinators spend on dealing with behaviour issues and can focus more on academic achievements of their year groups.	5 & 6
FT and PT learning mentor appointments		5 & 6
Literacy Festival & World book day	EEF Teaching and Learning toolkit: Improving literacy in Schools 2019. The need to improve disciplinary literacy across curriculum with all subjects teaching Tier 2/3 vocabulary Reading comprehension strategies focus on the learners understanding of written text. The average impact is +6 months over the course of a year.	3
Literacy Coordinator		
Unifrog – careers package purchased for all pupils	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.	5 & 6
Supply of independent careers advisory service (EDT)		
Purchase of CAD/CAM equipment to support DT GCSE pupils	EEF Teaching and Learning toolkit:	1
Purchase of Chrome books and wireless internet dongles	Using digital technology to improve learning (+4 months)	1

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

Budgeted cost: £ 150,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Small group intervention by subject teachers to support June Exams – happening across a wide range of subjects	<p>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.</p> <p>DFE's advice to deliver a recovery curriculum to close gap created by the lockdown.</p>	2, 3, 4
Maintaining smaller class sizes in core subjects for our weaker and disadvantaged pupils`	<p>EEF Teaching and Learning Toolkit: Reducing class size has a small positive impacts of +2 month, on average.</p>	2, 3
Easter School Intervention Programme for all subjects for pupils in KS4	<p>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.</p>	1, 2
Brilliant Club for KS3,KS4 & KS5	<p>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.</p>	1, 2
Attendance mentoring for all pupils under 95%	<p>Numerous DFE publications highlight the importance between attendance statistics and academic achievement.</p>	6



Accelerated reading programme for KS3 (literacy initiative)	EEF Teaching and Learning toolkit: Improving literacy in Schools 2019. The need to improve disciplinary literacy across curriculum with all subjects teaching Tier 2/3 vocabulary Reading comprehension strategies focus on the learners understanding of written text. The average impact is +6 months over the course of a year.	2 & 3
Paired reading programme for KS3 (literacy initiative)		
Educational trips for PP pupils (revision conference, Kidzania, STEM etc)	Higher level of pupil engagement and increased attainment	4
Seneca premium online resources 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 +7 months	1, 2
Homework Club after school/Supervised after school LRC access	EEF Teaching and Learning toolkit Homework has the impact on average of an additional 5 months over the course of a year.	1, 2, 3, 4
Collaboration with Brunel University 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 good educational outcomes. Raising aspirations is therefore often believed to incentivise improved attainment.	1, 4, 5, 6

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

Budgeted cost: £ 70,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>The appointment of Place2B services (4 days a week) – counselling services 1-1, small group, self-referrals</p> <p>FT and PT learning mentor appointments</p> <p>Kevin Hayes revision techniques and stress busting workshops</p>	<p>Public Health England reports that pupils with better health and wellbeing are likely to achieve better academically.</p> <p>Effective social and emotional competencies are associated with greater health and wellbeing, and better achievement.</p>	4 & 6
<p>Summer School for new year 7 intake</p>	<p>EEF Blog</p> <p>The overall academic impact of summer schools, according to the EEF Toolkit, is the equivalent of an additional +2 months' progress for pupils that attend.</p>	2 & 3
<p>FAB Week Trips (subsidised for PP students)</p>	<p>Public Health England reports that pupils with better health and wellbeing are likely to achieve better academically.</p>	4
<p>Careers focus week events &amp; additional workshops</p>	<p>The DFE have made it statutory guidance for schools to have a duty of care to provide careers guidance.</p> <p>The Careers and Enterprise Co. have published reports that support the importance of effective careers interventions for disadvantaged young people.</p>	1, 4, 5, 6
<p>Recreational options including Zumba &amp; Pilates classes offered by external provider</p>	<p>EEF Teaching and Learning Toolkit</p> <p>Physical Activity, there evidence that this has a small positive impact on academic performance (+1month) but the impact is much wider in terms of mental well-being and other benefits and opportunities.</p>	4

Uniform support grants	EEF Teaching and Learning Toolkit School Uniform small impact of 1 month	4
Additional resources for the curriculum for PP pupils (CPG workbooks, revision guides)	EEF Teaching and Learning Toolkit Metacognition and self -regulation – high impact of +7 months	1, 3, 4
Theatre trips to support Drama GCSE	EEF Teaching and Learning Toolkit Arts participation approaches can have a positive impact on academic outcomes in other areas of the curriculum. (small impact +3 months)	4

**Total budgeted cost: £ 470,000**

## 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.

*Due to COVID-19, performance measures have not been published for 2020 to 2021, and 2020 to 2021 results will not be used to hold schools to account. Given this, please point to any other pupil evaluations undertaken during the 2020 to 2021 academic year, for example, standardised teacher administered tests or diagnostic assessments such as rubrics or scales.*

### 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*

<b>Programme</b>	<b>Provider</b>
Google Classroom	Google
Seneca revision programme	Seneca
Eton X CV writing	Eton X
Unifrog careers package	Unifrog