

The Impact of the Pupil Premium at The Sweyne Park School 2017/18

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 2017-2018 and concentrated on the following five key areas:

- A. Pupils, will be members of an **aspirational school** community, with the highest of expectations, in which all members, regardless of their social context or background, are motivated to excel.
- B. All pupils will receive the **highest quality teaching and support** in lessons and therefore make **the highest levels of progress**, especially **disadvantaged pupils and the more able ("BRIEF")**.
- C. I) Pupils will be **GCSE ready** at the end of KS3 and well prepared for **post-16 studies**;

ii) Pupils' **literacy** skills will be high;

iii) **Assessment** will be effective and an integral part of lessons;

iv) **Learners will be more "driven" rather than "compliant"**.
- D. Pupils will experience **exceptional moral and cultural opportunities**, including access to the Arts, and be **well prepared for life in modern Britain**.
- E. The school's evaluation and planning processes ensure that a **clear vision for success** and strategies are in place for continued future success.
- F. **Consolidation of the Sixth Form** will ensure it is a beacon of outstanding academic rigour and promotes aspiration for all, within a cohesive, wider community.

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 **£210,000** for the academic year 2017/18. The table below highlights the allocation of the PPG for 2017/18, and features the initiatives and associated cost/expenditure.

Table 1. Expenditure for academic year 2017/18

Initiative	
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	
Vocational learning outside the classroom.	
Contributions towards trips/uniform/music lessons/curriculum resources etc.	
Extra-curricular support via <i>Home Learning Club</i> .	
Staff training/development to improve staff knowledge and confidence	
Additional staff responsibilities to monitor/support FSM cohort (including FSM focus meetings)	
Total spend for Academic Year 2017/2018	
£214,748.68	
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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 – 2017/18

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 2017-18 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. Food vouchers were allocated to families when requested, 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 2017) has diminished. Lower attendance of the disadvantaged cohort was an external barrier, highlighted in the pupil premium strategy statement for 2017-2018. A number of effective strategies were implemented, to improve the attendance of the disadvantaged pupils. One such strategy involved having the pupils' attendance monitored, 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. In 2018-2019 this approach to ensuring high attendance of this cohort, will continue to be implemented. **In summary, attendance continues to be better and destinations are strong. Our curriculum remains academically rigorous, however, outcomes are not good enough.**

Table 2. Absence

	% of sessions missed due to overall absence (2 terms)
2015	8.5
2016	7.6
2017	6.99
2018	7.00

Table 3. Absence

	% of persistent absence (90%)
2015	24.8
2016	21.36
2017	21.36
2018	20.85

Table 4. School level exclusions

	Number of fixed term exclusions	Permanent exclusions as a percentage of the pupil group
Disadvantaged	3	0.00
Non-disadvantaged	36	0.00

As highlighted by the table above, there were no permanent exclusions of disadvantaged pupils during the academic year. The number of fixed term exclusions for this cohort, remains low.

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.

Intended destinations

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 2017/18

	Bronze or better	Gold
ALL pupils	40.3%	25.3%
Disadvantaged pupils	26.2%	9.5%
Non-Disadvantaged pupils	43.5%	28.8%
Variance	-17.3	-19.3

* 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. Based on survey results, 89% of the disadvantaged pupils intended to attend college, a Sixth form or undertake an apprenticeship. 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. Offering career guidance at Key Stage 3 will continue during 2018-2019.

Key Stage 5 2018 Progress

Table 6. A2 progress for the disadvantaged cohort 2018

L3VA	2015/16	2016/17	2017/18 (unvalidated)
Year 13 disadvantaged A-Level	-1.27	-0.01	-0.09

Progress at Key Stage 5 has shown a slight dip when compared to the previous year. During 2017/18 the disadvantaged pupils were monitored closely by the Head of Year. Destinations from this cohort are strong, some pupils went on to university to study courses such as History and Primary Education. A small number moved into employment. One student is re-doing Year 13 at the school, but is intending to go to university to study a Politics-based degree.

Key Stage 4 2018

Table 7. Key Stage 4 outcomes for the disadvantaged cohort 2018

	Outcomes 2017	Outcomes 2018 (Invalidated)
P8	-0.42	-0.55
P8 English	-0.04	-0.13
P8 Maths	-0.29	-0.84
P8 EBacc	-0.46	-0.62
P8 Open slots	-0.70	-0.57
Average Attainment 8 score	42.5	38.23
% Entering the EBacc	63	51
% Achieving EBacc 5+	28	11
% Achieving a good pass in English & Maths 5+	35	26

The impact of the initiatives during 2017-18, have resulted in the pupils at the end of year 11 achieving a progress 8 score of -0.55. This means that the disadvantaged cohort made half a grade, less progress than those pupils with the same starting point nationally. Whilst the progress has dipped from the previous year, the pupils continued to receive a range of intervention strategies to improve the outcomes. These strategies used included:

- Using underloaded teachers in some subject areas to deliver small group sessions to specific pupils who were making negative progress;
- Regular meetings with all Heads of department to discuss the progress of this cohort within their area;
- Scrutiny of pupils' performance on any coursework, which lead to individualized approaches to helping pupils improve coursework where necessary;

- Organising with Heads of Department mini-conferences, these took place at various points throughout the year;
- One to ones for some of the very low ability pupils just before the English and maths exams;
- Supporting all pupils with resources like revision guides, English texts etc., to make them exam ready;
- Supporting pupils where necessary to participate in any trips/visits linked to the curriculum;
- Communicating with parents where necessary;
- Working with the SLT team to identify and mentor individual students
- Identifying which revision workshops the pupils should attend and providing them with a report card to monitor attendance. Tutors were asked to monitor attendance at these workshops;
- Analysis of data with the SLT;
- Altering pupils teaching set, to ensure better progress;
- A number of boys taking part in a revision programme with an British Sports athlete;
- Monitoring attendance by the Assistant Head of Year and attendance officer;
- Monitoring the progress of some of the high ability able boys in this cohort.

Despite the implementation of these strategies, the outcomes of the disadvantaged pupils were not acceptable. A thorough evaluation was conducted on the approach, to identify which strategies had the most impact. Early analysis suggests that more work needs to be conducted with individual pupils, to ensure that they are engaging in effective strategies to review their learning from an earlier point in the school year. Also, more communication is needed with parents, to ensure that they are aware of the different ways to support their child. The SLT lead needs to ensure all teaching staff have imbedded all elements of the BRIEF strategy into their daily lessons, so the disadvantaged pupils are always embedded at the forefront. Finally, a better system needs to be employed, to ensure that pupils are regularly attending revision workshops. Whilst there is room for improvement across all measures, it must be highlighted that **all pupils** at Sweyne Park School are encouraged to study the EBacc. 51% of this cohort were entered into the EBacc, even though this is a decrease on the previous year, it is still above national other in 2017 (43% in 2017). **We continue to remain academically ambitious for the curriculum offered to our disadvantaged cohort.**

Progress in English shows a small decline from the previous year. Still, a progress 8 score of -0.13 indicates that the pupils are close to 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 continue to make negative progress, 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 2018-19. Working alongside the Head of Maths, alternative strategies will be explored to ensure better progress is made. The decline in maths is part of a bigger picture with this subject, where we are doing a root and branch review to improve standards.

Progress in the open slots improved from the previous year, but the pupils are still making less progress than expected. Nonetheless, we remain ambitious for the academic option choices we are offering disadvantaged pupils, in the open bucket. Progress in this area will also be tracked across 2018-19, so further improvement can be made.