

Pupil premium strategy statement (secondary)

1. Summary information					
School	The Sweyne Park School				
Academic Year	17/18	Total PP budget	£210,000	Date of most recent PP Review	Feb 16
Total number of pupils	1485	Number of pupils eligible for PP	172	Date for next internal review of this strategy	Feb 18

2. Current attainment 16/17		
	Pupils eligible for PP (your school)	Pupils not eligible for PP (national other pupils)
% Achieving BASICS 5+	32	39.1
% Achieving BASICS 4+	52	63.3
% Entering the English Baccalaureate	61	34.9
% Achieving the English Baccalaureate 5+	23	19.5
% Achieving the English Baccalaureate 4+	25	23.5
Progress 8 score average	-0.41	0
Attainment 8 score average	41.52	44.2
Progress 8 score English (unvalidated)	0.02	0
Progress 8 score Maths (unvalidated)	-0.38	0

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.	High ability 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 at key stage 4.
C.	Pupils eligible for PP are making less than expected progress in the open slotts compared to other pupils.
D.	Pupils eligible for PP are making less than expected progress in EBacc subjects compared to other pupils.
External barriers <i>(issues which also require action outside school, such as low attendance rates)</i>	

E.	Persistent absence rates for pupils eligible for PP are higher compared to other pupils. 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 for high ability boys at the end key stage 4.	Boys eligible for PP identified as high attaining from KS 2 data will make better progress at the end of KS 4, so that the difference with 'other' high ability boys will diminish.
B.	Improved rates of progress at the end of 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, early intervention strategies will be implemented. A target of >0.0 is set.
C.	A higher percentage of pupils eligible for PP are making expected progress in the open slots at the end of key stage 4.	Pupils eligible for PP will make as much progress as 'other' pupils in the open slot subjects, so that there will be an increase of 10% or more making better progress when compared to 2017.
D.	Improved rates of progress across EBacc subjects at the end of key stage 4.	Pupils eligible for PP who are identified as studying the EBacc subjects will make as much progress as 'other' pupils, so that 10% or more will achieve this measure at grade 5+ when compared to 2017.
E.	Reduced persistent absence rates for pupils eligible for PP.	Overall attendance among pupils eligible for PP improves, so that the percentage of persistent absentees (PA) reduces to 15% or below.

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 across EBacc subjects at the end of key stage 4.	Small group sessions across the Ebacc subjects will be undertaken with a subject specialist at suitable times across the time table.	<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:</p> <p>Sir Peter Lampl, Chairman of the Sutton Trust and of the Education Endowment Foundation, said:</p> <p>“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.</p> <p>Communicate with HoDs to identify who are a risk of under achieving.</p> <p>Where staff are unloaded on their timetable they will be small group tuition taking place.</p> <p>All pupils across the EBacc subjects will receive appropriate revision resources</p>	NWe HoDs of EBacc subjects	<p>Oct 2017 (Yr 11)</p> <p>Nov 2017 (Yr 10)</p> <p>Jan 2017 (Yr 11)</p> <p>April 2017 (Yr 10 and Year 11)</p> <p>July 2017 Yr 10</p>

		<p>Small group tuition according to the EEF toolkit is effective because there can be greater feedback from the teacher and more sustained engagement from pupils. In small groups the work covered can better match the needs of the pupils.</p> <p>https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/small-group-tuition/</p>	<p>Review setting arrangements for the PP pupils and move sets to ensure maximum progress is achieved.</p>		
<p>A higher percentage of pupils eligible for PP are making expected progress in the open slots.</p>	<p>Small group sessions across the open subjects will be undertaken with a subject specialist at suitable times across the time table.</p>	<p>Small group tuition according to the EEF toolkit is effective because there can be greater feedback from the teacher and more sustained engagement from pupils. In small groups the work covered can better match the needs of the pupils.</p> <p>https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/small-group-tuition/</p>	<p>Communicate with HoDs to identify who are a risk of under achieving. Where staff are unloaded on their timetable they will be small group tuition taking place. All pupils will receive appropriate revision resources.</p>	<p>NWe SLT HOD</p>	<p>Oct 2017 (Yr 11) Nov 2017 (Yr 10) Jan 2017 (Yr 11) April 2017 (Yr 10 and Year 11) July 2017 Yr 10</p>

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 high ability boys at the end key 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.	NWe/ Connexions advisor	
	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 11/10 SLT NWe	Dec 2017
	Targeted mentoring of KS4 High ability 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 NJo	Dec 2017 Feb 2017 April 2017

	Strategic planning with HOY/AHOY/NJo to focus on the engagement of high ability PP boys across KS4.	As above	NJo will lead intervention throughout the year to raise aspirations of the higher ability boys. Intervention strategies will include close liaison with the Sixth form team and individual mentoring sessions.	NWe HOY/AHOY 10 HOY/AHOY 11	Fortnightly review of strategies via LM of NJo with NWe
	Target individual high ability 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)	Dec 2017 Feb 2017 April 2017

Improved rates of progress at key stage 4 in maths for all pupils eligible for PP.		<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>Small group tuition according to the EEF toolkit is effective because there can be greater feedback from the teacher and more sustained engagement from pupils. In small groups the work covered can better match the needs of the pupils. https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/small-group-tuition/</p>	Key Stage 4 PP pupils will attend target grade appropriate workshops. Weak PP pupils will receive 1:1 tutoring. A maths specialist will conduct small group tuition with identified pupils. All PP pupils will be involved in am maths mentoring. Attendance at these sessions will be closely monitored.	NWe HOD/maths	Dec 2017 Feb 2017 April 2017
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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?
Reduced persistent absence 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 Macleaod 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” (Macleaod 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	Pupil Premium Coordinator AHOY Attendance Officer	Oct 2017 Dec 2017 Feb 2017 April 2017 May 2017

			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.		
	AHOY to organise catch up work when PP pupil has been absent for 2 days or more and monitor completion	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	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.	NWe AHOY Subject teacher	Dec 2017 March 2017 July 2017
Improved levels of progress in PP pupils because of attendance to home learning club/workshops.		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/	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.	NWe RBa HOY	Dec 2017 March 2017 July 2017

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	Monitored constantly throughout the school year.
Improved progress measures achieved as a result of having staff members specifically responsible for the progress of the cohort.				NWe AHOY HOY	
Total budgeted cost					£214,748.68

6. Additional detail

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

