

— THE —  
SWEYNE PARK  
— SCHOOL —

**The Pupil Premium: Allocation and Intended Impact 2015/16**

**Allocation and Intended Impact for 2015/16**

The Sweyne Park School has been allocated £201,960 for the academic year 2015/16, in addition to our main budget, based on our January census return. A proportion of the Pupil Premium is committed to maintaining the provision for disadvantaged students that is currently in place. There are currently 234 disadvantaged pupils. There is one child of service personnel currently attending The Sweyne Park School.

The Pupil Premium Grant is an addition to the school's delegated budget. It is allocated to children from low income-families and children who have been looked after continuously for more than six months. Pupil Premium Funding is used to raise attainment, promote social skills, independent learning and positive behaviour in order to increase pupil progress. The ultimate goal will be to eventually eliminate the gap in achievement, although initial steps aim to continue to reduce the variance between eligible pupils and their peers.

At The Sweyne Park School, we aim to direct the funding to support planned initiatives which are again directly linked to the four core areas of our school Development Plan. These are:

1. Raising aspirations and expectations making sure all pupils are GCSE-ready at the end of Key Stage Three and well-prepared for post-16 studies.
2. Increasing the proportion of outstanding teaching through our work as a Thinking School, including improving the quality of feedback to pupils on how to improve.
3. Improving outcomes for all pupils by ensuring better pass rates/more top grades at A-Level, increasing the percentage of pupils gaining 5 A\*-C grades including English and Maths, and eliminating gaps for Disadvantaged pupils.
4. Ensuring pupils experience exceptional moral and cultural learning opportunities, including access to the Arts, and are prepared for life in modern Britain.

<b>Action:</b>	Provide additional careers advice and guidance via one-to-one consultation with our careers advisor (including work experience)		
<b>Rationale:</b>	This initiative has proven successful in the past in supporting pupils in choosing a pathway into FE and also in engaging and empowering parents in the process of college and FE applications.		
<b>Intended Impact:</b>	Pupils develop a clear understanding and aspiration towards a pathway into Education or Training, resulting in the NET figure for Sweyne Park remaining well below the national average. We aim for 100% of our pupils to progress to a sustained education or employment/training destination.		
<b>Dates</b> Sept 2015 (all year)	<b>Person Responsible</b> EHa NWe Connexions advisor HoY	<b>Monitoring and Evaluation</b> All pupils within cohort are prioritised Records of meeting recorded by advisor and copy given to child and parent HoY 11 to monitor FE applications	<b>Estimated Cost</b>  <b>£3,210</b>
<b>Action:</b>	One-to-one meetings with parents/carers to discuss pupil progress and target setting ( <i>KS4 Learning Reviews &amp; Y7 Academic Induction</i> )		
<b>Rationale:</b>	Creating a channel and opportunity for parents to discuss progress, attitude to learning and also destinations has, in the past, proven to be effective at SPS. Staff conducting the reviews/meetings have the opportunity to reinforce our high expectations and also set agreed targets.		
<b>Intended Impact:</b>	To raise parent's awareness of progress and reinforce our high expectations of all pupils, thus improving engagement and proactivity in supporting their child and leading to pupils making at least expected progress. All key stage 3 pupils make at least 2 sub levels per academic year. 100% of disadvantaged pupils attend parents' evenings, in every year group.		
<b>Dates</b> Oct 2015 Nov 2015 Dec 2015	<b>Person Responsible</b> HoY/AHoY 7,10,11 SLT NWe	<b>Monitoring and Evaluation</b> Ensure that all the disadvantaged cohort attend scheduled meetings. HoY/AHoY to ensure parents are aware. Engagement and progress of cohort to be monitored following the meetings/reviews.	<b>Estimated Cost</b>  <b>£6,941</b>
<b>Action:</b>	KS3 profiling & pastoral mentoring		
<b>Rationale:</b>	By tracking and having regular dialogue with pupils, we are able to rigorously track their progress and involvement in whole school activities, including extra-curricular clubs. Profiling can help with minor issues such as organisation and also provides a channel for mentors to encourage extra-curricular participation which has been proven to have a positive impact on learning and engagement.		

<b>Intended Impact:</b>	More pupils will choose to take part in extra-curricular activities and effort levels indicate excellent engagement in school and with the school community. We aim for all (100%) of the disadvantaged cohort to take part in an extra-curricular visit or trip whilst at Sweyne Park and all to attend at least one after school club.		
<b>Dates</b> Sept 2015 onwards	<b>Person Responsible</b> HoY/AHoY Tutors NWe	<b>Monitoring and Evaluation</b> AHoY/tutors to conduct regular profiling Pupils not engaging or seeking opportunities outside of the classroom will be encouraged to do so. Analysis of academic monitoring data to monitor progress and effort Half termly meetings to develop intervention strategies	<b>Estimated Cost</b>  <b>£2,093</b>
<b>Action:</b>	Targeted mentoring of KS4 cohort by SLT		
<b>Rationale:</b>	In our experience pupils have, in the past, responded positively to support from a member of SLT. This guidance has proven effective in supporting pupils organise their time effectively and ensuring they attend revision/extra-curricular workshops, especially leading up to the exam period.		
<b>Intended Impact:</b>	All pupils who are mentored achieve or exceed expected progress in the desired subjects. Guidance provided with regard to exam and organisational skills.		
<b>Dates</b> Sept 2015 onwards	<b>Person Responsible</b> All SLT & ELT HoY 10 & 11	<b>Monitoring and Evaluation</b> Pupils may occasionally complete a progress report to provide day-to-day feedback for member of SLT supporting. Academic monitoring data, including effort, current and realistic grades. GCSE final grades.	<b>Estimated Cost</b>  <b>£9,876.60</b>
<b>Action:</b>	Support for pupils' uniform costs, music lessons and school trips		
<b>Rationale:</b>	Previously, we have witnessed an improvement in engagement and progress when pupils are made to feel part of the school community and have the opportunity to attend extra-curricular events and trips		
<b>Intended Impact:</b>	Supports learning outside of the classroom and enhances subject specific skills, e.g. languages. Will provide opportunity for pupils to experience social and cultural events. As mentioned, we aim to ensure that all of the pupils within the disadvantaged cohort experience at least one trip or visit during their time with us at Sweyne Park.		
<b>Dates</b> Sept 2015	<b>Person Responsible</b> HoY/AHoY Tutors	<b>Monitoring and Evaluation</b> Disadvantaged pupils' involvement in enrichment activities is monitored. Attendance figures and statistics for cohort.	<b>Estimated Cost</b>

	PJa NWe	Academic monitoring and report grades.	<b>£3,276</b>
<b>Action:</b> Alternative/additional educational opportunities			
<b>Rationale:</b> The opportunity to take part in and experience alternative opportunities, such as vocational learning, has in the past had a positive effect on engagement and outcomes.			
<b>Intended Impact:</b> Improvement in pupil engagement and effort. All pupils exhibiting low self-esteem or confidence will have the opportunity to take part in a workshop. Attendance gap (in-school) lowered to <1.5% (currently 1.8%), cohort attendance reduced to <5% of sessions missed (currently 10.8%)			
<b>Dates</b> Sept 2015	<b>Person Responsible</b> NWe HoY	<b>Monitoring and Evaluation</b> Attendance and punctuality to be monitored. Effort and progress levels via academic monitoring and report data. Additional qualifications gained, e.g. NVQs and City and Guilds accreditation.	<b>Estimated Cost</b>  <b>£14,544.72</b>
<b>Action:</b> Additional staff responsibilities to monitor/support disadvantaged cohort			
<b>Rationale:</b> A greater focus and more time is allocated to staff with specific responsibility for the progress of this cohort, which has improved our understanding of the gaps across each year group (part of our distributed leadership model)			
<b>Intended Impact:</b> Eligible pupils across all year groups are supported. Percentage of pupils experiencing extra-curricular opportunities, trips and visits increases. All pupils make or exceed expected progress and demonstrate excellent engagement and effort.			
<b>Dates</b> Sept 2015	<b>Person Responsible</b> NWe HoY/AHoY	<b>Monitoring and Evaluation</b> Cohort progress is a regular feature and discussion point for line management, at SLT and pastoral level. Stringent analysis of academic monitoring data to reward excellent progress and effort and highlight where intervention is required. Final GCSE grades and KS3 progress data used as an evaluation and reflection tool.	<b>Estimated Cost</b>  <b>£38,172</b>
<b>Action:</b> Pastoral strategy meetings with a specific focus on pupil achievement, enrichment and intervention.			

<b>Rationale:</b>	Time allocated will allow for strategic planning and reflection regarding the engagement of disadvantaged pupils across all year groups. This has in the past proved an effective way of promoting collaboration across year groups/subject areas.		
<b>Intended Impact:</b>	Eligible pupils across all year groups are supported. Percentage of pupils experiencing extra-curricular opportunities, trips and visits increases. All pupils make or exceed expected progress and demonstrate excellent engagement and effort.		
<b>Dates</b> Sept 2015	<b>Person Responsible</b> NWe HoY/AHoY	<b>Monitoring and Evaluation</b> Cohort progress is a regular feature and discussion point for line management, at SLT and pastoral level. Regular focus meetings targeting 3 specific cohort groups: <ul style="list-style-type: none"> <li>• Disadvantaged pupils</li> <li>• Disadvantaged pupils with SEND</li> <li>• Disadvantaged pupils who are adopted</li> </ul> Final GCSE grades and KS3 progress data used as an evaluation and reflection tool (in addition to enrichment tracking)	<b>Estimated Cost</b>  <b>£4,410.36</b>
<b>Action:</b>	Targeted progress monitoring of all pupils eligible for all disadvantaged pupils.		
<b>Rationale:</b>	The analysis and review of academic monitoring data has, in the past, proved effective in highlighting pupils within the cohort who are underachieving and require intervention/support. Additionally, pupils who are actively engaged in the school community and are seen to be making progress are rewarded accordingly, which would ensure they remain motivated and enthused to learn.		
<b>Intended Impact:</b>	Pupils within Key Stage 3 will continue to make at least expected progress with regards to National Curriculum levels (see previous target relating to progress). Key Stage 4 pupils either remain on target or exceed/achieve their <i>Good Progress</i> targets in English and Maths. Specifically, we aim for both the English and mathematics expected progress gap to reduce to below 20% (27.9% and 34.9% respectively in 2015).		
<b>Dates</b> Sept 2015 onwards	<b>Person Responsible</b> NWe SWh HoD HoY (& AHoY)	<b>Monitoring and Evaluation</b> Regular review following the release of academic monitoring data. Regular analysis of progress data Discussion and planning of intervention for cohort to remain a regular line management feature, between HoD & SLT and also HoY & SLT. KS4 learning reviews (parental engagement) for progress update and target setting. Regular support groups set up in KS3, e.g. to support organisation in Y7.	<b>Estimated Cost</b>  <b>£7,292.20</b>

<b>Action:</b>	Targeted mentoring of individual pupils at risk of underachievement, including additional English/Maths mentoring in years 10/11		
<b>Rationale:</b>	Due to the restrictions on teaching time available, additional workshops are provided to support those who are risk of underachievement. This allows for small group tuition and in some cases one-to-one tuition which research heavily supports as being a successful strategy to raising achievement.		
<b>Intended Impact:</b>	Increased confidence in exam techniques, revision methodology, planning and preparation. Targeted KS4 pupils will either achieve or exceed their <i>Good Progress</i> target in English and Maths. Percentage of pupils achieving 5A*-C grades including English and Maths variance is reduced to 10%. Pupils achieving the 'basics' (achieving a C or above in both English and maths) increases to 50% (31% in 2015)		
<b>Dates</b> Sept 2015 onwards	<b>Person Responsible</b> NWe (oversee) HoD (& LM)	<b>Monitoring and Evaluation</b> Regular analysis and review of academic monitoring data. Half termly RAG (Red, Amber, Green) meetings with key teaching staff of English and maths to discuss cohort progress and plan appropriate intervention. Pupils who appear to struggle with exam technique are offered support via a specialised revision workshop. Final GCSE data via exams analysis.	<b>Estimated Cost</b>  <b>£5,040</b>
<b>Action:</b>	Reduced class sizes for English, Maths and Literacy in key stage 3		
<b>Rationale:</b>	Improving the pupil to teacher ratio has, in our opinion, had a significant impact on the progress of pupils by allowing opportunity for small group tuition in numeracy and literacy (Yrs 8 & 9). Additional staff costs to ensure that class sizes remain low, which evidence suggests will improve the opportunity for individualised feedback and greater interaction between pupils and teachers ( <i>Class size and education in England evidence report</i> , DFE, 2011). See specific targets relating to KS3 progress.		
<b>Intended Impact:</b>	Improved conditions allowing strategies to be maximised in small groups. Improved teacher-pupil ratio leading to pupils meeting/exceeding progress targets.		
<b>Dates</b> Sept 2015 onwards	<b>Person Responsible</b> SLT i/c of timetable RBr	<b>Monitoring and Evaluation</b> Review and analysis of the progress of pupils receiving support in literacy and numeracy. Reading and spelling age progress assessed at the end of the academic year.	<b>Estimated Cost</b>  <b>£42,408</b>

<b>Action:</b>	Additional responsibility payments to key staff who have a strategic overview of raising standards and attainment		
<b>Rationale:</b>	It has been recommended that the progress of disadvantaged pupils is a key responsibility for a member of the senior leadership team. A distributed leadership approach ensures that pupils within each year group and core subject area are monitored and supported accordingly.		
<b>Intended Impact:</b>	Improvement in pupil engagement and effort whereby pupils continue to make expected progress. Individual support provided for eligible pupils in key subject areas. 50% of disadvantaged pupils achieve 5A*-C grades including English and maths (31% in 2015). In-school gap reduced to less than 20%.		
<b>Dates</b> Sept 2015 onwards	<b>Person Responsible</b> AHO NWe	<b>Monitoring and Evaluation</b> Planning and implementation of strategies to support disadvantaged pupils PPG reflection and analysis Regular line management to discuss cohort progress and concerns	<b>Estimated Cost</b>  <b>£55,600</b>
<b>Action:</b>	Staff training/development to raise the standards of teaching and learning, especially for our disadvantaged pupils/students		
<b>Rationale:</b>	At the Sweyne Park School we aim to develop a culture of high expectation for every child, regardless of socio-economic status or deprivation. Whole school CPD will enable senior leaders to share the vision with staff and additionally keep them updated with proven classroom strategies. Academic research supports the fact that creating such a school ethos and culture has the biggest effect on raising the attainment of pupils from deprived backgrounds.  <i>'Feedback has effects on all types of learning across all age groups...One evaluation of AfL indicated an impact of half of a GCSE grade per student per subject is achievable, which would be in line with the wider evidence about feedback' (Taken from The EEF teacher toolkit 2014, available at <a href="http://www.educationendowmentfoundation.org.uk">www.educationendowmentfoundation.org.uk</a>)</i>		
<b>Intended Impact:</b>	Staff identify pupil needs in their planning and are confident in applying teaching strategies to address their needs. Improvement in pupil attainment and progress. We aim for 50% of disadvantaged pupils to make expected progress in both English and maths in regard to KS2 to KS4 performance. See the specific targets featured above relating to the GCSE performance for the cohort.		
<b>Dates</b> Sept 2014 onwards	<b>Person Responsible</b> NWe (lead) AHO SPe & KDi (R&D) All teaching staff	<b>Monitoring and Evaluation</b> Whole school CPD to share the vision and message with staff. Analysis of lesson planning in department reviews and lesson observations (especially of context sheets). Scrutiny of marking and pupils' books. Use of Research and Development time and planning to share expertise and good practice.	<b>Estimated Cost</b>  <b>£20,462</b>

		Analysis of academic monitoring data to assess progress and engagement.	
<b>Action:</b>	Extra-curricular support via <i>Home Learning Club</i>		
<b>Rationale:</b>	Research and evidence published by the Sutton Trust supports the fact that the setting of and support for homework can have a positive impact on attainment. To help support pupils organise their time effectively and receive the required support, we aim to continue running our daily home learning club.		
<b>Intended Impact:</b>	Support for improving the organisational skills of disadvantaged pupils. Ensure pupils are supported with the completion of their home learning. Effort and levels of progress remain high. See previous targets relating to KS3 & KS4 progress and also extra-curricular club attendance.		
<b>Dates</b> Sept 2015 onward	<b>Person Responsible</b> RBr (& JKe) LSA team	<b>Monitoring and Evaluation</b> Cohort (especially multiple needs) encouraged to attend. Use of Academic Induction meetings (Y7) and other school - parent meetings (involving SENCO, HoY) to encourage attendance Regular attendance updates and reviews to assess number of FSM pupils in attendance.	<b>Estimated Cost</b>  <b>£9,929.40</b>
Forecast of total spend for academic year 2015/16			£223,255.28