

— T H E —  
**SWEYNE PARK**  
— S C H O O L —

**The Impact of the Pupil Premium at The Sweyne Park School 2018/19**

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. The Pupil Premium Grant for 2018-2019 included pupils from the January 2018 School Census known to have been eligible for Free School Meals (FSM) in any of the previous six years, as well as those first known to be eligible at January 2018. The Sweyne Park School also received funding to support children who have been looked after (CLA) for 1 day or more, were adopted from care 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 2018/19 and concentrated on the following key areas:

- 1. Learners are driven.**
- 2. Pupils and students receive high quality guidance and made excellent study/career choices.**
- 3. The newly reformed curriculum is broad and balanced.**
- 4. All pupils achieve high levels of progress.**
- 5. High Quality CPD is effective in further raising the quality of teaching.**
- 6. Assessment processes effectively inform pupils, parents, teachers and leaders of the progress pupils are making and give teachers information about gaps in pupils’ knowledge and skills**
- 7. Pupils enjoy school and attendance is high.**
- 8. Pastoral support is a key strength of the schools and is responsive to changes in society.**
- 9. Pupils have a deep appreciation of the Arts and a wealth of cultural opportunities are available to them.**

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 **£214,360** for the academic year 2018/19. The table below highlights the allocation of the PPG for 2018/19, and features the initiatives and associated cost/expenditure.

**Table 1. Expenditure for academic year 2018/19**

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
<b>Total spend for Academic Year 2018/19</b>	<b>£250,689.72</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.

## Evaluating: Key objectives 2018/19

**Objective 1:** Pupils know and use a wide range of revision/study strategies to support learning.

### Intended actions

- 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.

### Evaluation

GCSE Pod was launched with Year 10 and 11 pupils. It was decided not to be launched to Year 9 because they had not fully begun learning GCSE content. GCSE Pod proved to be most popular for Science, followed by English Literature. Staff were keen on using this revision tool with pupils, but some were restricted because the pods were not subtitled, nor were transcripts available. There was close liaison with the company over the year to develop subtitled pods, which should be available from September 2019. Moving forward, GCSE Pod will need to be relaunched with the current Year 11s, so it becomes a firm part of their revision.

The Make Happen workshops were well received by parents and pupils. All pupils in the cohort were shown effective revision strategies and were encouraged to use them throughout the year. The parents workshop was well received and some of the more difficult to reach parents attended. These workshops were effective in showing the pupils how to revise, approach and review previously learnt material. Form tutors/HOY worked with selected pupils on an individual basis to ensure that pupils were actually applying the strategies in their revision. Moving forward, selected pupils will need to be regularly monitored, to ensure that revision strategies are being applied effectively to their revision.

An information sheet on improving memory retrieval was created and shared with Year 7/8 pupils and parents, rather than a study pack. The ideas shared were relevant and easy to apply. Outcomes for the disadvantaged pupils in Year 7 and 8 were encouraging. For example, at the end of Year 7 disadvantaged pupils were making the same amount of progress as the non-disadvantaged pupils (0.44 vs 0.45). The same pattern was reflected in Year 8. Moving forward, this information sheet will be shared earlier with pupils and more time will be given during tutor time to explore the ideas.

**Objective 2:** Increase future aspirations of all pupils.

### Intended actions

- All PP 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 Happen' events, where eligible.

### Evaluation

Additional careers advice and guidance was provided via one-to-one consultation with our careers advisor. This proved to be 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. 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, 92% of the disadvantaged pupils intended to attend college, a Sixth Form or undertake an apprenticeship. During the options process, the disadvantaged pupils in Year 9 were also given careers guidance. This proved to be influential and helped them to make the right choices at GCSE for their future careers. Using the careers advisor to engage with members of this cohort continues to be beneficial and this will continue in 2019/2020.

Despite making contact with many universities, a university trip was not finalised. A trip to Oxford University is being planned for in the Autumn term.

**Objective 3:** Improve curriculum offer at Key Stage 4, so PP pupils of all abilities experience a broad and balanced curriculum.

#### Intended actions

- 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.

#### Evaluation

The curriculum offer at Key Stage 4 was reviewed with SLT, and consequently Health and Social Care (Level 2) has been offered to the current Year 10 pupils. GCSE outcomes from the vocational courses in 2019 are positive and it is widely recognised that the curriculum for the disadvantaged pupils needs to be further enhanced to improve outcomes. Reviewing the curriculum offer for the disadvantaged pupils will continue to be a focus in 2019/2020. Setting arrangements continued to be reviewed and when necessary pupils' sets have been changed to reflect their starting ability. Thus setting high levels of challenge.

**Objective 4:** Improve the use of the tutor in daily monitoring of all PP pupils.

#### Intended actions

- 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.

#### Evaluation

Tutors effectively used BRIEF target to monitor the disadvantaged pupils in their forms. Tutors were able to effectively identify the barriers that the pupils face. Target sheets were updated each term and reviewed. Where necessary the HOY was informed and asked to action key points to further support individual pupils. Progress data was shared with tutors and this formed the basis of meaningful conversations. Pupils were rewarded for good effort and progress. Where the data identified that pupils were not making progress, they were monitored via report by the form tutor. Tutor time was used to explore revision/study strategies, but this will need to be further embedded during 2019/2020.

**Objective 5:** Reduce persistent absence rates for pupils eligible for PP.

#### Intended actions

- 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.

#### Evaluation

	% of persistent absence (90%)
2017	21.36
2018	20.85
2019	22.66

The persistent absence for the disadvantaged cohort has significantly increased from the previous 2 years. The increase can be attributed to 4 pupils who suffered from extensive mental health issues, which had a direct impact on their attendance. The Attendance Officer played a crucial role in monitoring the attendance. Close monitoring allowed the HOY to make appropriate contact with home, so clear lines of communication were maintained. As a result,

appropriate strategies were agreed and implemented to address issues that prevented pupils attending school. 'Show My Homework' was used by teachers to upload work for students to catch up, when attendance was prolonged. Pupils were rewarded for 100% attendance via the internal reward system.

**Objective 6:** Improve rates of progress for high ability boys at the end of Key Stage 4.

#### Intended actions

- Identify a cohort of high ability PP boys to work with a senior member of staff (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.

#### Evaluation

All high ability disadvantaged boys received careers advice and guidance from the careers advisor, which enabled them to have a clear understanding of their next steps after GCSEs. Alongside this, pupils in this sub-cohort were mentored at various points by SLT or HOY/AHOY/tutor. Parents of these pupils attended Learning Reviews in the Autumn term, as well as Parents Evening. There was continuous communication with parents via the HOY and the mentor with home. To raise aspirations, the cohort worked closely with the Head of Sixth Form to look at post-16 options. This work included speaking closely to Sixth Form students, as well as attending some Sixth Form lessons. This group was also part of a breakfast revision club, which promoted independent revision. Unfortunately, this cohort continues to underperform despite the varied intervention received.

**Objective 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.

#### Intended actions

- 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.

#### Evaluation

	Outcomes 2018	Outcomes 2019 (Invalidated)
<b>P8</b>	-0.50	-0.76
<b>P8 English</b>	0.01	-0.70
<b>P8 Maths</b>	-0.82	-0.84
<b>P8 EBacc</b>	-0.58	-0.81
<b>P8 Open slots</b>	-0.54	-0.71
<b>Average Attainment 8 score</b>	38.97	34.84
<b>% Entering the EBacc</b>	51.35%	28.57%
<b>% Achieving EBacc 5+</b>	10.81%	3.57%

<b>% Achieving a good pass in English &amp; Maths 5+</b>	24.32	10.71%

The disadvantaged cohort of 2019 was smaller than the previous year, but included pupils with multiple and significant barriers to their learning. A large portion of this cohort suffered in some way from moderate to severe anxiety, which in some cases prevented the pupils attending school. For example, 2 pupils who had extensive medical intervention for anxiety/depression had to receive online tuition from an external tutoring company. The external barriers of many disadvantaged pupils contributed to a poor Progress 8 score, however there are some individual outcomes that were excellent and should be celebrated. Despite more communication with parents, to ensure that they were aware of the different ways to support their child, outcomes for this cohort have declined. Early analysis suggests that more work needs to be conducted on ensuring that the curriculum the disadvantaged pupils follow is appropriate.

**Objective 8:** Reduce financial barriers for PP pupils, so that they can access all resources to enhance experiences and progress within learning.

#### Intended actions

- 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.

#### Evaluation

Reducing financial barriers for disadvantaged pupils continues to an area where PPG funding is well spent. Financial support across 2018-2019 was used to support a variety of opportunities including day trips, study residentials and trips aboard. Learning material was supplied for all disadvantaged pupils across subject areas, as well as investing in the online revision tool (GCSE Pod).

**Objective 9:** Promote and support good mental health for pupils.

#### Intended actions

- 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.

#### Evaluation

Mental health continues to be a dominating external barrier, which prevents young people engaging fully in school life. Pupils suffering from mental health issues continue to be well supported at Swayne Park School. Pupils are identified and appropriate support is put in place. Using Year 12/13 pupils to support pupils in lower years proved to be an effective strategy and will continue in the next academic year.

**Objective 10:** Improve the transition between primary and secondary phase.

#### Intended actions

- Create a MAT PPG plan to improve transition of PPG pupils.
- Liaise with Head of Year 7 during the transition phase to better support PP pupils from other feeder schools.

#### Evaluation

A MAT PPG plan was created and shared. HOY Year 7 was consulted and a comprehensive plan to support Year 7 pupils has been created and is ready to be implemented from September 2019.