

## Pupil premium strategy statement (secondary)

1. Summary information					
School	Swanmore College				
Academic Year	17/18	Total PP budget	£160,865	Date of most recent PP Review	Oct 17
Total number of pupils	1218	Number of pupils eligible for PP	212	Date for next internal review of this strategy	Feb18
2. Current attainment					
		Pupils eligible for PP (your school)		Pupils not eligible for PP (Swanmore average)	
% achieving 5A* - C incl. EM (2016-17 only)		47.1% (2015-16 43.8%)		80.5% (2015-16 72.9%)	
% achieving expected progress in English & Maths (2016-17 only)		46% (2015-16 44%)		36% (2015-16 49%)	
Progress 8 score average		-0.14 (2015-16 -0.14)		-0.05 (2015-16 0.15%)	
Attainment 8 score average		42.81(2015-16 41.31%)		54.43 (2015-16 56.26%)	
3. Barriers to future attainment (for pupils eligible for PP)					
<b>In-school barriers</b> ( <i>issues to be addressed in school, such as poor literacy skills</i> )					
A.	Low literacy levels in KS3 & 4 result in poor progress, particularly for PP pupils, across the curriculum.				
B.	KS4 pupils (many eligible for PP) make less progress than their peers due to anxiety and difficulties accessing exams.				
C.	Poor social and emotional skills in Y7-11 (some eligible for PP) leading to negative behaviour affecting some PP and non-PP pupils.				
D.	Pupil progress for low attaining learners (some eligible for PP) is not in line with their peers.				
<b>External barriers</b> ( <i>issues which also require action outside school, such as low attendance rates</i> )					
E.	Attendance rates for pupils eligible for PP are 92% (95% for non PP) causing them to fall behind in the curriculum.				
4. Desired outcomes ( <i>desired outcomes and how they will be measured</i> )					Success criteria

<b>A.</b>	High levels of progress in literacy for pupils eligible for PP in Years 7 to11.	100% of pupils eligible for PP meet expected progress targets and 50% exceed expected progress targets, closing the gap on their peers. Non PP pupils will also make expected progress. This will be measured by a standardised reading test carried out in September, January and July 2018, and written English assessments in November, March and June.
<b>B.</b>	All KS4 pupils, entitled to exam concessions, will meet or exceed expected progress in internal and external exams.	All KS4 pupils will be screened for eligibility, and be trained to use Exam Concessions. 100% of pupils eligible for PP, and eligible for Exam concessions, will meet or exceed expected progress in internal or external exams.
<b>C.</b>	Appropriate social and emotional programmes of intervention will be delivered to reduce instances of negative behaviour.	Fewer sanctions to be recorded on SIMS (without changing recording practices or standards).
<b>D.</b>	Improved pupil progress for low attaining learners.	100% of Low attaining learners will close the gap, achieving or exceeding progress in line with their peers.
<b>E.</b>	Increased attendance rates for pupils eligible for PP.	Reduce the number of persistent absentees to 10% or below. Overall attendance among PP students improves from 92% to 95% in line with non-PP pupils.

## 5. Planned expenditure

**Academic year**

**2017/18**

The three headings below enable schools to demonstrate how they are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies.

### i. Quality of teaching for all

<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
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A. High levels of Literacy progress	Y7 & 8 have one hour a week timetabled for Accelerated Reader (AR)	1n 2016-17 (AR) was trialled on a small scale for Y7. Its positive impact led to a decision to continue AR in the Y7 curriculum and roll it out into Y8	2 HLTAs have been employed to be AR specialists. They are trained to deliver, monitor and drive the AR programme to all Y7 & 8 pupils. Investigate efficiency of STAR reader test as an assessment tool.	BLR DAS AR HLTAs	Feb 2018
A. High levels of Literacy progress	Staff training – whole school and in departments – led by intervention team to enhance cross-curricular literacy.	Staff training evaluations state that support to embed literacy across the curriculum is valued and essential to ensure literacy levels are raised across the college.	SENCO, HOD for English and intervention team will plan and deliver training for staff, including support to raise teachers own literacy confidence and levels, where appropriate.	DAS	Feb 2018
D. Improved pupil progress for low attaining learners	HLTA delivering smaller group Core Skills lessons to Y10 and Y11 and 1:1 QTA hours.	Quality intervention, delivered in line with core subject curriculum, closes the gap for pupils who are behind with age related and ability expectations – EEF toolkit.	Provision Map will record intervention. In addition, SENCO has created a structure to record outcomes of sessions.	DAS SENCO	Feb 2018

## ii. Targeted support

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
A. High levels of Literacy progress	Sound Training	Sound Training Programme recommended via PIXL / EEF toolkit (focus on phonics) – significant number of endorsements cited from a large sample of schools. Exceptional progress using the WRAT (reading ages went up 30 months) after 6 week intervention.	Sound Training package involves intensive training for assessors (4 staff have been trained and have their accreditation externally certified annually). Focus for 2017-18 to see how test results / skills acquired in the programme can lead to impact across the curriculum.	DAS	Feb 2018

A. High levels of Literacy progress	1:1 / small group Literacy intervention	EEF Toolkit research suggests that targeting specific pupils with tailored 1:1 intervention can lead to accelerated progress for KS4 pupils.	Identifying pupils suitable for this intervention will be transparent and conducted via recommendations from Exam concessions team, HOD English and SENCO.	DAS	Feb 2018
B. Reduced anxiety and improved confidence to access Exams	Exam Concession Screening (All PP and targeted non-PP) / Pupil and Staff training	Pupil evaluations from previous Y11 have shown that anxiety, and an inability to complete an exam without concessions, can be barriers to progress from Y9 through to Y11. Awareness will be raised about the nature of concessions that could be available.	A transparent, rigorous policy and procedure will be implemented. 2 teachers have completed their assessor qualification. Teaching Staff will be trained on procedure to refer pupils for testing and on how to support pupil in class who is eligible. Staff delivering concession will be trained to a high standard. Pupils will be coached to accept / use the concession.	SENCO DAS	Feb 2018

### iii. Other approaches

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
C. Reduce number of Homework sanctions for PP pupils.	Homework Club targeted to PP	Past evidence in the school shows this to work. Parent and Pupil voice have raised this as a beneficial intervention.	DHOYs and PP Admin to monitor PP homework, and invite pupils.	BEN	Feb 2018
C. Enhanced social and emotional skills lead to a reduction in behavioural incidents.	ELSA / Counselling via Emotional Wellbeing Officer	Internal records have shown that supporting emotional wellbeing has led to a reduction of negative behavioural incidents. Pupil evaluations show that this type of counselling is valued by pupils to provide practical coping mechanisms for school and home life.	For 2017-18, ELSA programme will be reviewed. Pupils referred, plus length of intervention will be examined. Options to liaise with parents to sensitively measure impact of ELSA also to be investigated.	DER DAS	Feb 2018

D. Raise attendance to over 95%.	FLW liaising with parents	Historically we have found including the parents is often the best way to motivate the child.	FLW to monitor attendance and use meetings and 'phone calls to ensure compliance where necessary.	DER DAS	Feb 2018
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6. Review of expenditure				
Previous Academic Year		2016-17 (£172,000)		
i. Quality of teaching for all				
Desired outcome	Chosen action / approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	
A. Improved pupil progress for low attaining learners	KS4 Active Learning Group – timetabled small group tuition in Y9, 10 and 11 (drop a GCSE option)	<p>Evidence of value of small group tuition was inconclusive:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Pupil evaluations showed support was valued</li> <li><input type="checkbox"/> Internal data showed that there was a negative gap for all KS4 pupils when progress was monitored against their targets: <ul style="list-style-type: none"> <li>- Y11 PP gap -2% on target vs non PP</li> <li>- Y10 PP gap -2% on target vs non PP</li> <li>- Y9 PP gap -4% on target vs non PP</li> </ul> </li> </ul>	<p>After reviewing pupil progress, it has been decided to change the nature of the KS4 Active learning group. Although the value of the sessions could be articulated by the pupils, it did not seem to translate to success across the curriculum.</p> <p>Also, the pupils were taught general learning skills by the teacher and it became clear that the need for specialist literacy and numeracy intervention was necessary.</p> <p>Therefore, for 2017/18:</p> <ul style="list-style-type: none"> <li>- Current Y10 &amp;11 provision has been rebranded as Study Skills. Pupils have already dropped a GCSE so the content of the sessions is Literacy and Numeracy based, following alongside the English and maths curriculum.</li> <li>- Current Y9 pupils have not dropped a GCSE. They are taught English and maths in smaller groups by English and maths specialists</li> </ul>	

B. High levels of Literacy progress	Y7 have one hour a week timetabled for Accelerated Reader (AR)	Reading ages improved under AR: 78% of pupils feel that they have made progress in their reading and comprehension and can say how/why.	Aim is to continue to expand AR programme through into Y8 so High Literacy progress becomes a feature of KS3.	
<b>ii. Targeted support</b>				
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>Estimated impact:</b> Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	<b>Lessons learned</b> (and whether you will continue with this approach)	
C. Improve reading ages	Sound Training (ST)	207 students have received ST, achieving an average of 30 months improvement in Reading Age (as tested by WRAT test – different to STAR). PP students have averaged 34 months improvement.	The results have been good, and PP students do well in ST, as evidenced by their feedback in the questionnaire. Some do not like to be singled out, but including students who are not PP alleviates this.	
D. Improve Numeracy levels	Numeracy Ninja	12 Y7 & Y8 pupils completed the Numeracy Ninja programme (recommended through Eastleigh Consortium). Focus on Functional Maths. 100% of pupils made progress, measured through Ninja quizzes. Scale of intervention was increased to a whole Y7 class and 100% increased progress rate continued.	Numeracy Ninja was effective in showing progress through specialised quizzes. However, translating that progress into the wider curriculum, including in maths lessons was less effective. The Accelerated Maths programme was investigated and trialled with this small cohort of pupils and it became clear that this could be a smarter way of linking progress in an intervention session with real curricular progress. For 2017-18 Accelerated Maths (AM) has been rolled out to all of Y7 – funding has been transferred from PP to Y7 catch up. The progress of AM for all pupils will be reviewed throughout 2017-18.	
<b>iii. Other approaches</b>				
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>Estimated impact:</b> Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	<b>Lessons learned</b> (and whether you will continue with this approach)	

E. Improved parental involvement to motivate children	Meetings and workshops	Case load of 10 long-term family interventions. Cumulative total for PP (92.45%) vs non- PP (94.66%) for 2016-17 indicates a 2.21% gap. Very successful for Y11 pupils: lowest gap of all 5 year groups: 0.96% (PP 93.96% vs Non PP 94.92%).	Continue to target Y11 pupils /parents in the same way, and aim to expand to tackle all KS4 parents and pupils.	
F. Reduce number of Homework sanctions for PP pupils.	Homework Club targeted to PP	Parent and Pupil voice have raised this as a beneficial intervention. EEF evidence also shows high impact. Evidence: year group average 17% of negative behaviour sanctions for PP pupils. Sanction breakdown for Homework & pupil groups not fine enough. Anecdotal evidence from pupils makes it clear this support is highly valued.	DHOYs and PP Admin to monitor PP homework, and invite pupils. For 2017-18, need to examine how the impact of this support can be quantified so that pupils and parents value the intervention.	
G. Enhanced social and emotional skills lead to a reduction in behavioural incidents.	ELSA / Counselling via Emotional Wellbeing Officer	Internal records have shown that supporting emotional wellbeing has led to a reduction of negative behavioural incidents. Pupil evaluations show that this type of counselling is valued by pupils to provide practical coping mechanisms for school and home life.		

## 7. Additional detail

- A PP mentor (HLTA) oversees the PP provision across the curriculum keeping thorough records of expenditure.
- £50,000 is allocated annually to cover resources for PP pupils including: uniform, trips, school equipment, revision guides, laptops.
- A Lead Teacher for PP is conducting an extensive internal review of PP provision across the college – this began in October 2017 and will be completed at the end of Jan 2018.
- Impact reports are used termly (Autumn, Spring, Summer) to track the effectiveness of provision and its impact on Pupils.
- In Summer 2017 Provision Map software was purchased as a tool to track provision and communicate with staff across the curriculum. The effective use of Provision Map for PP tracking will be reviewed Feb 2018.
- Purchase of the Accelerated Reader 7 Accelerated Maths programmes