

# Pupil premium strategy statement: 2019/20 to 2022/23

## School overview

Metric	Data
School name	The Sweyne Park School
Pupils in school	1460
Proportion of disadvantaged pupils	15.3%
Pupil premium allocation this academic year: 2019/2020	£214, 349
Academic year or years covered by statement	2019/20 to 2022/23
Publish date	November 2019
Review date	November 2020
Statement authorised by	Katharine Dines
Pupil premium lead	Nicola Welch
Governor lead	Lynda Walker

## Disadvantaged pupil performance overview for last academic year

Progress 8	-0.76
Ebacc entry	28.57%
Attainment 8	34.84
Percentage of Grade 5+ in English and maths	10.71%

## Strategy aims for disadvantaged pupils

Aim	Target	Target date
Progress 8	Achieve positive progress when compared to disadvantaged pupils in similar schools.	Sept 22
Attainment 8	Achieve national average for attainment for all pupils	Sept 22
Percentage of Grade 5+ in English and maths	Achieve average English and maths 5+ scores in line with similar schools	Sept 22
Other	Improve persistence absence rated to above national average	Sept 22
Ebacc entry	Improve Ebacc entry for pupils to be better than national average for disadvantaged pupils	Sept 22

## Teaching priorities for current academic year

Measure	Activity
Priority 1 ( <b>Links to 1.1 Leadership and Management /SDP</b> )	Professional development of all staff to help them better manage behaviour.
Priority 2	Recruitment, retention and professional development of the maths department.
Priority 3 ( <b>Links to BRIEF: Feedback</b> )	Professional development of teaching staff to provide disadvantaged pupils with more effective feedback to secure better progress.
Priority 4 ( <b>Links to 2.1 Quality of Education/SDP</b> )	Review current curriculum offer at KS4 and consider restructuring KS4 and KS3
Priority 5 ( <b>Links to 2.1 Quality of Education/SDP</b> )	Identify the needs of pupils, so teaching and learning strategies are more effective at addressing this need
Priority 6 ( <b>Links to BRIEF: Independence</b> )	Professional development of all staff to help them use metacognitive strategies with pupils.
Barriers to learning these priorities address	Staff not buying into the suggested behavioural strategies; Staff not engaging with curriculum changes
Projected spending	£25, 000

## Targeted academic support for current academic year

Measure	Activity
Priority 1 ( <b>Links to BRIEF: Relationships</b> )	Maths interventions across KS4 for disadvantaged pupils targeted grades 4/5/6.
Priority 2 ( <b>Links to BRIEF: Barriers</b> )	Literacy interventions across KS3 for middle attaining disadvantaged pupils.
Priority 3	Small group tuition to support disadvantaged pupils at KS4 .
Barriers to learning these priorities address	Pupils not buying into the interventions.
Projected spending	£105, 000

## Wider strategies for current academic year

Measure	Activity
Priority 1	Improve parental engagement across all year groups by holding coffee mornings, which focus on various topics, e.g., numeracy/literacy support; internet safety; mental health and wellbeing.
Priority 2	Identify internal and external barriers to learning and use this information to understand how these barriers present in the classroom. Begin to explore community barriers to

	learning (these are geographical and social features of the community the school is serving) and consider how these might impact progress,
Priority 3	Create nurture groups for specific pupils in Year 8 and 9 who are at risk of not reaching their potential at the end of KS4.
Priority 4 <b>(Links to BRIEF: Barriers)</b>	Provide financial support disadvantaged pupils so that they can still access enrichment activities beyond the classroom; obtain appropriate resources beyond the classroom.
Priority 5	Introduce and embed an agreed way to manage pupils who are persistently absent. Use key ideas from the Essex County Council attendance toolkit.
Barriers to learning these priorities address	Lack of ambitious aspirations from parents contributes to low level outcomes; Low percentage of parents with higher education.
Projected spending	£25,000

## Monitoring and implementation

Area	Challenge	Mitigating action
Teaching	Ensuring enough time is given to allow staff professional development	Use inset days and additional cover being provided by SLT/cover staff
Targeted support	Interventions are appropriate and lead to sustained impact on progress	Ensure each intervention used meets the needs of the pupils in receipt of it. Clear targets are agreed and reviewed at the end of the intervention
Wider strategies	Engaging parents facing most challenges	Developing good communication with families to ensure that parent workshops are put on at the right time of the day to encourage maximum attendance