

Pupil Premium Action Plan 2018/2019

THE SWEYNE PARK SCHOOL

	2017/2018 Pupils eligible for PP (Invalidated)	Target: 2018/2019 Pupils eligible for PP
% Achieving BASICS 5+	25.71	40
% Entering the English Bacc	51.43	55
% Achieving the English Bacc 5+	11.43	20
P8 score average	-0.55	0.05
Att 8 score average	38.23	45
P8 score English	-0.13	0.00
P8 score Maths	-0.84	0.00

	Objectives	Key Actions	Who	When	What is the evidence and rationale for this objective?
1	Pupils know and use a wide range of revision/study strategies to support learning.	<ul style="list-style-type: none"> Launch GCSE Pod with Year 9, 10 and 11 pupils and parents. Use external speakers to deliver workshops (Make It Happen) to explore revision techniques. Develop a study pack for Year 7 and 8 pupils. Share revision/study strategies with parents in Year 7, 8 and 9. 	NWe/HOY EHa/HOY NWe/HOY NWe/HOY	Nov 2018 Nov 2018/ Feb/March 19 March 2019 Feb 2019	A case study provided by GCSE POD described the impact of GCSEPOD on the progress of PP pupils. The case study outlined how through having a whole school approach to the GCSE POD, it could be used as an effective learning resource to meet the needs of all pupils. https://d28m2x7crzpr7u.cloudfront.net/cdn.gcsepod.com/assets/resources/GCSEPod-Case-study-Richmond-School - Pupil Premium and Whole School Benefits.pdf
2	Increase future aspirations of all pupils.	<ul style="list-style-type: none"> All PPG pupils in Year 10 and 11 to receive career guidance. PP pupils in Year 9 to have career guidance before option choices are finalised. Visit universities and other aspirational places of interest. PP pupils to participate in 'Make It Happen' events, where eligible. 	Steve Cooper NWe/Careers advisor NWe EHa	July 2019 April 2019 July 2019 July 2019	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 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/ 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/
3	Improve curriculum offer at Key Stage 4, so PP pupils of all abilities experience a broad and balanced curriculum.	<ul style="list-style-type: none"> Review current curriculum offer at Key Stage 4. Explore possibility of introducing new courses to meet the needs of all pupils. Review setting arrangements for PP pupils and move sets to ensure maximum progress. 	NWe/MSh NWe/MSh NWe/LM	Dec 2018 Feb 2019 On-going	
4	Improve the use of the tutor in daily monitoring of all PP pupils.	<ul style="list-style-type: none"> Tutors to monitor the progress of the PP pupils via use of BRIEF target sheets. Share progress data with tutors, after each data trawl. Tutors to monitor progress of named PP pupils. Use tutor time to explore revision/study strategies. Use the sixth form pastoral team to monitor the daily progress of the PP students at KS5. 	NWe/AHOY SPe/NWe NWe/Tutors NWe/Tutors NWe/KS5 tutors	 On-going	The DFE "Supporting the attainment of disadvantaged pupils"(November 2015) publication suggests that using data to identify pupils' learning needs is a core strategy used by successful schools. It suggests where teachers also engage with the data themselves, there is more impact. https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/473976/DFE-411_Supporting_the_attainment_of_disadvantaged_pupils_-_briefing_for_school_leaders.pdf
5	Reduce persistent absence rates for pupils eligible for PP.	<ul style="list-style-type: none"> Attendance officer to monitor attendance. HOY to contact home when there are issues arising linked to absence AHOY to maintain an attendance log and communicate with HOY/NWe AHOY to organise 'catch up time' with the pupil after a prolonged period of absence. Explore using 'Show My Homework' when school absence is an issue. Termly rewards for 100% attendance. 	ECa/HOY HOY AHOY/NWe AHOY/Class teachers NWe/DJo NWe	 On-going	The "Supporting the attainment of disadvantaged pupils: Articulating success and good practice" by Macleod et al (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 to address the barriers they face in getting their children to school" (Macleod et al 2015). https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/473974/DFERR411_Supporting_the_attainment_of_disadvantaged_pupils.pdf
6	Improve rates of progress for high ability boys at the end of Key Stage 4.	<ul style="list-style-type: none"> Identify a cohort of high ability PP boys to work with NJo. Use NJo to improve the performance of the high ability PP boys. Provide additional careers advice and guidance. Targeted mentoring of high ability PP boys by SLT. Regular communication with parents/carers to discuss progress. 	CJm/New NJo Steve Cooper NWe/SLT NJo/NWe/CJm	Sept 2019 July 2019 On-going Jan 2019 On-going	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/
7	Improve outcomes for PP pupils at Key Stage 4 in subjects where there is an APS gap between PP pupils and non-PP pupils.	<ul style="list-style-type: none"> Regularly review progress data of PP pupils (after each data trawl). Communicate with HODs about PP pupils at risk of not making expected progress. Target selected pupils to attend appropriate workshops. Monitor attendance at workshops. Ensure teachers continue to implement the "BRIEF" agenda. Focus on the quality of feedback pupils are receiving. See Maths plan for Yr 11 intervention strategies. Make personalised plans for targeted Yr 11 PP pupils. 	SLT/HODs LM/HODs/NWe NWe SNo NWe/LM SPe/Are NWe/CJM/SNo	 On-going Dec 2018	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

8	Reduce financial barriers for PP pupils, so that they can access all resources to enhance experiences and progress within learning.	<ul style="list-style-type: none"> When requested, financial support for uniform, music lessons and school trips will be available at an individual level. Departments will provide PP pupils with learning material, to support learning outside of lessons. Provide food bank vouchers to families who need further financial support. 	NWe/AHo HODs/NWe NWe	On-going	
9	Promote and support good mental health for pupils.	<ul style="list-style-type: none"> Identifying pupils with mental health problems, to secure appropriate support. Continue to identify CLA pupils' needs and good communication occurs with all stakeholders. Form a group (Year 11, 12 and 13) to help manage anxiety/stress linked to exams. Trial running a workshop dealing with exam stress for Year 10 pupils before their exams and evaluate the impact. 	HOY SWh/ZDe SWh/ZDe SWh/NWe	On-going On-going Feb 2019 March 2019	DFE: Mental Health and behaviours in schools (November 2018) document clearly outlines the role schools have to play in meeting the needs of the any pupil, who may have mental health issues. In particular, the report highlights that children who are socio-economic disadvantages and/ or is Looked After are at risk of developing mental health problems. https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/755135/Mental_health_and_behaviour_in_schools_.pdf
10	Improve the transition between primary and secondary phase.	<ul style="list-style-type: none"> Create a MAT PPG plan to improve transition of PPG pupils. Liaise with MTa during the transition phase to better support PP pupils from other feeder schools. 	NWe NWe/MTa	Dec 2018 June/July2019	"The Closing the attainment gap" report produced by the Education Endowment Foundation, stresses the importance of transitions between phases. It suggests that "schools need to diagnose pupils' needs as soon as possible in order to put in place effective support to help those failing behind catch up". https://educationendowmentfoundation.org.uk/public/files/Annual_Reports/EEF_Attainment_Gap_Report_2018.pdf

Costings 2018/2019

Qualifying pupils at The Sweyne Park School provides additional funding of **£214,360** for 2018/19. The table below highlights the allocation of the PPG for 2018/9, and features the initiatives and associated cost/expenditure.

Initiatives	Expenditure
Additional careers advice and guidance via one-to-one consultation with our careers advisor (including work experience) One-to-one meetings with parents/carers to discuss pupil progress and target setting (KS4 Learning Reviews & Y7 Academic Induction) Targeted mentoring of KS4 boys by SLT Strategic planning with HOY/AHOY to focus on the engagement of PP boys across KS4 Target individual boys at risk of underachievement Additional staff costs to maintain a high level of teaching and support in all classes AHOY to monitor daily attendance and follow up quickly on any absence. AHOY to organise catch up work when PP pupil has been absent. Vocational learning outside the classroom. Contributions towards trips/uniform/music lessons/curriculum resources etc. Extra-curricular support via <i>Home Learning Club</i> . GCSE Pod	£172,560.17
Staff training/development to improve staff knowledge and confidence	£22,129.55
Additional staff responsibilities to monitor/support FSM cohort (including FSM focus meetings)	£56,000
Total spend for Academic Year 2016/17	£250,689.72