

Pupil premium strategy statement 2023/24

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 effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Old Swinford Hospital
Number of pupils in school	833
Proportion (%) of pupil premium eligible pupils	5.04%
Academic year/years that our current pupil premium strategy plan covers	3 years
Date this statement was published	16 th December 2023
Date on which it will be reviewed	December 2024
Statement authorised by	Paul Kilbride Headteacher
Pupil premium lead	Adam Sidaway Assistant Head: Teaching and Learning
Governor lead	Paul Kilbride

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£55,890
Recovery premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£58,579
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	<u>£114,469</u>

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and secure good outcomes at Old Swinford Hospital. We also strongly believe in the development of the whole child, supporting pupils in their engagement with the wider world, and ultimately cultivating responsible and reflective young citizens who are ready to make a positive contribution to the world.

The focus of our pupil premium strategy is to support disadvantaged pupils to achieve these goals, including progress for those who are already high attainers. We have considered the barriers and challenges that are potentially faced by pupil premium learners, and have strategies in place to help address these.

High-quality teaching, as the EEF suggests, is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support (CPD to facilitate this is already in place). This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school, and therefore forms the main thrust of our strategy. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- Ensure that Pupil Premium pupils receive high quality teaching and feedback that meets their needs;
- Reduce the attainment gap between those who are entitled to Pupil Premium support and those who are not;
- Ensure that Pupil Premium pupils are fully supported in the development of emotional and mental wellbeing, and that students know how to seek out support when it is needed;
- Ensure that data monitoring systems are effectively utilised to ensure that Pupil Premium pupils are making progress and to intervene when this is not the case.

Challenges

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

Challenge number	Detail of challenge
1	Our assessments (including GL PASS well-being survey), observations and discussions with pupils and families have identified social and emotional issues for many pupils, such as anxiety, depression (diagnosed by medical professionals) and low self-esteem.
2	Data on entry indicates that as a cohort, PP students arrive to OSH with lower prior attainment compared to their peers
3	The maths attainment of disadvantaged pupils is generally lower than that of their peers and teacher diagnostic assessments suggest that many pupils particularly struggle with problem solving tasks.
4	Our observations suggest many lower attaining disadvantaged pupils lack metacognitive / self-regulation strategies when faced with challenging tasks, notably in their monitoring and evaluation of their answers. This is indicated across the curriculum where pupils can struggle to retain knowledge and understanding for longer.
5	Though our sample size is small, historical trend analysis demonstrates that Pupil Premium attendance is significantly below that of attendance measured across the whole school.

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
Improved attainment among disadvantaged pupils across the curriculum at the end of KS4.	By the end of our current plan in 2024/25, KS4 outcomes demonstrate that disadvantaged pupils achieve well.
Narrowing the gap between Pupil Premium pupils and their peers	Data analysis to help demonstrate the impact of quality first teaching on attainment in both internal assessments and summative examinations.
Improved mathematical skills among disadvantaged pupils across KS3.	Mathematical skills and problem-solving tests demonstrate improved skills among disadvantaged pupils and a smaller disparity between the scores of disadvantaged pupils and their non-disadvantaged peers. Teachers should also have recognised this improvement through engagement in lessons and work scrutiny.
Improved metacognitive and self-regulatory skills among disadvantaged pupils across all subjects in KS3 and KS4.	Teacher reports and class observations suggest disadvantaged pupils are more able to monitor and regulate their own learning. This finding is supported by prep completion rates across all classes and subjects.
To achieve and sustain improved wellbeing for all pupils, including those who are disadvantaged.	Sustained high levels of wellbeing from 2024/25 demonstrated by: <ul style="list-style-type: none"> • qualitative data from student voice, student and parent surveys and teacher observations. • a significant increase in participation in enrichment activities, particularly among disadvantaged pupils.
Improved attendance of PP learners	Attendance data to demonstrate a narrowing in the gap between Pupil Premium attendance compared to whole school attendance figures.

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.

Ongoing CPD and Staffing Support

Budgeted cost: £25,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>CPD for teachers on scaffolding up for DA pupils as well as ongoing CPD to embed Rosenshine's principles to develop metacognition, self-regulation skills and supporting longer term retention of knowledge and understanding.</p> <p>Create capacity for middle leaders to support their learning areas in the delivery of effective QFT and an agile curriculum that meets the needs of all learners. Covering middle leaders to allow this work to be undertaken and to feedback to staff.</p> <p>Ongoing CPD, training and upskilling of staff.</p> <p>TeachMate AI</p>	<p>Ongoing training with staff to embed Rosenshine's principles to better support the development of metacognition in pupils. This takes the form of whole staff CPD, small group CPD and one to one coaching. This is backed up by the meta-analysis of John Hattie who identified upscrafting and its uses through aspects of the Solo taxonomy as having a positive effect size.</p> <p>Metacognition and self-regulation Toolkit Strand Education Endowment Foundation EEF</p> <p>Evidence from the EEF clearly outlines how QFT has the most significant impact on progress with Pupil Premium learners. To enable this to happen, middle leaders need to be invested in this process, and are best placed, as subject specialists and leaders within their areas, to affect this change.</p> <p>A core arm of our strategy is to therefore give middle leaders the time and scope to explore the quality of provision, with a key focus on the Pupil Premium experience in lessons. This requires investment in terms of recruitment and providing cover to create this extra capacity.</p> <p>At times, and should it be required, funds will be used to support teacher attendance at appropriate training through staff cover.</p> <p>£1250.00</p> <p>TeachMate AI is a teaching-specific AI engine that enables teachers to create tailored resources and to offer detailed diagnostic feedback on pupil work. Investing in this technology will help teachers better meet the needs of Pupil Premium pupils and help close gaps</p>	<p>2 and 4</p> <p>1, 2 and 3 and 4</p> <p>All</p> <p>1,2 and 4</p>

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

Budgeted cost: £15,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Adopting the Sumdog and Times Table Rock Stars schemes as a numeracy intervention for disadvantaged pupils who need additional help to support their mathematical and problem solving skills.</p>	<p>Sumdog (£405 each year for 3 years) Times Table Rock Stars (£167.90 each year for 3 years) MyMaths (£800 each year for 3 years)</p> <p>To support disadvantaged pupils with their mathematical skills and problem solving strategies, and help pupils to develop more complex mental models and apply their transferable numeracy skills across the curriculum.</p> <p>EEF research evidence highlights the importance of support for students independence and motivation / confidence in maths KS2 KS3 Maths Guidance 2017.pdf (educationendowmentfoundation.org.uk)</p>	<p>3</p>
<p>Support for enrichment and co-curricular activities</p>	<p>Music activities, trips and visits.</p> <p>It is well established that Music Education builds self-esteem and character through performance and team work. This can be seen in the 'National Plan for Music Education' as well as more recent research findings from charities such as the Music Trust and Music Mark.</p>	<p>1 and 4</p>

Extra and Co Curricular financial support	£3000 Wider support to students in terms of funding CCF, DofE, Co Curricular activities, providing learning materials and revision guides.	1 and 4
Contingency fund for acute issues.	£6000 Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.	All

Total budgeted cost: £80,000

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 2022 to 2023 academic year.

Last year's GCSE outcomes demonstrated that when Pupil Premium pupils regularly attended school, they achieved well. Furthermore, internal assessment tracking details a similar picture and although there is still a gap between Pupil Premium learners and their peers, there is evidence that this gap is narrowing where attendance is good.

Student voice work clearly demonstrated that Pupil Premium learners feel a sense of belonging at Old Swinford and pleasingly, there is not a sense of 'otherness' felt by these students due to their socioeconomic background. Many of our Pupil Premium pupils are boarders and feel fully integrated into all aspects of school life.

We recognise that attendance is an ongoing challenge, particularly persistent absence, and there are ongoing efforts in terms of counselling, parental support and parental engagement to try and reduce this figure.

Externally provided programmes

Programme	Provider
GL PASS	GL Assessment
4Matrix	4Matrix
EduLink	EduLink
TeachMateAI	TeachMateAI
SOCS	SOCS