

# Swakeleys School for Girls Pupil Premium Strategy Statement 2024-2025

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	1379
Proportion (%) of pupil premium eligible pupils	24%
Academic year/years that our current pupil premium strategy plan covers <b>(3 year plan advised)</b>	2024/2025 - 2027/2028
Date this statement was published	October 2024
Date on which it will be reviewed	September 2025
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	£317,000
Recovery premium funding allocation this academic year	N/A
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	<b>£317,000</b>

# Part A: Pupil premium strategy plan

## Statement of intent

At Swakeleys School for girls we ensure that each and every one of our pupils, irrespective of their individual back ground, is able to make excellent progress both academically and socially during their time at school, this is something that we are passionate about as a school and is at the heart of everything we do.

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 as seen by the progress 8 score of our pupil premium cohort was 0.53 compared to our 'other' cohort which was 0.67. Our intention and ambition therefore remains to sustain this trend. For all of our pupils, irrespective of their background or the challenges that they face, to make excellent progress and achieve highly across the full curriculum.

The focus of our premium strategy is to identify and understand the challenges faced by our vulnerable pupils and support their needs accordingly. In depth analysis is carried out each year to understand the barriers to learning for each of our pupil premium pupils. This is then used to tailor a bespoke strategy to serve the needs of our pupils.

As a school we believe in high quality teaching and learning for all pupils and this is proven ([EEF guide to the pupil premium](#)) 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. As a result, ensuring that staff are well trained to deliver consistently high quality lessons across all curriculum areas, is a priority for the school. All staff will have high expectations and all pupils will be challenged in their learning.

Our strategy is also integral to wider school plans for education recovery. Curriculum areas continue to bid for additional funding each year to support those pupils whose education has been worst affected by gaps in their learning including both disadvantaged and non-disadvantaged pupils.

Specific desired outcomes that are relevant for our school include:

- 1) Review of the whole school ICT strategy to identify processes to close the digital divide.
- 2) To implement new T&L strategies focussed around maintaining consistently high levels of T&L (calendared TeachMeets with pedagogical focus and introduction of Steplab).
- 3) To continue to focus on improving literacy skills including reading ages for all pupil premium pupils.

- 4) To reduce the behaviour incidents (call outs, alternative provision, exclusions) for pupil premium students by engaging students fully in all aspects of their education through the expansion of our mentoring team.
- 5) Exploring alternative pathway curriculum for our harder to reach pupils such as Academy21 & Jamie's Farm and reduced timetables.
- 6) To increase parental engagement with all our families, especially those harder to reach.
- 7) Continue to closely monitor the attendance of PP students and implement strategies to close the attendance gap between our PP pupils and non PP.

## 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 to ensure that the digital divide does not negatively impact on our disadvantaged cohort.
2	Year 11 outcomes for 2024 show no significant gap between our disadvantaged pupils with a progress 8 score of 0.53 compared to our 'other' cohort which was 0.67. The challenge is to sustain this positive trend and keep a relentless focus on high quality T&L in the classroom. This will include high quality INSET and training through to regularly feature in calendared meetings and in the form of Teachmeets, lesson observations and learning walks.
3	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 is <b>12 years and three months</b> compared to <b>12 years and 8 months</b> for 'other' pupils in the year group. In Year 8 the average reading age of our pupil premium students is <b>12 years and 4 months</b> compared with an average of <b>13 years and 2 months</b> 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 is necessary.

4	When looking at a break-down of our behaviour statistics for 2023-2024, 65% of all behaviour incidents were caused by our pupil premium pupils compared to 35% of behaviour incidents from our 'other' cohort. This is a significant gap and will become a key focus with the implementation of our new Praise and Behaviour policy.
5	<p>The school recognises the importance of outstanding attendance for all pupils. Our attendance data (2023-2024) demonstrates that our pupil premium pupils attend very well compared with pupil national statistics. This said, there is still a 3.5% gap between pupil premium and non -pupil premium students at Swakeleys. 24% of all persistent absences in 2023-2024 were disadvantaged pupils with 5.2% of severely absent pupils being disadvantaged students.</p> <p>The school continues to have an ambitious target of 96% attendance for all pupils and will continue to work on reducing the attendance figures for persistent absence and severe absence.</p>
6	Parental engagement continues to be a challenge, especially post Covid. 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
<p>1. For our disadvantaged pupils not to face barriers to learning concerning inadequate access to technology.</p>	<p>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.</p> <p>All pupil premium pupils who require a personal device / and or internet connection when at home studying, are supported with this.</p> <p>This will be audited through FTs (1-1 monitoring day) arranged by ICT and Operations Manager for the school.</p>

<p>2. Sustain or further improve the progress of our disadvantaged pupils through consistently high quality teaching and learning.</p>	<p>Pupil premium progress outcomes are in line with whole school outcomes and there is no significant gap at KS4.</p> <p>Successful introduction of Steplab to support the quality assurance of lessons and demonstrate high levels of engagement and challenge.</p> <p>Successful trial of instructional coaching via Steplab to further improve the quality of our teaching and learning benefitting all pupils including our disadvantaged cohort.</p> <p>Data analysis for our pupil premium cohort happens during every data drop at KS4 and is used to identify and address gaps in learning</p>
<p>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.</p> <p>Access reading tests (ARTs) take place for <b>all</b> pupils at the start of Year 7 &amp; 8. Selected pupils are also retested in Yr 9-11, these are predominately from our disadvantaged cohort. The baseline data is used to inform required intervention. The weakest 10% of readers are supported by are SEND department.</p>	<p>Students receiving support with their Literacy will be retested at the end of their intervention cycle (usually each term). There should be a measured improvement in their reading age, they should be better able to access reading materials in lessons and their progress should be in line with the progress being made of our 'other' pupils.</p> <p>Teachers should also be able to recognise this improvement through lesson engagement and book scrutiny.</p> <p>ARTS testing at the start of each year and information shared with literacy coordinator to inform intervention.</p>
<p>4. To achieve and sustain improved behaviour statistics for all our pupils, particularly our disadvantaged pupils.</p>	<p>Analysis of behaviour data shows that there is a reduction in the % of call outs, AP1, AP2 and fixed term exclusions, especially when comparing figures between our disadvantaged and non-disadvantaged pupils compared to last academic year.</p> <p>The exploration of alternative pathways for some of our harder to reach pupil premium pupils will support with this intended outcome. DHT for behaviour will explore Jamie's Farm and target selected group of pupils for a residential as well as use of Academy21 and appropriate curriculum fro selected students.</p>
<p>5. To achieve and sustain improved attendance for all our pupils, particularly our disadvantaged pupils.</p>	<p>Attendance data that shows our pupil premium pupils have high attendance that is in line with the whole school.</p>

	<p>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.</p> <p>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.</p>
<p>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.</p>	<p>For attendance at parents evenings to be 90% or more for all families including those our disadvantaged families.</p> <p>For attendance to our Parental Engagement evenings to as well attended by our pupil premium families when compared to our 'other' families</p> <p>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.</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: £150,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Two new appointments within the pastoral team that have added capacity. A new Family Liaison Officer (FLO) and a safeguarding officer</p> <p>FLO will work with our hard to reach families and on home visits. 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.</p>	<p><a href="#">EEF Teaching and Learning toolkit:</a></p> <p>Supports that view that behaviour interventions do have a positive impact through increased time that pupils have for learning (+4 month) Using the FLO and 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.</p> <p>EEF also supports the view that mentoring interventions have a positive impact in improving academic outcomes for pupils.</p>	<p>4, 5, 6</p>

<p>Mentoring meetings offered through the pastoral support team.</p> <p>To look at the number of meetings that take place annually and what % are with our PP cohort.</p>		4, 5, 6
<p>Literacy Coordinator</p> <p>Literacy Festival / World book day</p> <p>Improving literacy in all subject areas through whole school literacy approach</p> <p>Accelerated reading programme and paired reading programme to start with targeted pupils.</p>	<p><a href="#">EEF Teaching and Learning toolkit:</a></p> <p>The need to improve disciplinary literacy across curriculum with all subjects teaching Tier 2/3 vocabulary through having weekly focus 'literacy word of the week'. For Literacy coordinator to lead on some CPD strategies with whole staff by Feb half term.</p> <p>Reading comprehension strategies focus on the learners understanding of written text. The average impact is +6 months over the course of a year.</p>	3, 6
<p>Staff CPD based on latest educational pedagogy– including the introduction of new teachmeets</p> <p>Development of meta- cognition and self-regulation strategies for students and to have this as a focus during one of our teachmeets sessions.</p>	<p><a href="#">EEF School improvement planning</a></p> <p>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.</p> <p>EEF Teaching and Learning Toolkit Metacognition and self -regulation – high impact of +7 months</p>	2 & 5
<p>Curriculum and Pastoral resources (equipment, celebration assemblies, revision resources, rewards, prom ticket etc)</p> <p>YLCs / FTs and CLs to identify pupils who may require specific financial support.</p>	<p>Research shows that families from disadvantaged backgrounds face great financial pressures than other families. They are often unable to afford the same resources putting their children at a disadvantage.</p> <p>Providing these resources such as revision guides, text books and paying for tangible rewards to motivate pupil, ensures that ensures equal access and opportunities for higher outcomes.</p> <p><a href="https://ifs.org.uk/publications/living-standards-poverty-and-inequality-uk-2024">https://ifs.org.uk/publications/living-standards-poverty-and-inequality-uk-2024</a></p>	1 & 6

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.	1,2,6
Supply of independent careers advisory service (EDT)		
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	<a href="#">EEF Teaching and Learning toolkit:</a> 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: £86,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<b>Curriculum Intervention</b> Small group intervention by subject teachers to support June Exams – happening across a wide range of subjects	<a href="#">EEF Teaching and Learning Toolkit:</a> The average impact of small group tuition is 4 additional months' progress, on average, over the course of a year.  DFE's advice to deliver a recovery curriculum to close gap created by the lockdown.	1,2,3
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.	<a href="#">EEF Teaching and Learning Toolkit:</a> Reducing class size has a small positive impacts of +2 month, on average.	1,2,3
Easter School Programme for all subjects for pupils in KS4	<a href="#">EEF Teaching and Learning Toolkit:</a> The average impact of small group tuition is 4 additional months' progress, on average, over the course of a year.	1,2,3,6
Brilliant Club for KS3,KS4 & KS5	The Scholars Programme report significantly higher levels of self-	1,2,3,6



	<p>efficacy for university-style learning, compared to pupils who did not take part in the programme.</p> <p>The programme focuses on targeting disadvantaged pupils.</p>	
Attendance mentoring for all pupils under 95% including those who are disadvantaged.	<p><a href="#">EEF Teaching and Learning toolkit:</a></p> <p>Numerous DFE publications highlight the importance between attendance statistics and academic achievement.</p>	5, 6
Accelerated reading programme or similar alternative programme for KS3 (literacy initiative)	<p><a href="#">EEF Teaching and Learning toolkit:</a></p> <p>Improving literacy in Schools 2019. The need to improve disciplinary literacy across curriculum with all subjects teaching Tier 2/3 vocabulary</p> <p>Reading comprehension strategies focus on the learners understanding of written text. The average impact is +6 months over the course of a year.</p>	2, 3
Paired reading programme for KS3 (literacy initiative)		
Educational trips for PP pupils (revision conferences, theatre trips GCSE drama, art exhibitions, STEM etc)	Higher level of pupil engagement and increased attainment	6
Online tutoring with 'My tutor' for maths with intervention sessions carried out in school. Subscriptions to platforms such as Seneca to support learning across all GCSE subjects.	<p>DFE's advice to deliver a recovery curriculum to close gap created by the lockdown.</p> <p><a href="#">EEF Teaching and Learning Toolkit</a></p> <p>Metacognition and self - regulation – high impact of +7 months</p>	1, 6
HWK Club after school run and supervised by TA's. Access to the LRC to complete hwk each day after school.	<p><a href="#">EEF Teaching and Learning toolkit</a></p> <p>Homework has the impact on average of an additional 5 months over the course of a year.</p>	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.	6

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

Budgeted cost: £81,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Place2B services (4 days a week) – counselling services 1-1, small group, self-referrals	<a href="#">EEF Teaching and Learning toolkit</a>	4,5,6
The expansion of a pastoral support team including; family liaison officer and one safeguarding support assistant.	Public Health England reports that pupils with better health and wellbeing are likely to achieve better academically.	
Kevin Hayes revision techniques and stress busting workshops	Effective social and emotional competencies are associated with greater health and wellbeing, and better achievement.	
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
Parental Engagement evenings & Year 10 Graduation event and parenting courses and workshops	<a href="#">EEF Teaching and Learning toolkit</a>	6
Supports the view by the DFE (2010) that parental engagement has a large and positive impact on children's learning.		
Review of the Behaviour policy. Appointment of new deputy Headteacher to review and implement new reward and behaviour strategies	<a href="#">EEF Teaching and Learning toolkit</a>	4,6
	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	
Careers focus fortnight events & additional workshops	<a href="#">EEF Teaching and Learning toolkit</a> 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 Crossfit, Botwell Gym, Zumba classes, Archery, First Aid training	<a href="#">EEF Teaching and Learning Toolkit</a> Physical Activity, there is 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.	4,5,6
Uniform support grants	<a href="#">EEF Teaching and Learning Toolkit</a> 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	<a href="#">EEF Teaching and Learning Toolkit</a> 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: £ 317,000**

## 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 2023 to 2024 academic year.

#### School Performance Data

Headline figures for 2023-2024			
	Whole cohort (213 pupils)	Pupil premium (59 pupils)	National
Attainment 8	56.37	53.49	
Progress 8	+0.63	+0.53	
Attainment 8 English	6.19	5.64	
Attainment 8 Maths	5.19	4.97	
Progress 8 English	+0.94	+0.50	
Progress 8 Maths	+0.26	+0.19	

#### Attendance Statement

The school recognises the importance of outstanding attendance for all pupils. Our attendance data (2023-2024) demonstrates that our pupil premium pupils attend very well compared with pupil national statistics with a **+4.9** difference in the attendance rate of our pupil premium pupils compared with the national trend. Attendance is very positive in all year groups for pupil premium pupils. This is as a direct result of intervention including intensive intervention and mentoring and the work that Place2Be do in our school, as well as the introduction of WPA our EWO service. Without doubt the widening of the pastoral team continues to be sustained and effective. This said, there is still a 3.5% gap between pupil premium and non -pupil premium students. 24% of all persistent absences in 2023-2024 were disadvantaged pupils with 5.2% of severely absent pupils being disadvantaged students. This remains a focus for this academic year.

#### Brilliant Club Outcomes

##### **Pupil Premium**

The Scholars Programme has been used at Swakeleys School for Girls to target disadvantaged high prior attainers as evidence shows that these students are especially at risk of underachievement nationally. As a supra-curricular intervention, The Scholars Programme

develops outcomes that are important for raising students' attainment, including subject knowledge, critical thinking, and written communication.

On The Scholars Programme this in the autumn term, **4 of the 12 students were eligible for Pupil Premium**. Their average attendance was **88%**, which means they received **28 hours of tutoring** from a PhD researcher. Of these students, **2** achieved a 1st and **1** received a 2:1.

On The Scholars Programme in the summer term, **5 of the 12 students** were eligible for Pupil Premium. Their average attendance was **95 %**, which means they received **38 hours of tutoring** from a PhD researcher. Of these students, **1 achieved a 1st and 2 received a 2:1**.

### **Literacy Strategies (2022-2023)**

There was a continued focus of improving literacy throughout the school during the academic year 2022-2023. The Literacy co-ordinator carried out a range of initiatives including:

- A literacy audit to assess the main areas that students were struggling with.
- Literacy CPD delivering whole school INSET to all staff to ensure literacy is embedded within curriculum areas
- Literacy INSET for all new staff
- ARTs / CATS testing to use as baseline data for literacy intervention
- Accelerated Reading programme
- Paired reading programme
- KS4 Book Reading Club to encourage more reading for pleasure
- Assembly delivered by our local library to engage greater use
- Literacy Festival in summer term
- SEND intervention with our lowest ability readers
- Weekly focus during form time on 'word of the week'
- Literacy House Competition

### **Impact of Accelerated Reading Programme**

#### **Year 7:**

Of the 18 pupils on the Year 7 Accelerated reading programme, 22% of pupils are pupil premium pupils (4 pupils). Of the 4 PP pupils who were retested, 100% (4 pupils) improved their reading ages (between 2 years and 4.10 years).

Non-PP – 55.5% improved their overall reading age

Pupil Premium – 100% improved their overall reading age

77.7% (14) of those retested improved their overall reading age.

#### **Year 8**

Of the 19 pupils on the Year 8 Accelerated Reading programme, 37% of pupils are pupil premium (7 pupils). Their starting points were tested using the STAR test. 19 were retested in July 2023.

Of the 7 PP pupils who were retested, 85.7% (6 pupils) improved their reading ages (between 4 months and 5.9 years).

Non-PP – 91.66% improved their overall reading age

Pupil Premium – 85.7% improved their overall reading age

## **Impact of Paired Reading Programme**

Of the 20 pupils on the Year 7 PR programme, 35% pupils are pupil premium pupils (7 pupils). Their starting points were tested using the ARTs test. 20 were retested in July 2023.

Of the 7 PP pupils who were retested 28.5% (2 pupils) improved their reading ages to above the target of 10.0

Non-PP – 69.2 % improved their overall reading age to above the target of 10.0

Pupil Premium – 28.5% improved their overall reading age to above the target of 10.0

60% (12) of those retested improved their overall reading age to above the target of 10.0.