

Pupil premium strategy statement

School overview

Metric	Data
School name	Swinton Academy
Pupils in school	864
Proportion of disadvantaged pupils	33.1%
Pupil premium allocation this academic year	£249,645
Academic year or years covered by statement	2018/19 – 2020/21
Publish date	Dec 2019
Review date	Dec 2020
Statement authorised by	Rebecca Hibberd
Pupil premium lead	James Graham
Governor lead	TBC

Disadvantaged pupil performance overview for last academic year

Progress 8	-0.13
Ebacc entry	14%
Attainment 8	39.4
Percentage of Grade 5+ in English and maths	4+ = 49% 5+ = 26%

Strategy aims for disadvantaged pupils

Aim	Target	Target date
Progress 8	Achieve 'high' quartile (<i>Inspection Data Summary Report</i>) for progress made by disadvantaged pupils amongst similar schools. Improve Progress 8 score to be in line with non-disadvantaged.	Sept 21
Attainment 8	Achieve national average for attainment for all pupils and in line with academy target (48.0)	Sept 21

Percentage of Grade 5+ in English and maths	Achieve average English and maths 5+ scores for similar schools and in line with academy target (42%)	Sept 21
Other	Reduce the gap between disadvantaged attendance and non-disadvantaged.	Sept 21
Ebacc entry	Increase national average EBacc Entry for all pupils (currently 46%) nationally for all students.	Sept 21

Teaching priorities for current academic year

Measure	Target/Activity
<p>Priority 1</p> <p>Closing the attainment and progress gap between disadvantaged and non-disadvantaged.</p>	<p>To ensure that CPD and professional development opportunities are sequenced and designed to impact on the progress of all disadvantaged students. In particular, a series of CPD opportunities related to metacognition are implemented with the clear focus and desired impact of closing the progress and attainment gap between disadvantaged students and non-disadvantaged students.</p>
<p>Priority 2</p> <p>To ensure that the curriculum in all key stages meets the needs of all disadvantaged students through its Intent, Implementation and Impact</p>	<p>To ensure that the curriculum is reviewed in all key stages and through a review of its intent, implementation and impact disadvantaged students experience learning that motivates them to succeed, while positively influencing student's long term memory and retention of information.</p>
<p>Student barriers to learning these priorities address</p>	<p>Progress and attainment of all disadvantaged students. We need to equip all disadvantaged students with the skills they need to progress onto Post 16 or next stage of learning with good examination results. Student retention and long-term memory of topics/skills to improve.</p>
<p>Projected spending</p>	<p>Budgeted spend on teaching priorities - £100,000</p>

Targeted academic support for current academic year

Measure	Target/Activity
<p>Priority 1</p> <p>Accelerate levels of attainment and progress of all disadvantaged students</p>	<p>Accelerate levels of attainment and progress of all disadvantaged students. To support the rate of academic progress ensure the recruitment and retention of subject specialist teachers in all faculty areas.</p>
<p>Priority 2</p> <p>Improve levels of SPAG, literacy and numeracy amongst all students in all key stages.</p>	<p>Improve levels of SPAG, literacy and numeracy, especially in KS3. This will be supported by all faculty areas reviewing curriculum intent, implementation and desired impact with a clear focus upon numeracy and literacy development across all subjects. All faculty areas represented on the Learning and Teaching Group which supports the delivery/impact of CPD, including the implementation of literacy and numeracy opportunities.</p>
<p>Student barriers to learning these priorities address</p>	<p>Prior attainment on entry lower than national for the majority of disadvantaged students in English (Literacy) and Maths (Numeracy)</p>

	Low aspirations evident in some PP students, this includes attainment, attitude to learning, Post 16 progression routes and PA.
Projected spending	Budgeted spend on academic priorities - £70,000

Wider strategies for current academic year

Measure	Target/Activity
Priority 1 Attendance of all disadvantaged students (in all year groups/overall) to reduce the gap between the attendance of non-disadvantaged students.	Attendance of all disadvantaged students to be in line with school target. This includes students classed as persistent absence (PA). Maintain and improve the non-PP attendance while rapidly closing the gap between non-PP and PP attendance overall and in each year group. A particular focus upon disadvantaged PA students.
Priority 2	Reduce the hours of classroom learning missed due to fixed term exclusions and internal exclusion and in turn have a positive impact on aspirations.
Student barriers to learning these priorities address	Attitude to learning impacting on academic progress A higher percentage of PP students on PA register.
Projected spending	Budgeted spend on wider strategies to support all disadvantaged students - £70,000

Monitoring and implementation

Area	Challenge	Mitigating action
Teaching	Ensuring enough time is given over to allow for staff professional development linked to metacognition.	Use of INSET days, CPD and twilight session time. Aaaaaaaay11 mentoring time. TLR2 focus – ABC plans.
Targeted support	Supporting time for literacy, numeracy leads, year teams and middle leaders to support groups of students.	TLR2 briefing time on Tuesday morning to ensure that targets remain high priority and support accessed if needed.
Wider strategies	Engaging with families effectively.	Working closely with the academy EWO and other outside agencies if necessary (Early Help).

Review: last year's aims and outcomes

Aim	Outcome
Accelerate levels of attainment and progress of all PP, particularly in the 'open element' of P8	Achieved - 2017/18 open element Progress 8 score was -1.19. This is a significant difference to non-PP cohort who achieved 0.55 for the open element subjects. 2018/19 Progress 8 score for PP students in the open element was -0.52. This is a considerable movement in rate of progress within the open element subjects.
Attendance to be in line with school target	Achieved - PP student attendance also remained above national figures. Swinton Academy PP student's attendance was 2% higher than PP attendance nationally. This is a higher improvement than non-PP students who are 0.72% above national averages.
Improve levels of SPAG, literacy and numeracy	Achieved - 62% of PP students achieved a 4+ in English (Lang or Lit). This is an increase of 18% on previous results and 32% achieved a 5+ in English (Lang or Lit), an increase of 12%. 53% of maths PP students achieved a 4+ (in line with previous year) and 32% achieved a 5+, an increase of 8% on previous academic year.