

Annex 2d: Pupil premium strategy statement (secondary)

1. Summary information					
School	The Sweyne Park School				
Academic Year	16/17	Total PP budget	£200,090	Date of most recent PP Review	Feb 16
Total number of pupils	1263	Number of pupils eligible for PP	229	Date for next internal review of this strategy	
2. Current attainment					
			Pupils eligible for PP (your school)	Pupils not eligible for PP (national other pupils)	
% achieving BASICS			44.4%	70.6%	
% achieving the English Baccalaureate			9%	29.7%	
% Entering for the English Baccalaureate			42%	45.2%	
Progress 8 score average			-0.38	0.10	
Attainment 8 score average			40.3	53.3	
3. Barriers to future attainment (for pupils eligible for PP)					
In-school barriers (<i>issues to be addressed in school, such as poor literacy skills</i>)					
A.	Boys who are eligible for PP are making less progress than other boys across Key Stage 4.				
B.	Pupils who are eligible for PP are making less than expected progress compared to other pupils in maths across Key Stage 4 and Key Stage 3				
C.	A lower percentage of pupils eligible for PP are achieving the EBacc compared to other pupils.				
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)					
D.	Attendance rates for pupils eligible for PP are 93.16% (below the target for all children of 95.7%). This reduces their school hours and causes them to fall behind.				
4. Desired outcomes (<i>desired outcomes and how they will be measured</i>)				Success criteria	
A.	Improved rates of progress across Key Stage 4 for boys eligible for PP.			Boys eligible for PP across key stage 4 makes as much progress as 'other' pupils	

		across the key stage, so that 70% or above are on track to make 4 levels of progress. Where they are, departments are putting into place level 2 and level 3 interventions.
B.	Improved rates of progress across Keys Stage 3 and Key Stage 4 in maths for all pupils eligible for PP.	Pupils eligible for PP will make as much progress as 'other' pupils in maths. Where they are not making progress, maths will implement level 2 interventions.
C.	A higher percentage of pupils eligible for PP are achieving the EBacc	Pupils eligible for PP who are identified as studying the EBacc subjects will make as much progress as 'other' pupils, so that 15% or more of the cohort will achieve this measure.
D.	Increase attendance rates for pupils eligible for PP.	Overall attendance among pupils eligible for PP improves from 93.16% to above 95% in line with 'other' pupils. Reduce the number of persistent absentees (PA) among pupils eligible for PP to below 10%.

5. Planned expenditure					
Academic year		2016/17			
i. Quality of teaching for all					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Improved rates of progress for boys across Keys Stage 4	CPD on level 2 intervention strategies (peer mentoring; small group tutoring; metacognition and self-regulation) for teachers.	Based upon the key findings by the Teacher Development Trust on professional development, the trust suggests that “ professional development opportunities that are carefully designed and have a strong focus on pupil outcomes have a significant impact on student achievement ” (http://tdtrust.org). Also, the Education Endowment Foundation (EFF) toolkit suggests that the level 2 intervention strategies are effective ways to improve attainment (https://educationendowmentfoundation.org.uk).	Whole staff training on teaching and learning. NWe to provide resources to support level 2 interventions. HODs to oversee implementation of strategies in a coordinated way.	NWe SLT NJo HOD	Oct 2016 Feb 2017 May 2017

A higher percentage of pupils eligible for PP are achieving the EBacc.	CPD on level 2 intervention strategies (peer mentoring; small group tutoring; metacognition and self-regulation) for teachers.	Based upon the key findings by the Teacher Development Trust on professional development, the trust suggests that "professional development opportunities that are carefully designed and have a strong focus on pupil outcomes have a significant impact on student achievement" (http://tdtrust.org). Also, the Education Endowment Foundation (EFF) toolkit suggests that the level 2 intervention strategies are effective ways to improve attainment. https://educationendowmentfoundation.org.uk .	Whole staff training on teaching and learning. NWe to provide resources to support level 2 interventions. HODs to oversee implementation of strategies in a coordinated way. Option choices to be reviewed by MSh, to check that the relevant pupils eligible for PP are taking EBacc subjects.	NWe SLT HOD	Oct 2016 Feb 2017 May 2017
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Total budgeted cost £21,485

ii. Targeted support

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Improved rates of progress for boys across Keys Stage 4	Provide additional careers advice and guidance via 1:1 consultation with careers advisor	Hooley et al (2014) produced a report looking at the role of career guidance in supporting social mobility. The quantitative analysis suggests that at GCSE, schools with good career guidance are associated with an improvement in GCSE performance and a decrease in persistent unexplained absences. http://www.suttontrust.com/wp-content/uploads/2014/10/Advancing-Ambitions-16.10.pdf	All pupils within the cohort will be prioritised. Records of meeting recorded by advisor and copy given to child and parent. FE applications will be monitored.	EHa Connexions advisor NWe HOY	Oct 2016 Dec/Jan 2016/17 March 2017

Improved rates of progress for boys across Keys Stage 4	1:1 meetings with parents/carers to discuss pupil progress (KS4 Learning Reviews)	The EEF toolkit suggests that positive parental involvement can have moderate impact on pupil attainment. https://educationendowmentfoundation.org.uk/resources/teaching-learning-toolkit/parental-involvement/	Contact will be made home to ensure that all parents are aware of the importance of the meetings. Parents who fail to attend meeting will be contacted regularly, to arrange meetings	HOY/AHOY 10, 11 SLT NWE	Oct 2016 Dec/Jan 2016/17 March 2017
Improved rates of progress for boys across Keys Stage 4	Targeted mentoring of KS4 boys by SLT	The EEF toolkit suggests that pupils from a disadvantaged background can benefit from high quality mentoring. https://educationendowmentfoundation.org.uk/resources/teaching-learning-toolkit/mentoring/	Pupils will complete a progress report to provide day-to-day feedback for member of SLT supporting. Academic monitoring of data, including effort, current and realistic grade GSCE final grades.	All SLT & ELT HOY 10 & 11 NWe	Oct 2016 Dec/Jan 2016/17 March 2017
Improved rates of progress for boys across Keys Stage 4	Strategic planning with HOY/AHOY to focus on the engagement of PP boys across KS4.	As above	Time will be allocated for strategic planning and reflection regarding the engagement of the PP pupils across key stage 4. The focus meetings will include looking at progress data and feedback from subject teachers, so that next steps can be agreed.	NWe HOY/AHOY 10 HOY/AHOY 11	Oct 2016 Dec/Jan 2016/17 March 2017

Improved rates of progress for boys across Keys Stage 4	Target individual boys at risk of underachievement, including additional English/maths mentoring.	Making sure that PP pupils attend workshops/revision classes is based on the findings from the "Pupil Premium Next Steps" published by The Sutton Trust, which emphasises the importance of targeted intervention. http://www.suttontrust.com/wp-content/uploads/2015/06/Pupil-Premium-Summit-Report-FINAL-EDIT.pdf One to one tuition according to the EEF toolkit can be effective in accelerating learning by approximately 5 additional months. The research suggests that short regular sessions over a set period of time seems to give optimum results. https://educationendowmentfoundation.org.uk/resources/teaching-learning-toolkit/onetoonetuition/	Communicate with HODs to identify pupils who are at risk of underachievement. Ensure identified PP pupils are attending additional workshops. For some pupils one to one tuition will be organised for English and maths.	NWe HoD (&LM)	Oct 2016 Dec/Jan 2016/17 March 2017
Improved rates of progress across Key Stage 3 and Key Stage 4 in maths for all pupils eligible for PP.	Targeted progress monitoring of PP pupils in maths	The Education Endowment Foundation (EEF) toolkit suggests that the level 2 intervention strategies are effective ways to improve attainment https://educationendowmentfoundation.org.uk	Analysis and review of academic monitoring data. Where pupils are identified as not making progress, level 2 intervention strategies will be implemented. Make primary link with person responsible for PP pupils, so earlier interventions can be put in place.	Key Stage 3 maths coordinator/HoD NWe	Oct 2016 (Yr 11) Nov 2016 (Key Stage 3) Dec 2016 (Yr 10) Jan (Yr 11) Feb 2017 (Yr 9) March 2017 (Yr 7/8/10)
Improved rates of progress across Keys Stage 3 and Key Stage 4 in maths for all pupils eligible for PP.	Reduced class sizes for maths in key stage 3.	The EEF toolkit suggests that reducing class sizes has a moderate impact on the academic outcomes of PP pupils. Evidence indicates that smaller classes are associated with slightly higher attainment. https://educationendowmentfoundation.org.uk/resources/teaching-learning-toolkit/reducing-class-size/	Reduce class sizes for the lower sets in maths, to improve the pupil to teacher ratio.	SLT i/c of timetable RBr	Oct 2016 (Yr 11) Nov 2016 (Key Stage 3) Dec 2016 (Yr 10) Jan (Yr 11) Feb 2017 (Yr 9)

<p>Improved rates of progress across Key Stage 3 and Key Stage 4 in maths for all pupils eligible for PP.</p>		<p>Making sure that PP pupils attend workshops/revision classes is based on the findings from the “Pupil Premium Next Steps” published by The Sutton Trust, which emphasises the importance of targeted intervention. http://www.suttontrust.com/wp-content/uploads/2015/06/Pupil-Premium-Summit-Report-FINAL-EDIT.pdf</p> <p>One to one tuition according to the EEF toolkit can be effective in accelerating learning by approximately 5 additional months. The research suggests that short regular sessions over a set period of time seems to give optimum results. https://educationendowmentfoundation.org.uk/resources/teaching-learning-toolkit/onetoonetuition/</p> <p>Peer tutoring according to the EEF toolkit has a positive impact on learning, with an average positive effect of 5 additional months. Research has shown that both the tutors and the tutees both benefit from peer tutoring. https://educationendowmentfoundation.org.uk/resources/teaching-learning-toolkit/peertutoring/</p>	<p>Key Stage 4 PP pupils will attend target grade appropriate workshops. Key Stage 3 pupils will be peer mentored by older pupils from the upper school. Weak PP pupils will receive 1:1 tutoring</p>	<p>NWe HOD/maths Key Stage 3 coordinator/maths</p>	<p>Oct 2016 (Yr 11) Nov 2016 (Key Stage 3) Dec 2016 (Yr 10) Jan (Yr 11) Feb 2017 (Yr 9) March 2017 (Yr 7/8/10)</p>
<p>A higher percentage of pupils eligible for PP are achieving the EBacc.</p>		<p>A Sutton Trust press release (http://www.suttontrust.com/newsarchive/thousands-of-disadvantaged-pupils-miss-out-on-taking-languages-history-and-geography-at-gcse-each-year-new-sutton-trust-research-brief-analyses-the-impact-of-curriculum-changes-on-subject-choices/) suggests that recent curriculum changes, are resulting in more PP pupils taking up EBacc subjects. Based upon this and this statement below, the school will strive to increase the number of PP pupils achieving this measure: Sir Peter Lampl, Chairman of the Sutton Trust and of the Education Endowment Foundation, said: “It is good to see that schools are offering EBacc subjects to more of their students successfully. It is important that all students have the opportunity to study the full range of academic subjects, particularly those who are both highly able and disadvantaged. At the same time, it is vital that the introduction of the EBacc is not at the expense of arts and vocational subjects.”</p>	<p>Identify all PP pupils who are in year 10 and 11 doing the EBacc subjects. Communicate with HoDs to identify who are a risk of under achieving. Focus attention on the quality of controlled assessments, to identify where intervention should be targeted. Attendance at all subject workshops</p>	<p>NWe HoDs of EBacc subjects</p>	<p>Oct 2016 (Yr 11) Nov 2016 (Key Stage 3) Dec 2016 (Yr 10) Jan (Yr 11) Feb 2017 (Yr 9) March 2017 (Yr 7/8/10)</p>
Total budgeted cost					<p>£162,455.26</p>

iii. Other approaches					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Increase attendance rates for pupils eligible for PP.	AHOY to monitor daily attendance and follow up quickly on any absence.	<p>The “Supporting the attainment of disadvantaged pupils: Articulating success and good practice” by Macleod et (2015) indicates that research shows there is a link between good attendance and academic performance. Their research showed that good schools “had designated a member of staff or team to ensure attendance – calling home when children did not arrive on time, funding or sending out transport, and working with families (often in the home) to address the barriers they face in getting their children to school” (Macleod et al 2015).</p> <p>https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/473974/DFERR411_Supporting_the_attainment_of_disadvantaged_pupils.pdf</p>	Through briefing of AHOY about existing absences issues, the Assistant Head Teacher, AHOY and attendance officer will monitor attendance. The AHOY will maintain an attendance log. AHOY will work with the attendance officer to contact home when an absence arises. If persistent absences occur personalised strategies will be employed, to ensure learning time in school is not compromised.	Pupil Premium Coordinator AHOY Attendance Officer	Oct 2016 Dec 2016 Feb 2017 March/April 2017 May 2017 July 2017

<p>Increase attendance rates for pupils eligible for PP.</p>	<p>AHOY to organise catch up work when PP pupil has been absent for 2 days or more and monitor completion</p>	<p>This strategy will be based upon the findings put forward by Macleod et al (2015). https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/473974/DFERR411_Supporting_the_attainment_of_disadvantaged_pupils.pdf</p>	<p>AHOY will communicate with subject teachers to collect any “missed” work due to prolong absence. AHOY work with the PP pupil to ensure the work is completed and returned to appropriate teacher.</p>	<p>NWe AHOY Subject teacher</p>	<p>Oct 2016 Dec 2016 Feb 2017 March/April 2017 May 2017 July 2017</p>
<p>Improved levels of progress in PP pupils because of attendance to home learning club/workshops.</p>		<p>The EEF toolkit suggests that the impact of homework on learning is consistently positive, leading to on average five months’ additional progress. https://educationendowmentfoundation.org.uk/resources/teaching-learning-toolkit/homework-secondary/</p>	<p>HOYs to identify PP pupils who need to attend home learning club/workshops. HOY will liaise with subject teachers/HOD to check attendance at afterschool provision. Communication with parents will be made, where PP pupils have to attend these clubs.</p>	<p>NWe RBa HOY</p>	<p>Oct 2016 Dec 2016 Feb 2017 March/April 2017 May 2017 July 2017</p>

Reduced financial barriers for PP pupils, so that they can access all resources to enhance experiences and progress within learning.			Cases with be dealt on an individual level. When requested parents will receive financial support for uniform, music lessons, school trips. All departments will be give revision guides to all PP pupils, to support learning outside of lessons.	NWe AHO HODs	Monitored constantly throughout the school year.
Improved pupil engagement and effort as a result of taking part in alternative/additional educational opportunities	PP pupils to take part in a range vocational learning outside of the classroom		At the start of term HOYs will identify pupils who will best benefit from skills base, hairdressing. Names will be given to relevant parties to begin the short courses.	NWe HOY	Dec 2016 March 2017 June 2017
Improved progress measures achieved as a result of having staff members specifically responsible for the progress of the cohort.				NWe AHOY HOY	Oct 2016 Dec 2016 Feb 2017 March/April 2017 May 2017 July 2017
Total budgeted cost					£239,540.26

6. Additional detail

- In this section you can annex or refer to **additional** information which you have used to inform the statement above.

