

# Pupil premium strategy statement – Swanmore College

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 outcomes for disadvantaged pupils last academic year.

## School overview

| Detail   | Data         |
|--|--------------|
| Number of pupils in school   | 1334         |
| Proportion (%) of pupil premium eligible pupils  | 17%          |
| Academic year/years that our current pupil premium strategy plan covers ( <b>3-year plans are recommended – you must still publish an updated statement each academic year</b> ) | 2024-2027    |
| Date this statement was published  | 09/12/2024   |
| Date on which it will be reviewed  | October 2025 |
| Statement authorised by  | A Griffiths  |
| Pupil premium lead   | A Grist      |
| Governor / Trustee lead  | Helen Horn   |

## Funding overview

| Detail   | Amount    |
|--|-----------|
| Pupil premium funding allocation this academic year  | £ 209,475 |
| Pupil premium funding carried forward from previous years<br>(enter £0 if not applicable)  | (£15,825) |
| <b>Total budget for this academic year</b><br><i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i> | £193,650  |

# Part A: Pupil premium strategy plan

## Statement of intent

### Challenges

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

| Challenge number | Detail of challenge   |
|------------------|---|
| 1                | Our Pupil Premium pupils lack confidence generally and in their own ability                 |
| 2                | Poor Pupil Premium response to work   |
| 3                | Low Pupil Premium Attendance  |
| 4                | Low Literacy Levels   |
| 5                | Inability of parents to supply their children with basics because of their financial status |

### 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   |
|---|--|
| Increasing the confidence of our PP pupils through testing students at the beginning of the year and putting in place interventions to improve their outlook. | Bookending PASS tests for the beginning and end of year and seeing an improvement in the student outlook by a repeated test at the end of the year |
| Increasing the pupil attitudes to work and their resilience in resolving issues that occur in their work.   | An improved PASS score at the end of the year and an uptick in effort scores.  |
| Improving attendance using the PASS test to see why attendance is low in students with less than 90% attendance.  | An improved PASS score at the end of the year and Power BI charts with a higher attendance than 83% (2023-2024)                                    |
| Improving Literacy  | Improvements in GL NGRT scores for KS3 and attainment in KS4 and GL PTE scores   |
| Ensuring pupils have the physical items they need to complete their education   | Fewer sanctions for pupil premium students for not being able to supply their own equipment or uniform.  |

## Activity in this academic year

This details how we intend to spend our pupil premium funding **this academic year** to address the challenges listed above.

### Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £89,913 (£62,889 + £13,900 + £13,124)

| Activity  | Evidence that supports this approach  | Challenge number(s) addressed |
|---|---|-------------------------------|
| <i>Teaching Literacy in smaller class sizes for lower ability pupils in KS4</i> | Smaller classes only impact upon learning if the reduced numbers allow teachers to teach differently – for example, having higher quality interactions with pupils or minimising disruption. The gains from smaller class sizes are likely to come from the increased flexibility for organising learners and the quality and quantity of feedback the pupils receive. EEF Guidance   | 4                             |
| <i>Retention and CPD of teachers</i>  | The evidence is clear that the single biggest in-school influence on pupil outcomes is the quality of teaching - what happens at the front of the class matters. <sup>[1]</sup> High-quality CPD for teachers has a significant effect on pupils' learning outcomes. CPD programmes have the potential to close the gap between beginner and more experienced teachers: the impact of CPD on pupil outcomes (effect size 0.09) compares to the impact of having a teacher with ten years' experience rather than a new graduate.<br><a href="https://committees.parliament.uk/writtenevidence/120483/html/">committees.parliament.uk/writtenevidence/120483/html/</a> | 1, 2, 3, 4                    |

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

Budgeted cost: £52,772 (£49,663 + £3,109)

| Activity   | Evidence that supports this approach   | Challenge number(s) addressed |
|--|--|-------------------------------|
| <i>1:1 Support in class – learning mentors and teachers supporting students through structured programmes.</i> | Supporting teachers and TAs to deliver structured programmes that have been robustly evaluated is likely to be more effective than asking teachers or TAs to devise their own approaches. Some recent reviews suggest that when following structured programmes, well- | 1, 2, 3, 4                    |

|  |   |            |
|--|---|------------|
|  | trained teaching assistants can be as effective as teachers. EEF Guidance <a href="#">One to one tuition   EEF</a>  |            |
| <i>Structured interventions for Literacy -</i>                                 | Tiers of support move from whole class teaching through small group tuition to one to one support, increasing intensity with need. In most cases, schools should consider small group tuition as a first option, taking care to bring together students who are struggling in the same area of literacy, before moving to one to one tuition if small group tuition is ineffective. 23 – EEF guidance | 1,2,3,4    |
| <i>Mentoring for behaviour, attendance and learning issues where required.</i> | Mentoring appears to have a small positive impact on academic outcomes. The impacts of individual programmes vary. Some studies have found more positive impacts for pupils from disadvantaged backgrounds, and for non-academic outcomes such as attitudes to school, attendance and behaviour. EEF Guidance   | 1, 2, 3, 4 |

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

Budgeted cost: £50,965 (£15,965 + £35,000)

| Activity   | Evidence that supports this approach  | Challenge number(s) addressed |
|--|---|-------------------------------|
| <i>PASS Test to assess the students' attitudes to behaviour learning and attendance. To be administered to all Y8, Y9, and Y10 students</i>                    | "PASS is a powerful tool because it measures the impact our school climate and culture is having on the development of our children. It tells us how our school climate and culture are making our children feel about themselves as learners and individuals." Nicola Lambros, Director of Education UK, Cognita Schools | 1, 2, 3                       |
| <i>GL Tests to be used in conjunction with the PASS tests to show if there is an actual decline in scores or if is less effort being used by the students.</i> | Percentile ranks and standard scores that stay the same show that students have made expected progress. If they go down then progress is less than expected, if they go up, more progress than expected – EEF Guidance  | 4                             |
| <i>Costs of ensuring students are equipped for their learning. Students will receive</i>   | "Providing direct support to lower-income families with school costs would take the financial strain off parents, lighten the load for school staff and   | 5                             |

|  |  |  |
|--|--|--|
| <p><i>uniform and equipment to ensure they are not penalised for not having the appropriate attire or equipment. It will also provide some trips for students.</i></p> | <p>enable pupils to make the most of school life.” Child Poverty Action Group 2023</p> <p><a href="#">'There is only so much we can do' - school staff in England   CPAG</a> Sept 2023</p> |  |
|--|--|--|

**Total budgeted cost: £193,650**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

#### Results:

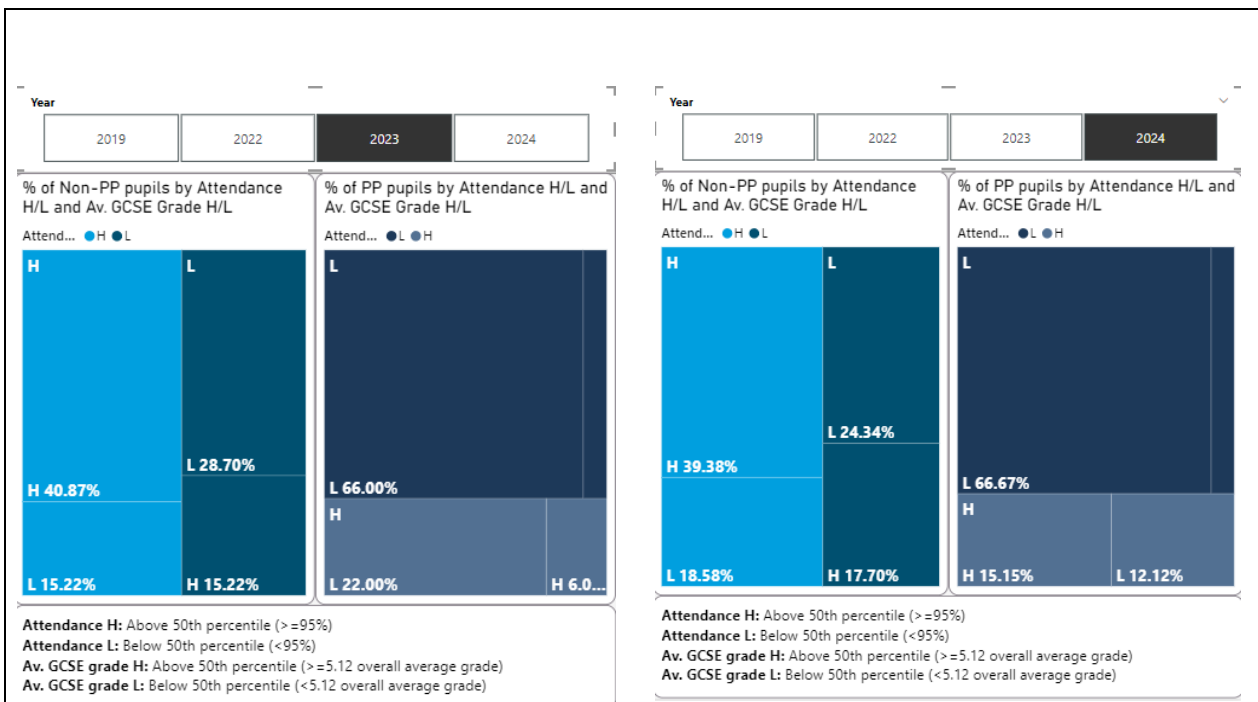
#### GCSEs: Y11 results

|                       | Average result<br>Swanmore<br>College | English &<br>Maths 5+<br>Swanmore<br>College | English &<br>Maths 5+<br>Local<br>Authority | English &<br>Maths 5+<br>England |
|-----------------------|---------------------------------------|--|---|----------------------------------|
| <b>All pupils</b>     | 5.3                                   | 57.1%  | 45.0%                                       | 45.9%                            |
| Non-<br>disadvantaged | 5.5                                   | 61.8%  | 51.4%                                       | 53.1%                            |
| Disadvantaged         | 3.8                                   | 21.9%  |   |                                  |
| Gap                   | -1.7                                  | -39.9%                                       |   |                                  |

#### Year Group Improvement plans:

##### Improve attendance:

Attendance and grade correlation coefficient is 0.6, i.e. the higher a pupil's attendance rate, the better grade they are likely to get, based on data for 2019, 2022, 2023 and 2024.



|                       | 2022-23           |                  | 2023-24               |                   | 2023-24          |                  |
|-----------------------|-------------------|------------------|-----------------------|-------------------|------------------|------------------|
| Non-PP pupils         | Attendance   High | Attendance   Low | Non-PP pupils         | Attendance   High | Attendance   Low | Attendance   Low |
| Av. GCSE grade   High | 40.87%            | 15.22%           | Av. GCSE grade   High | 39.38%            |                  | 17.70%           |
| Av. GCSE grade   Low  | 15.22%            | 28.70%           | Av. GCSE grade   Low  | 18.58%            |                  | 24.34%           |
| PP pupils             | Attendance   High | Attendance   Low | PP pupils             | Attendance   High | Attendance   Low | Attendance   Low |
| Av. GCSE grade   High | 6.00%             | 6.00%            | Av. GCSE grade   High | 15.15%            |                  | 6.06%            |
| Av. GCSE grade   Low  | 22.00%            | 66.00%           | Av. GCSE grade   Low  | 12.12%            |                  | 66.67%           |

There was little difference YoY in attendance for PP pupils, however the proportion with above average attendance that gained an overall average grade of 5.12 or above increased by 9%.

Across all years, PP pupils' cumulative attendance % was 6.12% lower than non-PP pupils', so attendance remains a key focus.

Interventions were put in place in line with the attendance ladder attached to the College's Attendance Policy. The only pupils that did not have an intervention were those on long medical absences, with EHCP needs, attending alternative provision or had agreed reduced timetables.

### **Parental engagement:**

**Parents' evenings:** 52% of PP pupils' did not have a parent or carer attend a session for parents' evenings, compared to 16% of non-PP pupils.

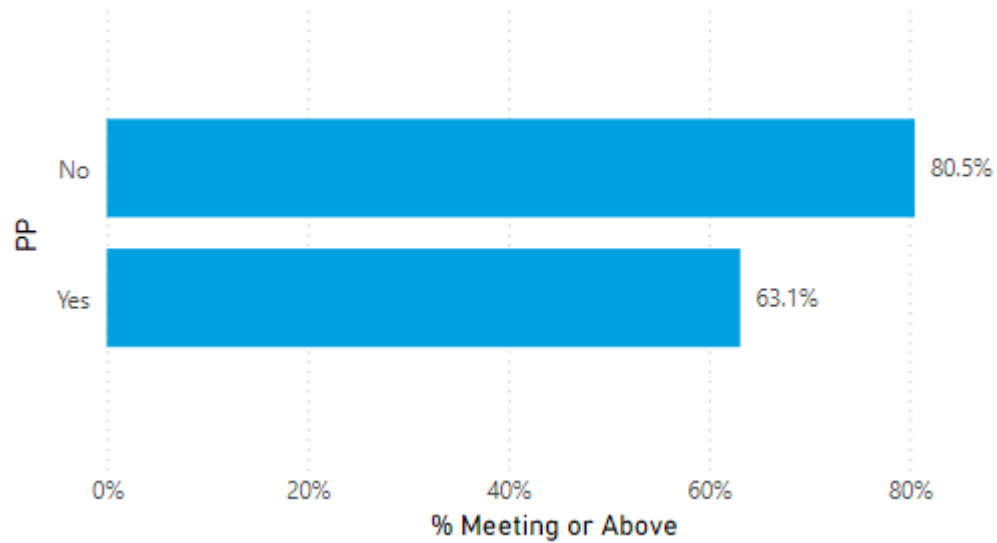
Where parents were not able to attend, a 'Round Robin' email with feedback from subject teachers, was sent, and/or a parental meeting was held, or there was a parent discussion. In some instances, parental meetings were cancelled by the parent and rearranged; whilst some took place others were repeatedly cancelled.

### **KS3 results:**

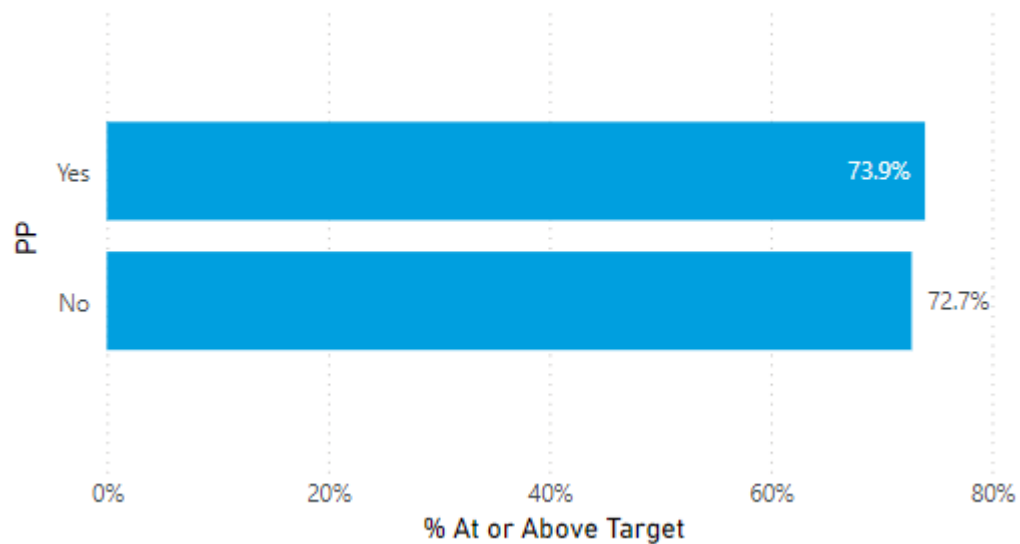
Each department put interventions in place for PP pupils that needed additional support to meet their targets. These were closely monitored and updated each term following assessments. Whilst 17.4% less PP pupils were at the Mastery Level of Meeting or above at the end of the year, 1.2% more PP pupils were at or above their target Mastery Level at the end of the year than non-PP pupils. This indicates that the PP pupils in KS3 had a lower target than non-PP and were equally likely to achieve it.



**% Meeting or Above by PP**



**% At or Above Target by PP**



**Y10 results (KS4):**

Average attendance for PP pupils in the Year group was 83.97%, their average result from their summer mock exams was 3.5 and the average target grade is 4.3. 16 of the current 37 pupils (43.2%) have exam concessions (9 have SEN).

|                                       |                                   |
|---------------------------------------|-----------------------------------|
| Average result overall<br><b>4.48</b> | Average result GAP<br><b>-1.1</b> |
| Average result not PP<br><b>4.6</b>   | Average result PP<br><b>3.5</b>   |

## Targeted academic support

### 1-2-1 mentoring:

Small group of PP and SEND pupils previously selected in 2022-23 for 1-2-1 mentoring to encourage attendance, good behaviour, effort in class and with independent learning, and to join an extra-curricular club. This group was checked in with throughout the year.

Analysis of their GCSE results compared to their peers:

|                     | Av. Result  | Av. KS4 Target | Av. +/- Target | Av. % of grades 4+ | Av. % of grades >=target | Av. % Attendance | Av./Total Achievement Pts | Av./Total Behaviour Pts |
|---------------------|-------------|----------------|----------------|--------------------|--------------------------|------------------|---------------------------|-------------------------|
| <b>Mentored</b>     | 3.3         | 3.0            | 0.3            | 35.3%              | 76.5%                    | 91.8%            | 558.0                     | 8.2                     |
| <b>Not mentored</b> | 2.1         | 3.3            | -1.1           | 8.2%               | 22.5%                    | 84.0%            | 439.0                     | 113.1                   |
| <b>Difference</b>   | <b>+1.2</b> | <b>-0.3</b>    | <b>+1.4</b>    | <b>+27.1%</b>      | <b>+54.0%</b>            | <b>+7.8%</b>     | <b>+119.0</b>             | <b>-104.9</b>           |

## Additional literacy and numeracy support

Using data from subject assessments and reading tests, pupils were identified for additional literacy and numeracy support. The Recovery Premium was used to fund a Grade D staff member for this, with remaining funding going towards the other interventions taking place, as described above.

## Wider strategies

### Extracurricular activities:

## Overall

Overall, 48.7% of disadvantaged pupils attended an extracurricular activity at least once during the 2023-24 school year. YoY (year on year) increase compared to 22-23 of 9.2%.

28.4% attended more than one activity. YoY increase compared to 22-23 of 9.4%.

Music, art, dance and drama related clubs were least likely to be attended by disadvantaged pupils.

## After school (not sports)

26.7% of disadvantaged pupils attended one or more clubs at least once. YoY increase of 1.7% compared to 22-23 (+5.7% vs. 21-22).

Average % of disadvantaged pupils attending clubs was 20.8%. However, this includes 2 x Ukrainian Clubs, for which most pupils are disadvantaged (66.7% and 72.7%). Excluding these clubs the average is 16.3%, a slight decrease of 0.5% YoY compared to 22-23 and 1.1% less than representative of the school's population. Including them, gives an increase of 4.0% YoY compared to 22-23 (+8.5% vs. 21-22).

Disadvantaged pupils continue to be overrepresented at homework and breakfast clubs (average of 29.7%). This provides them with **independent learning support** after school in the Pupil Centre.

## Sports

15.9% of disadvantaged pupils attended one or more sports club at least once. YoY increase compared to 22-23 of 1.9% (-5.1% vs. 21-22).

Average % of disadvantaged pupils attending clubs was 11.5%, a YoY increase compared to 22-23 of 4.2% (+3.5% vs. 21-22).

## Lunchtime

22.8% of disadvantaged pupils attended a lunchtime club at least once. YoY increase of 7.8% compared to 22-23.

## Externally provided programmes

| Programme | Provider |
|-----------|----------|
| GL tests  | GL       |
| Lexia     | Lexia    |

## Service pupil premium funding (optional)

| How our service pupil premium allocation was spent last academic year  |
|--|
| <p>25 service Premium students were on roll 2023-2024 – KS3: 15, KS4: 10. With very few Service pupils who move around, Service Premium last year was mostly allocated to adding more pastoral assistance to support those students with parents on deployment and providing Service Premium trips, revision guides and sessions to the KS4 pupils.</p> <p>£1332.30 was spent on KS3 and £768.05 on KS4.</p> |
| The impact of that spending on service pupil premium eligible pupils   |
| <p>Most KS4 Service Premium students performed well in their mocks and GCSEs. Our KS3 students used the pastoral services and went on STEM trips for service premium students, which helped them to see what is available in the STEM sector. They have also been to an exhibition of universities to encourage them to go into further education.</p>   |

# Further information (optional)