

Pupil premium strategy statement: Swindon Academy 2022-23

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	Swindon Academy
Number of pupils in school	16783 (Year R – Y11)
Proportion (%) of pupil premium eligible pupils	49.7% overall (836 pupils) 54.9% Primary 45.3% Secondary
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	September 2021 to September 2024
Date this statement was published	December 2021
Date on which it will be reviewed	December 2023
Statement authorised by	Ruth Robinson
Pupil premium lead	Ruth Robinson
Governor / Trustee lead	Helen Thorne

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£991,460 £581,700 (Primary) £409,760 (Secondary)
Recovery premium funding allocation this academic year	£175,716 £88,278 (Primary)

	£87,438 (Secondary)
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	£1,167,176

Part A: Pupil premium strategy plan

Statement of intent

At Swindon Academy we ensure that every pupil in our schools is able to flourish academically and personally in an aspirational and supportive environment. We aim to ensure that all students, regardless of their socio-economic background, are well-educated, and are able to live a happy and fulfilled life. We have a relentless focus on high achievement and we aim for all our students to make exceptional progress throughout the curriculum.

We know that disadvantaged students in particular benefit from high-quality teaching. This is the central principle that drives the decisions behind our strategy, enabling us to have the greatest impact not only on the majority of students at our school who receive pupil premium funding, but on all our pupils. Increasing our students' attendance is important so that they are learning in the classroom. Carrying out additional interventions for our pupils gives them extra opportunities to master the material they need to be successful. Through our quality teaching and high expectations, we aim to close the disadvantage gap by ensuring that all our students, and in particular our disadvantaged students, can access, learn and enjoy a rich, ambitious and challenging curriculum in throughout their primary and secondary education.

The impact of the pandemic, which affected most acutely students from deprived backgrounds, presents a challenge in terms of maintaining the progress that our disadvantaged pupils have made in previous years. This is particularly the case for your youngest pupils. The Education Policy Institute, for example, found in October 2021 that for secondary reading the difference between disadvantaged pupils' learning loss and their peers is growing as a result of the COVID-19 pandemic.

Swindon Academy Primary

Challenges

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

Challenge number	Detail of challenge
1	<p>Attendance</p> <p>The attendance of disadvantaged pupils is lower than their non-disadvantaged peers. The rate of persistent absence for disadvantaged students is higher than non-disadvantaged students which impacts progress.</p> <p>Lower attendance has a negative impact on students' attainment. Since the education of disadvantaged students was, on a national scale, disproportionately affected by the pandemic, it is even more important that pupil premium-eligible students attend school every day.</p>
2	<p>Progress</p> <p>Our analysis of termly assessments for Reading, Writing and Maths shows that the attainment and progress of disadvantaged students is below that of their non-disadvantaged peers.</p> <p>Observations and discussions with teachers, pupils and families suggest that the education and wellbeing of many of our disadvantaged pupils have been impacted by partial school closures to a greater extent than for other students. These findings are backed up by several national studies.</p> <p>This has resulted in significant knowledge gaps resulting in pupils falling further behind age-related expectations, especially in English and Maths.</p>
3	<p>Reading comprehension and phonics</p> <p>Disadvantaged pupils have lower reading ages and are subsequently not as fluent readers, on average, than non-disadvantaged pupils in all year groups across KS1 and KS2. Disadvantaged children do not read for as many minutes per day when compared to non-disadvantaged pupils using accelerated reading.</p> <p>Teacher assessments in 2021 show that phonics attainment in Year 1 was lower for disadvantaged children than non-disadvantaged. The percentage of disadvantaged children achieving GLD was lower than non-disadvantaged in 2021.</p>
4	<p>Writing and vocabulary</p> <p>Disadvantaged pupils made slower progress in writing last year 2020-2021 compared to non-disadvantaged children. Upon moderation, disadvantaged children were analysed to have gaps in vocabulary – particular tier 3 vocabulary – when compared to non-disadvantaged children. Also, basic sentence structure and handwriting is an area of focus for disadvantaged children across both KS1 and KS2.</p>

5	<p>Maths</p> <p>PP students made slower progress in maths last year 2020-2021 compared to reading and writing when compared to non-PP. Children’s fluency in maths and basic maths skills, combined with the inability to recall and review known facts in maths is a challenge. Children have large gaps in mathematical knowledge due to COVID-19 lockdowns.</p>
6	<p>Behaviour, Welfare and SEMH</p> <p>Across both of our primary schools, disadvantaged pupils are more likely to experience trauma and adverse childhood experiences which can contribute to issues with their SEMH. Discussions with families and pupils shows that the two periods of Lockdown have also contributed to an increase in welfare issues and mental health challenges. These findings are backed up by several national studies on partial school closure and our own UL research. This is evidenced by an increase in referrals and increased use of support such as CAMHS. The challenge now is to build their self-esteem, well-being and resilience.</p>
7	<p>Cultural Capital</p> <p>It is widely accepted that a person’s level of cultural capital is a huge indicator of how well they can succeed academically and engage in wider society and that this is a primary barrier for many disadvantaged students achieving future success. Exposure not only to culture but also to situations in which they might not have previous experiences is of paramount importance to their ongoing successes.</p> <p>https://www.tes.com/news/what-does-ofsted-mean-cultural-capital</p> <p>Our observations of, and conversations with, our students suggest that those in receipt of pupil premium have fewer opportunities to develop cultural capital outside of school. This reduces the background knowledge they need not only to access the curriculum fully, but also to lead a successful life.</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
Attendance	Sustained high attendance from 2022/23 demonstrated by: <ul style="list-style-type: none"> • the overall absence rate for all pupils being no more than 5%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced. • the percentage of disadvantaged pupils who are persistently absent being reduced.
Attainment and Progress	<ul style="list-style-type: none"> • Teachers identify systematically gaps in all students' knowledge, including disadvantaged students, using formative assessment. Content is then taught responsively. • Progress scores for disadvantaged pupils continue to improve in Reading, Writing and Maths, closing the gap with their non-disadvantaged peers.
Improved reading comprehension among disadvantaged pupils	Reading comprehension tests demonstrate improved comprehension skills among disadvantaged pupils and a smaller disparity between the standardised scores of disadvantaged pupils and their non-disadvantaged peers. Teachers should also recognise this improvement through engagement in lessons and book scrutiny.
To achieve and sustain improved wellbeing for all pupils, including those who are disadvantaged.	Sustained high levels of wellbeing from 2022/23 demonstrated by: <ul style="list-style-type: none"> • qualitative data from student voice, student and parent surveys and teacher observations. • a reduction in the level of serious incidents and fixed term exclusions for disadvantaged pupils
Cultural Capital	<ul style="list-style-type: none"> • All pupils, and especially disadvantaged students, are given multiple opportunities to gain more cultural capital. • All pupils are given the opportunity to participate in some form of enrichment inside or outside of school (e.g. sports or arts after-school clubs, Year 5 Residential). There are several trips throughout the year to cultural institutions, such as museums, galleries or other venues. These trips have a strong rationale rooted in the curriculum.

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: £307,262

Activity	Evidence that supports this approach	Challenge addressed
Appoint a Headteacher for each site so that the quality of teaching is kept under continual review and actions to improve the quality of teaching are implemented in a timely fashion. Appoint Assistant Headteachers for each phase, and year leads to work with them.	Getting the right leaders in post is vital to creating an environment and school climate that leads to good teaching. Leaders set the stage for great teaching through school policies, routines, and practices. It is vital to identify and cultivate leaders of implementation throughout the school and then build leadership capacity through implementation teams. Putting Evidence to Work - A School's Guide to Implementation EEF (educationendowmentfoundation.org.uk)	2 3 4 5
Continue to embed a culture of quality first teaching by ensuring all staff apply the Rosenshine principles and TLaC techniques, supported and quality assured by a programme of Development Days and Walkthroughs.	The best available evidence indicates that great teaching is the most important lever schools have to improve pupil attainment. 1. High-quality teaching EEF (educationendowmentfoundation.org.uk)	2 3 4 5
Retain small class sizes by appointing additional teachers into Year 6 at BA and AC allowing teachers to have higher quality interactions with their students, ensuring that pupils are receiving targeted numeracy and literacy support.	Smaller class sizes The EEF has found that reduced class sizes have an average impact on progress of +2 months. Reducing class size EEF (educationendowmentfoundation.org.uk)	2 3 4 5
Increase staffing and provide additional leadership capacity by appointing salaried United Teachers in KS1, LKS2 and UKS2. Increased staffing in key subjects allows for high-quality teaching, which is the 'most important lever	The best available evidence indicates that great teaching is the most important lever schools have to improve pupil attainment. 1. High-quality teaching EEF (educationendowmentfoundation.org.uk)	2 3 4 5

<p>schools have to improve pupil attainment' (EEF). Assistant Headteachers will all have teaching responsibilities so that their expertise is shared across all year groups</p>		
<p>Provide supply cover for the three Assessment Points so that high quality data meetings can be held with each teacher.</p>	<p>All school leaders understand the importance of providing meaningful feedback. Done well, it supports pupil progress, building learning, addressing misunderstandings, and thereby closing the gap between where a pupil is and where the teacher wants them to be.</p> <p>Teacher Feedback to Improve Pupil Learning EEF (educationendowmentfoundation.org.uk)</p>	2
<ul style="list-style-type: none"> • Purchase the Knowledge Schools Curriculum materials to provide research informed mid term pans for History, Geography and Art. 	<p>A Knowledge Rich Curriculum must be well-sequenced and underpinned by an understanding of how children learn. But, in addition, it must be based on a rich conception of knowledge that includes the skills and attitudes that contribute to success.</p> <ul style="list-style-type: none"> • EEF Blog: What do we mean by 'knowledge rich' anyway? EEF (educationendowmentfoundation.org.uk) • The importance of a knowledge-rich curriculum - GOV.UK (www.gov.uk) • Knowledge Schools Trust - Our Curriculum 	2 3 4
<ul style="list-style-type: none"> • Purchase Maths No Problem training and materials to include Teacher Workbooks and Pupil Textbooks and Workbooks. This programme will provide a researched and well evidenced sequence of teaching with consistency of approach to mastery and reasoning. • Purchase PUMA maths tests and subscribe to the Rising Stars 'Mark' programme for online analysis and QLA of test scores. 	<ul style="list-style-type: none"> • Structured teacher-led approaches can raise mathematics attainment by a sizeable amount. DI may be particularly beneficial for students with learning difficulties in mathematics. • Collaborative Learning (CL) has a positive effect on attainment and attitude for all students. • Discussion is a key element of mathematics teaching and learning. Teachers need to structure and orchestrate discussion, scaffold learners' contributions, and develop their own listening skills. • Concrete manipulatives can be a powerful way of enabling learners to engage with mathematical ideas • EEF Maths Evidence Review.pdf (d2tic4wvo1iusb.cloudfront.net) 	5

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

Budgeted cost: £90,130

Activity	Evidence that supports this approach	Challenge addressed
<ul style="list-style-type: none"> Fully embed a culture of rich vocabulary through explicit teaching, supported by high quality texts. Continue to embed the whole school approach to reading and writing lessons across EYFS-KS2 where high quality texts are used as the stimulus for children’s learning. PP children should be exposed to as many quality texts from their year group’s ‘Book Spines’ list as possible. Purchase PIRA reading tests and subscribe to the Rising Stars ‘Mark’ programme for online analysis and QLA of test scores. Subscribe to Bedrock and provide online vocabulary instruction for pupils in UKS2. PP children in EYFS, KS1 and KS2 will be priority readers and will read to an adult 1 regularly 	<p>On average, reading comprehension approaches deliver an additional six months’ progress. Successful reading comprehension approaches allow activities to be carefully tailored to pupils’ reading capabilities, and involve activities and texts that provide an effective, but not overwhelming, challenge.</p> <p>Reading comprehension strategies Toolkit Strand Education Endowment Foundation EEF Closing-the-Gap EPI-.pdf</p>	3 4
<ul style="list-style-type: none"> Provide reading and writing intervention to ensure PP students can access the material expected across the academy including the use of Accelerated Reader, PIXL, Spelling Shed, Bedrock and Times Tables Rock Stars Provide Herts for Fluency Reading Intervention – bringing the approaches into the classroom where needed. Provide 1-1 or small group targeted intervention for 	<p>Fluent readers can read accurately, at an appropriate speed without great effort (automaticity), and with appropriate stress and intonation (prosody). A fluent reading style can support comprehension because pupils’ limited cognitive resources are freed from focusing on word recognition and can be redirected towards comprehending the text</p> <p>EEF: Improving Literacy in KS2</p> <p>Pupils who were offered Accelerated Reader made 3 months’ additional progress in reading compared to other similar pupils. For pupils eligible for free school meals the figure was 5 months’ additional progress.</p> <p>Accelerated Reader EEF (educationendowmentfoundation.org.uk)</p>	3 4

<p>phonics on YR – Y3 to enable pupils to ‘keep up’.</p>	<p>KS2 Literacy Guidance - Poster.pdf (d2tic4wvo1iusb.cloudfront.net)</p> <p>PIXL interventions: Small group tuition has an average impact of four months’ additional progress over the course of a year. It is most likely to be effective if it is targeted at pupils’ specific needs. Diagnostic assessment can be used to assess the best way to target support.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</p>	
<ul style="list-style-type: none"> Secure the foundations of language and literacy in EYFS by purchasing the Ruth Miskin Read Write Inc. programme to include training for all staff who deliver the programme. Continue to provide the Daily Supported Reader (DSR) sessions in KS1. PP Children who require support to develop language skills are identified early and proven strategies for intervention are put into place to impact positively on attainment. 	<p>Phonics has a positive impact overall (+5 months) with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds.</p> <p>Phonics EEF (educationendowmentfoundation.org.uk)</p> <p>Early literacy approaches have been consistently found to have a positive effect on early learning outcomes. The early literacy approaches evaluated to date led to an average impact of four additional months’ progress, with the most effective approaches improving learning by as much as six months.</p> <p>Education Endowment Foundation EEF</p>	3
<ul style="list-style-type: none"> Provide training and implement a ‘Language for Learning’ Direct Instruction programme for pupils in Nursery 4 and Reception. 	<p>Education Endowment Foundation EEF</p> <p>Overall, studies of communication and language approaches consistently show positive benefits for young children’s learning, including their spoken language skills, their expressive vocabulary and their early reading skills. On average, children who are involved in communication and language approaches make approximately six months’ additional progress over the course of a year. All children appear to benefit from such approaches, but some studies show slightly larger effects for children from disadvantaged backgrounds.</p> <p>Language for Learning (nifdi.org)</p>	3 4
<ul style="list-style-type: none"> Appoint non-teaching SENCOs at each site to ensure that PP/SEND pupils receive personalised and appropriate classroom support and adjustments and the right 	<p>Special Educational Needs in Mainstream Schools— Recommendations (d2tic4wvo1iusb.cloudfront.net)</p> <ul style="list-style-type: none"> The research suggests a group of teaching strategies that teachers should consider emphasising for pupils with SEND. Teachers should develop a repertoire of these 	2

<p>interventions programmes where needed.</p>	<p>strategies they can use flexibly in response to the needs of all pupils. —</p> <ul style="list-style-type: none"> ➤ flexible grouping ➤ cognitive and metacognitive strategies; — explicit instruction ➤ using technology to support pupils with SEND ➤ scaffolding <ul style="list-style-type: none"> • Small-group and one-to-one interventions can be a powerful tool. Interventions should be carefully targeted through identification and assessment of need. • Effective deployment of teaching assistants (TAs) is critical. School leaders should pay careful attention to the roles of TAs and ensure they have a positive impact on pupils with SEND. 	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £270,536

Activity	Evidence that supports this approach	Challenge addressed
<p>Appoint an additional Attendance Officer and appoint an Inclusion Officer with an oversight for attendance at each site so that disadvantaged students achieve at least 95% attendance. The IO will provide home visits, other communication with home and support within school to support families.</p>	<p>An evidence informed approach to... Durrington Research School</p> <p>Robust attendance data is vital to support tracking and monitoring systems in schools, in order to address attendance issues. This allows patterns of absence to be scrutinised and then targeted interventions to be put in place. It also allows schools to monitor the effectiveness of any interventions they are putting in place to improve attendance and readjust as necessary. This is far more effective than general approaches to improving attendance and requires strong and determined leadership.</p>	1
<p>Appoint a team of Inclusion Officers at each site to support teachers with classroom behaviour and to provide SEMH support for targeted pupils.</p>	<p>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.</p> <p>Behaviour interventions EEF (educationendowmentfoundation.org.uk)</p>	6
<p>Commission and purchase additional targeted support to include:</p> <ul style="list-style-type: none"> • Training for IOs in 'Team Teach' de-escalation strategies. • Additional Ed Psych hours • Additional TAMS/CAMHs hours • Additional Speech and language support • Support from the SEMH Team at Nylands • Training for staff to provide Nurture and Lego Therapy 	<p>Involvement in the TaMHS programme was reported to have a positive impact on outcomes for children across a range of areas including: Academic achievements • Improved resilience • Feeling safe • Attendance • Improved self-awareness and cooperation • Behaviour within school • Confidence.</p> <p>Evaluation - Targeted Mental Health in Schools (TaMHS) (northamptonshire.gov.uk)</p> <p>On average, oral language approaches have a high impact on pupil outcomes of 6 months' additional progress. Training can support adults to ensure they model and develop pupils' oral language skills and vocabulary development.</p> <p>Oral language interventions EEF (educationendowmentfoundation.org.uk)</p> <p>According to the best available evidence Nurture Groups can achieve the following positive outcomes for children:</p>	6

	<p>Supporting children's mental health and wellbeing and enhancing school achievement</p> <p>Nurture Groups EIF Guidebook</p>	
<p>Provide a programme of subsidised trips and visits to support the curriculum and to offer pupils opportunities they would otherwise not participate in.</p>	<p>Overall, the average impact of arts participation on other areas of academic learning appears to be positive - about an additional three months progress. Improved outcomes have been identified in English, mathematics and science. Benefits have been found in both primary and secondary schools. Wider benefits such as more positive attitudes to learning and increased well-being have also consistently been reported.</p> <p>Arts participation EEF (educationendowmentfoundation.org.uk)</p> <p>There is a wider evidence base indicating that outdoor adventure learning may have positive impacts on other outcomes such as self-efficacy, motivation and teamwork. Outdoor adventure learning may play an important part of the wider school experience, regardless of any impact on academic outcomes.</p> <p>Outdoor adventure learning EEF (educationendowmentfoundation.org.uk)</p>	7

Total budgeted cost: £667,928

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes: Primary Phase

This details the impact that our pupil premium activity had on pupils in the 2020 to 2021 academic year.

The outcomes at Swindon Academy have been on a positive trajectory for the past 5 years.

- In 2022, there was a significant increase in the proportion of pupils who met the expected standard at the end of Year 6.
- There was an increase of 8% in the percentage that met the expected standard in all of reading, writing and maths.
- The proportion that reached EXS in Reading increased by 8%.
- The proportion reading the expected standard in writing remained stable at 66% – however, nationally there was a 9% decrease.
- In maths there was a 1% increase whereas there was a 4% decline in the % reaching the expected standard nationally.

	2019 %EXS+	2022 %EXS+	Increase
RWM	47%	55%	8%
Reading	56%	64%	8%
Writing	66%	66%	0%
Maths	63%	64%	1%

- There were also significant improvements in progress scores at the end of Year 6.
- The biggest increase in writing where there was a 3.64 point uplift. In increase in maths progress scores was 1.81 and for reading it was 1.40.

	2019 Progress	2022 Progress	Increase
Reading	-1.9	-0.50	1.40
Writing	-1.7	1.94	3.64
Maths	-2.2	-0.39	1.81

Swindon Academy Secondary

Challenges

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

Challenge number	Detail of challenge
1	<p>Attendance</p> <p>The attendance of disadvantaged pupils is lower than their non-disadvantaged peers. The rate of persistent absence for disadvantaged students is higher than non-disadvantaged students which impacts progress.</p> <p>Lower attendance has a negative impact on students' attainment. Since the education of disadvantaged students was, on a national scale, disproportionately affected by the pandemic, it is even more important that pupil premium-eligible students attend school every day.</p>
2	<p>Progress</p> <p>Our analysis of termly assessments shows that the attainment and progress of disadvantaged students across the curriculum is below that of their non-disadvantaged peers.</p> <p>Observations and discussions with teachers, pupils and families suggest that the education and wellbeing of many of our disadvantaged pupils have been impacted by partial school closures to a greater extent than for other students. These findings are backed up by several national studies.</p> <p>This has resulted in significant knowledge gaps resulting in pupils falling further behind age-related expectations, especially in EBACC subjects.</p>
3	<p>Quality of Teaching</p> <p>The school has appointed a large number of NQTs and Trainee Teachers for the academic year 2021-22. It is vital that these staff make rapid progress and are able to deliver high quality lessons quickly. If this does not happen, the impact on learning for disadvantaged pupils will be a concern.</p>
4.	<p>Gaps in knowledge</p> <p>Our disadvantaged pupils suffered disproportionately as a result of the two periods of lockdown, and subsequently have bigger gaps in their knowledge than their non-disadvantaged peers.</p>
5	<p>Reading comprehension</p> <p>Disadvantaged pupils in Key Stage 3 have lower levels of reading comprehension than their peers. This risks having a negative impact on their progress in all subjects and could potentially limit the extent to which they can access the curriculum.</p>

6	<p>Behaviour, Welfare and SEMH</p> <p>Our disadvantaged pupils are more likely to have experienced trauma and adverse childhood experiences which can contribute to issues with their SEMH. Discussions with families and pupils shows that the two periods of Lockdown have also contributed to an increase in welfare issues and mental health challenges. These findings are backed up by several national studies on partial school closure and our own UL research. This is evidenced by an increase in referrals and increased use of support such as CAMHS. The challenge now is to build their self-esteem, well-being and resilience.</p>
7	<p>Cultural Capital</p> <p>Our observations of, and conversations with, our students suggest that those in receipt of pupil premium have fewer opportunities to develop cultural capital outside of school. This reduces the background knowledge they need not only to access the curriculum fully, but also to lead a successful life.</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
Attendance	<p>Sustained high attendance from 2022/23 demonstrated by:</p> <ul style="list-style-type: none"> the overall absence rate for all pupils being no more than 5%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced. the percentage of disadvantaged pupils who are persistently absent being reduced.
Attainment and Progress	<ul style="list-style-type: none"> Teachers identify systematically gaps in all students' knowledge, including disadvantaged students, using formative assessment. Content is then taught responsively. Progress scores for disadvantaged pupils continue to improve in across the curriculum, and especially in EBacc subjects, closing the gap with their non-disadvantaged peers. Better levels of attainment and progress are evidenced through lessons visits, formative and summative assessment, and the high quality of the work produced which demonstrates that pupils are grasping key concepts and developing strong curriculum knowledge.

<p>Improved reading comprehension among disadvantaged pupils</p>	<p>Reading tests demonstrate improved comprehension skills among disadvantaged pupils and a smaller disparity between the standardised scores of disadvantaged pupils and their non-disadvantaged peers.</p> <p>Teachers should also recognise this improvement through engagement in lessons and book scrutiny.</p>
<p>To achieve and sustain improved wellbeing for all pupils, including those who are disadvantaged.</p>	<p>Sustained high levels of wellbeing from 2022/23 demonstrated by:</p> <ul style="list-style-type: none"> • qualitative data from student voice, student and parent surveys and teacher observations. • a reduction in the level of serious incidents and fixed term exclusions for disadvantaged pupils
<p>Cultural Capital</p>	<ul style="list-style-type: none"> • All pupils, and especially disadvantaged students, are given multiple opportunities to gain more cultural capital. • All pupils are given the opportunity to participate in some form of enrichment inside or outside of school (e.g. sports or arts after-school clubs, ABC Week projects and Year 8 camp). There are several trips throughout the year to cultural institutions, such as museums, galleries or other venues. These trips have a strong rationale rooted in the curriculum.

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: £169,841

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Appoint a cover Supervisor so that United Teachers can be released to attend bespoke and targeted training to improve their ability to deploy TLaC strategies and employ Rosenshine Principles in their teaching.</p>	<p>The best available evidence indicates that great teaching is the most important lever schools have to improve pupil attainment. Ensuring every teacher is supported in delivering high-quality teaching is essential to achieving the best outcomes for all pupils, particularly the most disadvantaged among them.</p> <p>1. High-quality teaching EEF (educationendowmentfoundation.org.uk)</p>	<p>3</p>
<p>Continue to embed a culture of quality first teaching by providing CPD and ensuring all staff apply the Rosenshine principles and TLaC techniques, supported and quality assured by a programme of Development Days and Walkthroughs.</p>	<p>The impact of mastery learning approaches is an additional five months progress, on average, over the course of a year.</p> <p>Mastery learning EEF (educationendowmentfoundation.org.uk)</p>	<p>2 3 4</p>
<p>Retain small class sizes by appointing additional teachers into each faculty, allowing teachers to have higher quality interactions with their students, ensuring that pupils are receiving targeted numeracy and literacy support.</p>	<p>Reducing class size has a small positive impacts of +2 month, on average. Smaller classes allow teachers to teach differently – for example, having higher quality interactions with pupils or minimising disruption. The gains from smaller class sizes come from the increased flexibility for organising learners and the quality and quantity of feedback the pupils receive.</p> <p>Reducing class size EEF (educationendowmentfoundation.org.uk)</p>	<p>2 3 4</p>

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

Budgeted cost: £60,735

Activity	Evidence that supports this approach	Challenge number(s) addressed
<ul style="list-style-type: none"> Provide online homework platforms that provide personalised work and feedback to pupils: SPARX, Hegarty and Bedrock. Appoint a Curriculum Support Assistant to monitor homework completion and increase engagement for disadvantaged pupils. 	<p>Homework has a positive impact on average (+ 5 months), particularly with pupils in secondary schools. To maximise impact, it also appears to be important that students are provided with high quality feedback on their work.</p> <p>Homework EEF (educationendowmentfoundation.org.uk)</p>	2 3 4
<ul style="list-style-type: none"> Provide targeted support for pupils with low reading ages and maths scores. This will include Direct Instruction lessons for English and Maths in KS3 and a Thinking Reading intervention programme. 	<p>Project Follow Through, the largest educational experiment ever conducted, was the first large-scale documentation of DI's superiority. Since that time many studies in a wide variety of settings have shown that children who receive Direct Instruction have significantly higher achievement, make more rapid educational progress, and have higher levels of self-esteem than students in other programs. Studies also show that as their students' achievement increases, teachers who use Direct Instruction become more self-confident and assured of their professional abilities..</p> <p>Intro To DI: What is the research base for Direct Instruction? - YouTube</p>	5
<ul style="list-style-type: none"> Deliver a programme of Tutor time reading for Key Stage 3 and Year 10 students 	<p>The average impact of reading comprehension strategies is an additional six months' progress over the course of a year.</p> <ul style="list-style-type: none"> Reading comprehension strategies EEF (educationendowmentfoundation.org.uk) Teaching Reading Fluency at Secondary... Durrington Research School 	5

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

Budgeted cost: £266,144

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Appoint an additional Attendance Officer so that disadvantaged students achieve at least 95% attendance.</p>	<p>An evidence informed approach to... Durrington Research School</p> <p>Robust attendance data is vital to support tracking and monitoring systems in schools, in order to address attendance issues. This allows patterns of absence to be scrutinised and then targeted interventions to be put in place. It also allows schools to monitor the effectiveness of any interventions they are putting in place to improve attendance and readjust as necessary. This is far more effective than general approaches to improving attendance and requires strong and determined leadership.</p>	1
<p>Appoint a team of College Managers to work with leaders to deliver disruption free learning and support with classroom behaviour. They will also provide SEMH support for targeted pupils.</p> <p>Appoint a safeguarding officer to provide targeted support for pupils who are CHIN, Edge of Care and on CP Plans.</p>	<p>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.</p> <p>Behaviour interventions EEF (educationendowmentfoundation.org.uk)</p>	6
<p>Commission and purchase additional targeted support to include:</p> <ul style="list-style-type: none"> • Additional Ed Psych hours • Additional TAMS/CAMHs hours • Training for staff in Attachment Aware practices. 	<p>Involvement in the TaMHS programme was reported to have a positive impact on outcomes for children across a range of areas including:</p> <p>Academic achievements • Improved resilience • Feeling safe • Attendance • Improved self-awareness and cooperation • Behaviour within school • Confidence.</p> <p>Evaluation - Targeted Mental Health in Schools (TaMHS) (northamptonshire.gov.uk)</p> <p>The Attachment Aware Schools project demonstrated significant improvements in pupils' academic achievement in reading, writing and maths. There were significant decreases in sanctions, exclusions and overall</p>	6

	<p>difficulties. Practitioners reported a positive impact on professional practice, adult self-regulation and emotional self-control, and were more confident when talking with children about emotions.</p> <p>Attachment Aware Schools: the impact of a targeted and collaborative intervention: Pastoral Care in Education: Vol 37, No 2 (tandfonline.com)</p>	
<p>Provide a programme of subsidised trips and visits to support the curriculum and to offer pupils opportunities they would otherwise not participate in.</p>	<p>Overall, the average impact of arts participation on other areas of academic learning appears to be positive - about an additional three months progress.</p> <p>Improved outcomes have been identified in English, mathematics and science. Benefits have been found in both primary and secondary schools. Wider benefits such as more positive attitudes to learning and increased well-being have also consistently been reported.</p> <p>Arts participation EEF (educationendowmentfoundation.org.uk)</p> <p>There is a wider evidence base indicating that outdoor adventure learning may have positive impacts on other outcomes such as self-efficacy, motivation and teamwork. Outdoor adventure learning may play an important part of the wider school experience, regardless of any impact on academic outcomes.</p> <p>Outdoor adventure learning EEF (educationendowmentfoundation.org.uk)</p>	<p>7</p>

Total budgeted cost: £496,720

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes: Secondary Phase

This details the impact that our pupil premium activity had on pupils in the 2020 to 2021 academic year.

- Year 11 students in receipt of Pupil Premium made excellent progress in GCSE examinations in 2022.
- The Progress 8 Score for disadvantaged pupils was **0.57** which is higher than the progress score for **non-disadvantaged** pupils in Swindon (0.05) and nationally (0.15).
- 62% of disadvantaged pupils at the school achieved English and Maths GCSEs at grade 5+ - this compares to 52% for **non-disadvantaged** students in Swindon and 57% nationally.