

## The Impact of the Pupil Premium at The Sweyne Park School 2016/17

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 1<sup>st</sup> 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 2016/17 and concentrated on the following five key areas:

- A. Improving outcomes for all pupils by ensuring better pass rates/more top grades at A Level, diminishing difference/eliminating gaps for disadvantaged pupils and improving rates of progress for able boys at GCSE.**
- B. Improving the regularity and quality of homework tasks at Key Stage 3.**
- C. Continuing to improve our curriculum, making sure all pupils are GCSE-ready at the end of Key Stage 3, reviewing our curriculum offer at Key Stage 4 and ensuring that pupils are well-prepared for post-16 studies.**
- D. Improving the proportion of outstanding teaching through our work as a Thinking School, including improving the quality of feedback to pupils on how to improve, and ensuring effective use of assessment for learning and literacy in the classroom.**
- E. Ensuring pupils experience exceptional moral and cultural learning opportunities, including access to the Arts, and are prepared for life in modern Britain.**

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 **£200,090** for the academic year 2016/17. The table below highlights the allocation of the PPG for 2016/17, and features the initiatives and associated cost/expenditure.

**Table 1. Expenditure for academic year 2016/17**

<b>Initiative</b>	<b>Expenditure</b>
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 <i>Learning Reviews</i> & Y7 <i>Academic Induction</i> ) 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, including additional English/maths mentoring. 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 for 2 days or more and monitor completion. Vocational learning outside the classroom. Contributions towards trips/uniform/music lessons/curriculum resources etc. Extra-curricular support via <i>Home Learning Club</i> .	£162,455.26
Staff training/development to improve staff knowledge and confidence	<b>£21,485</b>
Additional staff responsibilities to monitor/support FSM cohort (including FSM focus meetings)	£55,600
<b>Total spend for Academic Year 2016/17</b>	<b>£239,540.26</b>

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 – 2016/17

At The Sweyne 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.

During 2016-2017 there has been increased support for the disadvantaged pupils across a variety of measures. Monetary support has been given for pupils' uniform costs, music lessons and school trips, which continues to help pupils feel part of the school community. There was an increase in the number of food vouchers allocated to families, especially to provide support during holidays, when there is more drain on the home's finances.

The disadvantaged attendance has continued to increase from 2015, which is highlighted in the table below. Initial analysis shows that the gap between school and National all pupils (based on 2016) has diminished. Lower attendance of the disadvantaged cohort was an external barrier, highlighted in the pupil premium strategy statement for 2016-2017. A number of effective strategies were implemented, to improve the attendance of the disadvantaged pupils. One such strategy involved having the pupils' attendance monitored on a weekly basis, by the Assistant Heads of Year (AHOY). When a pupil was absent contact home was made swiftly, either by the attendance officer or the AHOY. Upon returning back to school, missed class work and home learning was given to the pupil to complete, thus ensuring that no gaps in their knowledge emerged. Where a pupil was persistently absent for long periods and it was difficult to contact parents, home visits were conducted by appropriate personnel to check on the reason for absence. This proved to be an effective strategy and in most cases it allowed school to foster more positive relationships, with difficult to reach families. Table 3 below, shows the impact of this strategy. In 2017-2018, this strategy will be used more widely across all year groups, to further lower the number of those pupils who fall into the 'persistently absent' category.

**Table 2. Absence**

	% of sessions missed due to overall absence (2 terms)	
	School	National all pupils
<b>2015</b>	8.5	5.2
<b>2016</b>	7.6	7.2
<b>2017</b>	6.99	

**Table 3. Absence**

	% of persistent absence (90%)
2015	24.8
2016	21.36

**Table 4. School level exclusions**

	Number of fixed term exclusions	Permanent exclusions as a percentage of the pupil group
Disadvantaged	10	0.00
Non-disadvantaged	33	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.

### **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.

**Table 5. EFL figures for 2016/17 (2015-16 in brackets for comparison)**

	Number in cohort	Bronze or better	Gold
ALL pupils	246 (240)	71.1 (73%)	24.7 (43%)
Disadvantaged pupils	48 (45)	54.2 (62.3%)	20.8 (5.8%)
Non-Disadvantaged pupils	198 (187)	75.3 (75.9%)	31.8 (44.4%)
Variance		-21.1 (-13.6%)	-11 (-8.6%)

\* 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**). Drawing on the success of the careers interviews at key stage 4, it was recognised that pupils in key stage 3 would benefit from such guidance. During 2016-2017, all the high ability disadvantaged boys in Year 7 through to Year 9 had a careers interview. Outcomes from these interviews were very positive and this strategy will be more widely used across all cohorts in key stage 3 for 2017-2018.

## Key Stage 5 2017 Progress

Table 6. A2 progress for the disadvantaged cohort 2017

L3VA	2015/16	2016/17
Year 13 disadvantaged A-Level	-1.27	-0.01

Progress at Key Stage 5 has shown a great improvement from the previous year; and has increased by a grade and a half. During 2016/17 the disadvantaged pupils were monitored closely by the Head of Year. All pupils were encouraged to apply for the Sixth Form bursary.

## Key Stage 4 2017 Key performance measures

Table 7. Key Stage 4 outcomes for the disadvantaged cohort 2017

	School
P8	-0.40
P8 English	-0.04
P8 Maths	-0.29
P8 EBacc	-0.44
P8 Open slots	-0.66
Average Attainment 8 score	42.5
% Entering the EBacc	63
% Achieving EBacc 5+	28
% Achieving EBacc 4+	33
% Achieving a good pass in English & Maths 5+	35
% Achieving a good pass in English & Maths 4+	54
5 GCSE passes %	98

The impact of the initiatives during 2016-2017, have resulted in the pupils at the end of year 11 achieving a progress 8 score of -0.40. This means that the disadvantaged cohort made approximately a third less progress, than those pupils with the same starting point nationally. Whilst there is room for improvement across all measures, it must be highlighted that **all pupils** at Swayne Park School are encouraged to study the EBacc. 63% of this cohort were entered into the EBacc (as shown by the table above), compared to 45.2% national other (based on 2016 and 43% in 2017). **We remain academically ambitious, for our curriculum offered to our disadvantaged cohort.**

Progress in English shows an improvement from last year. The progress 8 score of 0-0.04 indicates that the pupils are making about the same amount of progress as the pupils nationally, with the same starting point. Further discussions

with the Head of English and key stage 4 coordinator will continue, to identify the support needed to sustain and improve on the results from this year.

In contrast, progress in maths shows that the disadvantaged pupils are making a third of a grade less when compared to pupils nationally, with the same starting point. Many strategies were implemented last academic year to target pupils in this cohort, these included small group mentoring before/after school, 1:1 mentoring with a qualified maths teacher and access to revision material to support learning outside of the classroom. Progress in maths will continue to be a focus in 2017-2018. Working alongside the Head of Maths, alternative strategies will be explored to ensure better progress is made. Similarly, the progress in the open slots will continue to be a focus for 2017-2018, since the pupils are making less progress than expected. Nonetheless, we remain ambitious for the academic option choices we are offering disadvantaged pupils, in the open bucket.

## Key Performance Indicators- Key Stage 3

## Year 7

	A8	P8	En P8	Ma P8	P8 Ebacc	Other P8	Basics %
Disadvantaged (51)	51.81	0.55	0.37	0.67	0.44	0.52	78
High Ability Disadvantaged (10)	55.55	-0.51	-0.36	0.02	-0.72	-0.74	90
Middle ability Disadvantaged (37)	51.77	0.70	0.44	0.81	0.59	0.64	81
Lower Ability Disadvantaged (4)	42.77	1.84	1.46	1.03	1.93	2.56	25

## Year 8

	A8	P8	En P8	Ma P8	P8 Ebacc	Other P8	Basics %
Disadvantaged (41)	52.60	0.84	0.83	1.22	0.60	0.84	76
High Ability Disadvantaged (13)	58.37	-0.05	0.37	0.76	-0.48	-0.43	92
Middle ability Disadvantaged (23)	51.74	1.11	1.16	1.38	0.86	1.17	83
Lower Ability Disadvantaged (5)	41.54	1.92	0.51	1.72	2.24	2.68	0

## Year 9

	A8	P8	En P8	Ma P8	P8 Ebacc	Other P8	Basics %
Disadvantaged (37)	51.17	0.62	0.34	1.07	0.52	0.61	70
High Ability Disadvantaged (11)	58.56	-0.33	-0.24	0.85	-0.59	-0.92	100
Middle ability Disadvantaged (23)	48.80	0.89	0.57	1.06	0.80	1.07	65
Lower Ability Disadvantaged (3)	41.47	2.14	0.78	2.00	2.48	2.81	0

The key stage 3 data above indicates that the disadvantaged pupils in this key stage are making above expected progress. Across each year group, the disadvantaged pupils are making a half a grade or better progress. This trend is also evident across all the other progress measures. For example, the tables above indicate that progress in English

and maths is strong. In each year group, the high ability disadvantaged pupils are making less than expected progress; for 2017-2018 the progress of this cohort will continue to be a primary focus on the School Development Plan. One effective strategy, which will be used in 2017-2018, will be a close scrutiny of the ability groups that the pupils are taught in. High ability disadvantaged pupils should be taught in the sets, which reflects their ability so that they are challenged appropriately at the right level.