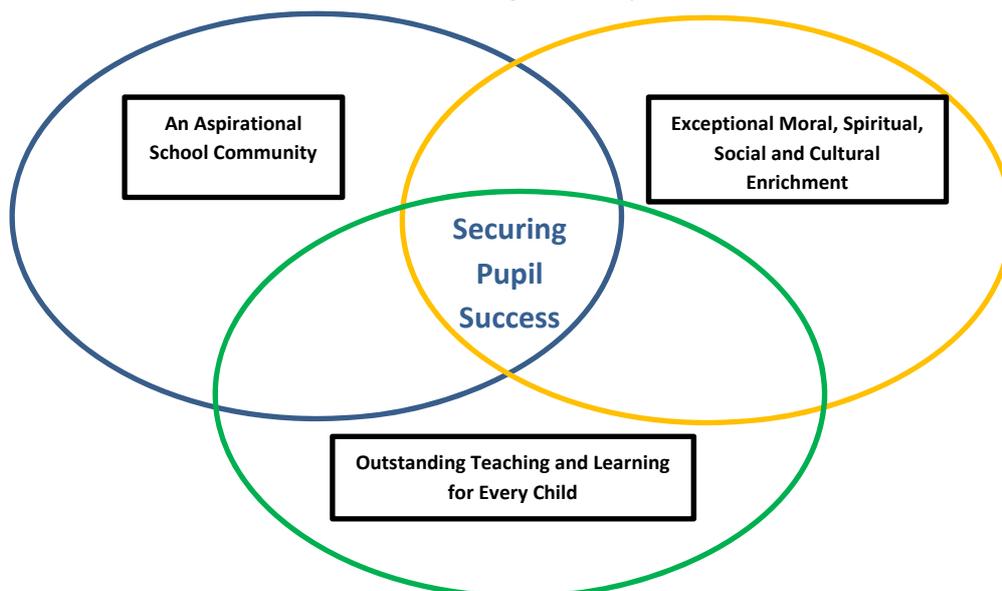


The Impact of the Pupil Premium at The Sweyne Park School 2015/16

The Pupil Premium Grant (PPG) is received in addition to our main school budget, to address the variation in equality, opportunity and achievement between disadvantaged children and their peers. From 1st April 2012, the eligibility criteria changed to include any pupil who has been eligible for FSM in the last 6 years (known as 'Ever 6 FSM'). The Sweyne Park School therefore also received funding to support children who have been looked after (CLA) for 1 day or more, were adopted from care on or after 30 December 2005 or left care under a special guardianship or residence order. Additional funding is also provided for children of service personnel. The key principle behind the allocation and targeted spending of this grant is to address the inequalities and raise the attainment of pupils from low income families.

The Sweyne Park School strategy for 'Eliminating the Gap'

The strategy employed at the Sweyne Park School for use of the PPG was directly linked to our School Development Plan in 2015/16 and concentrated on the following three key areas:



The three focal areas underpin our core values as a school and break down in further sub-categories which include the specific details on the expenditure and intended impact for our disadvantaged pupils. Having the highest expectations of all pupils is an integral part of our school culture and we aim to ensure that all our pupils, regardless of financial disadvantage, have the means to access and experience a wide variety of opportunities with us, which will in turn lead to improved levels of progress, engagement and attainment.

Overview of Expenditure

Qualifying pupils at The Sweyne Park School resulted in additional funding of **£201,960** for the academic year 2015/16. The table below highlights the allocation of the PPG for 2015/16, and features the initiatives and associated cost/expenditure.

Table 1. Expenditure for academic year 2014/15

Initiative	Expenditure
Additional careers advice and guidance via one-to-one consultation with our careers advisor (including work experience)	£3,210
One-to-one meetings with parents/carers to discuss pupil progress and target setting (KS4 <i>Learning Reviews</i> & Y7 <i>Academic Induction</i>)	£6,941
KS3 profiling & pastoral mentoring	£2,093
Targeted mentoring of KS4 cohort by SLT	£9,876.60
Targeted progress monitoring of all pupils eligible for FSM and on the <i>Ever6</i> register	£7,292.20
Targeted mentoring of individual pupils at risk of underachievement, including additional English/Maths mentoring in years 10/11	£14,753
Reduced class sizes for English, Maths and Literacy in key Stage 3	£42,408
Additional staff costs to maintain a high level of teaching and support in all classes	£38,172
Staff training/development to improve staff knowledge and confidence	£20,462
Extra-curricular support via <i>Home Learning Club</i>	£9,929.40
Support for pupils' uniform costs, music lessons and school trips	£3,276
Pastoral strategy meetings	£4,410.36
Alternative/additional educational opportunities	£14,454.72
Additional staff responsibilities to monitor/support FSM cohort (including FSM focus meetings)	£55,600
Total spend for Academic Year 2014/15	£232,878.28

The impact of the expenditure and allocation is analysed each year through thorough reflection and data analysis. The following section highlights the impact of spending and outcomes achieved by pupils within the disadvantaged cohort. In addition, regular reflection and evaluation helps shape future strategic planning to ensure that the grant continues to be used effectively for future generations attending the school.

Impact and Outcomes – 2015/16

Exceptional Moral, Spiritual, Social and Cultural Enrichment

At The Swayne Park School we value the importance of creating a school where all pupils feel they belong. Our commitment to this mission statement is reflected in the allocation of Pupil Premium Grant (PPG) funding to this incentive as well as its inclusion as a key strand in our school development plan.

Providing support for pupils' uniform costs, music lessons and school trips, continues to help pupils feel part of the school community. The disadvantaged attendance has increased from 2015, which is highlighted in the table below. Initial analysis shows that gap between school and National all pupils has narrowed. Monitoring attendance of the disadvantage cohort will continue to be a focus for the next academic year.

Table 2. Absence

	% of sessions missed due to overall absence	
	School	National all pupils
2015	8.5	5.2
2016	7.6	7.2

Table 3. Disadvantaged pupils school level exclusions

	Number of fixed term exclusions	Permanent exclusions as a percentage of the pupil group
Disadvantaged	10	0.00
Non-disadvantaged	44	0.00

As highlighted by the table above, there were no permanent exclusions of disadvantaged pupils during the academic year.

We view parental engagement as a key element in supporting disadvantaged pupils. Parents of disadvantaged pupils attended their Key Stage 4 Learning Review meetings to discuss their child's progress with a senior member of staff. Attendance at Parents' Evening across all year groups for disadvantaged pupils was also very high.

An Aspirational School Community

Employability for Life figures

Outcomes achieved for *The Employability for Life Charter (EFL)*, shows that pupils within the cohort value the importance of the skills desired by both employers and educational establishments. The gap between the disadvantage pupils and their peers achieving a bronze or better, has significantly reduced from last year.

Table 4. EFL figures for 2015/16 (2014-15 in brackets for comparison)

	Number in cohort	Bronze or better	Gold
ALL pupils	240 (249)	73% (80%)	43% (37%)
Disadvantaged pupils	45 (37)	62.3% (62.2%)	35.8% (13.5%)
Non-Disadvantaged pupils	187 (212)	75.9% (83.5%)	44.4% (41.5%)
Variance		-13.6% (-21.3%)	-8.6% (-28.0%)

* This award is now more heavily moderated as part of the Essex LA QA processes

Additional careers advice and guidance was provided via one-to-one consultation with our careers advisor. This provided students with information and an action plan to research and apply for Further Education (FE) courses. All pupils within the cohort received a consultation, some with parental involvement, during key stage 4. Consequently, this had a positive effect with a high majority of pupils progressing onto their chosen destination for further education or training **(an exact figure will be included in the next update)**.

Outstanding Teaching and Learning for Every Child

Key Stage 4 2016 Key Performance Measures

Table 5: Year 11 Outcomes

	School	National Other	Difference
P8	-0.38	0.10	-0.48
P8 English	-0.11	0.08	-0.19
P8 Maths	-0.09	0.10	-0.19
P8 EBacc	-0.44	0.14	-0.58
P8 Open slots	-0.70	0.09	-0.79
Average Attainment 8 score	40.33	53.3	-12.97
% Achieving EBacc	9	29.7	-20.7
% Entering the EBacc	42	45.2	-3.2
% Achieving a good pass in English & Maths	44	70.6	-26.6

The Progress 8 score for the disadvantaged pupils' shows that there is a -0.48 difference with the national other pupils. This suggests that the disadvantaged pupils are making about a half grade less progress than the national other pupils.

Progress in English and Maths shows an encouraging picture which correlates with a higher percentage of pupils making expected progress in these subjects in 2016 compared to 2015. The APS in English rose by nearly 5% from last year. This increase has been positively translated into 12.3% more of the disadvantaged pupils making expected progress in English. The APS in Maths rose from 30.9 in 2015 to 34.2 in 2016. Again, this has been translated into 53.3% of the disadvantaged pupils making expected progress in Maths which is 6.3% higher than the previous year.

Taken together, the achievement in English and Maths has resulted in a Progress 8 score difference of -0.19 with national other pupils in both subjects. This indicates that the progress in these subjects was not significantly below average. This progress is reflected in 12% more disadvantaged pupils in 2016 gaining a good pass in both English and Maths.

There was a 5% increase in the number of disadvantaged pupils achieving the EBacc; whilst this is an improvement from the previous year, there is a progress 8 score difference of -0.58 with the national other pupils. This suggest that the disadvantaged pupils are making about a half a grade less progress in this measure. The progress in the open slot of the EBacc measure is also below average, it shows a difference of -0.79 with national other pupils. Whilst the progress in the EBacc and the open slot of this measure requires further work to improve progress to diminish the gap with national other pupils, it must be stated that all pupils at Sweyne Park School are encouraged to study traditional subjects. In addition to this, a high proportion of this cohort are entered into the EBacc (as shown by the table above), resulting in only a -3.2 difference with national other pupils.

Key Performance Indicators- Key Stage 3

Table 6. Year 7 levels of progress in English and Maths

Year 7	Number	KS2 Average English APS	KS2-End of Year 7 Progress English APS	KS 2 Average Maths APS	KS2- End of Year 7 Progress Maths APS
Disadvantaged	40	28.7	34.5	27.4	34.3

Table 7. Year 8 levels of progress in English and Maths

Year 8	Number	KS2 Average English APS	KS2-End of Year 8 Progress English APS	KS 2 Average Maths APS	KS2- End of Year 8 Progress Maths APS
Disadvantaged	39	28.2	37.5	28.3	37.7

Table 8. Year 9 levels of progress in English and Maths

Year 9	Number	KS2 Average English APS	KS2-End of Year 9 Progress English APS	KS 2 Average Maths APS	KS2- End of Year 9 Progress Maths APS
Disadvantaged	53	26.9	39.6	27.0	37.0

Tables 6 to 8 indicates that the progress of disadvantage pupils in English and maths across key stage 3. The APS for English indicates that the pupils made on average 2 sublevels of progress across the year, which puts them on track to make the required amount of progress across the key stage. This was the similar case for maths in year 7.

The disadvantaged pupils in year 8 have made approximately 4.5 sublevels of progress since key stage 2 in English and maths. At the end of the key stage (year 9), the disadvantaged pupils have made on average 8 sub levels of progress since key stage 2 in English. While in maths, they have made only 5 sub levels of progress since key stage 2. Key interventions outlined in the Pupil Premium strategy for 2016-2017, will be in place during key stage 4 to support pupils in maths as they move into year 10.