

## Pupil premium strategy statement

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	Swanwick School & Sports College
Number of pupils in school	89
Proportion (%) of pupil premium eligible pupils	71%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021/2022 to 24/2025
Date this statement was published	December 2021
Date on which it will be reviewed	July 2022
Statement authorised by	Chris Greenhough Co Headteacher
Pupil premium lead	Danielle England
Governor / Trustee lead	Karen Hudson

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£75,885
Recovery premium funding allocation this academic year	£14,743
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	£90,628 (£128,396 Total 71% £91,161)

# Part A: Pupil premium strategy plan

## Statement of intent

At Swanwick School & Sports College we aim to use Pupil Premium funding to help us achieve and sustain positive outcomes for our disadvantaged pupils.

Due to the significant proportion of pupils at SSSC receiving pupil premium funding the strategy is purposefully designed to ensure it benefits all pupils.

High quality teaching and learning is an essential part of the PP strategy focussing on targeted support based around diagnostic assessment of need ensuring pupils access a broad, balanced and aspirational curriculum.

Funding is spent on whole school approaches such as high-quality teaching, Pastoral support, educational visits, free/ subsidised uniform and breakfast clubs. It is also spent on bespoke programmes of study dependant on need of individual. By designing an inclusive strategy, we believe it will encourage progress across the school for all.

Our strategy will be driven by the needs and strengths of each young person. It will be reviewed and adapted regularly ensuring we are responding to the needs of the pupils. Formal and informal assessments will take place to ensure a tailored, personalised offer is available, aspirational and appropriate.

## Challenges

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

Challenge number	Detail of challenge
1	All pupils have significant learning disabilities and an EHCP.
2	Due to the nature of pupil need combined with disadvantaged backgrounds our pupils lack opportunities to develop cultural capital outside of school.
3	Due to the complex social, emotional, mental and physical needs many of our pupils require additional support and time to complete daily life skills that promote independence and opportunities for aspirational Post 16 provision.
4	Due to the nature of all our pupils having an EHCP and being disadvantaged increased aspiration and ambition is required to promote opportunities for meaningful employment.
5	Families regularly find coping with SEND children a challenge for a variety of reasons including complex medical needs, social, emotional difficulties and mental health / anxiety which effective attendance and day to day living experiences.
6	Many of our pupil's communication needs are low and so find regulating their emotions a complex skill to achieve.

## 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
PP pupils to be given opportunities to raise aspirations through ambitious, relevant and appropriate curriculum opportunities.	All PP pupils to have attended a variety of experiences through Educational visits, Reward trips and Residentials. Pupils make significant progress towards EHCP outcomes through quality first teaching, small groups and learning experiences.
PP pupils to be given opportunities to develop independent living skills throughout their curriculum.	PP access a personalised Life Skills curriculum that promotes independence and aspiration.
To ensure pupils social and emotional needs are met through the implementation of Zones of Regulation and Positive Support Programme across the school.	To reduce number of incidents related to social and emotional needs and more able to regulate their emotions positively.
Provide support to all families to improve attendance, mental health and wellbeing.	Attendance to be in line with National Average for Special Educational Needs schools.
To ensure the Careers curriculum provides structures opportunities to develop employability skills and high aspiration.	Reduce levels of NEET by ensuring all pupils access appropriate post 16 provision and increased levels of meaningful employment.
To ensure pupils can effectively and successfully communicate irrelevant of need or ability.	Pupils have the ability to communicate their needs effectively in a variety of settings, situations and environments.

## 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: Circa £10,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Recruitment of quality staff to maximise benefits of small groups through quality first teaching.	Small group tuition demonstrates an impact of an additional 4 months progress over an academic year.  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</a>	1
Return educational visits, trips and residential opportunities to pre Covid levels for all pupils to build cultural capital, enhance curriculum delivery and further pupil progress.	Aspirational Quality First Teaching falls into three categories that SSSC has encompassed: - <ul style="list-style-type: none"> <li>• Interventions that focus on parents and families: -</li> <li>• Interventions that focus on teaching practice</li> <li>• Out of school interventions or extracurricular activities, some-times involving peers or mentors.</li> </ul> <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/aspiration-intervention">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/aspiration-intervention</a>	1, 2

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

Budgeted cost: £ 66,732

Activity	Evidence that supports this approach	Challenge number(s) addressed
Positive Support intervention programme.  Positive Support Programme is designed to work with pupils in crisis with drop-in sessions specifically for PP pupils available when required.	Positive Behaviour Support provides a process to understand and resolve the challenging behaviour of individuals that is based on values and empirical research. At the core of PBS is the principle to promote a good quality of life.	1, 5
Quality Alternative provision that we are unable to provide on site due to facilities and or specialisms.	Quality Alternative provision raises aspirations for some of our pupils, increases attendance and expands Nationally recognised qualifications and promotes opportunities for successful living in the wider world.	2, 3, 4

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

Budgeted cost: £ 51,664

Activity	Evidence that supports this approach	Challenge number(s) addressed
The position of a Family Liaison Workers within a Pastoral Team.	Family Liaison Workers ensures both the family and pupil receive the additional support sometimes required to ensure a safe and positive home life is created. The Pastoral Team have procedures in place to support individual families and pupils with various issues or concerns.	5
Occupational Therapist / Speech and Language Therapist.	Encourage concentration and attention in lessons. Specific strategies have improved, fine and gross motor skills, sensory regulation, behaviour, attendance and increased progress. Parental questionnaires have evidenced this further.	6
The provision of school uniform to new pupils.	At SSSC 71% of students receive PP and often families find it a struggle to pay for new uniform. By giving the first set of uniform for free it encourages a sense of belonging and community. It encourages the students to have a fresh start and positive approach to education.	2,3,4
After School Clubs	Provides pupils with opportunities to access experiences that they may not normally be able to participate in promoting positive cultural capital exposure for when a young person moves onto the next stage of their education.	2

**Total budgeted cost: £ [insert sum of 3 amounts stated above]**

## 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 2020 to 2021 academic year.

*Our internal assessments during 2020-2021 indicated that disadvantaged pupils academic and wider development outcomes were slightly lower than what was anticipated due to the significant disruption of Covid 19. However, pupils still achieved a variety of Nationally recognised qualifications and attendance remained good irrelevant of the National Lockdowns as the school remained open for all pupils throughout.*

*We mitigated the impact on academic outcomes by our resolution to maintain a current, relevant and aspirational curriculum. We provided significant mental health and wellbeing support for all pupils and communicated effectively with parents and carers to ensure transparent support and advice was given throughout.*

*We continued to implement our scheme of work designed by the Speech and Language Therapist and Occupational Therapist throughout the pandemic ensuring our pupils were receiving the identified interventions as designed within our curriculum pathway.*

*Mental Health and wellbeing concerns increased drastically over the pandemic and thus a significant increase of support was implemented by the Pastoral Team. We used Pupils Premium funding to help provide this support and targeted interventions ensured pupils received appropriate support that increased attendance, progress and wellbeing.*

*The impact the Global pandemic had on all pupils was and still is significant, however Pupil Premium funding allowed for targeted interventions and the strategies that provided the support and education our pupils deserved in a very challenging time.*

### Externally provided programmes

*Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England*

Programme	Provider

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## Further information (optional)

*Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.*