

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

School overview

Metric	Data
School name	The Sweyne Park School
Pupils in school	1497
Proportion of disadvantaged pupils	15.3%
Pupil premium allocation this academic year: 2020/2021	£188,135.00
Academic year or years covered by statement	2019/20 to 2022/23
Publish date	December 2020
Review date	November 2021
Statement authorised by	Katharine Dines
Pupil premium lead	Nicola Welch
Governor lead	Lynda Walker

Disadvantaged pupil performance overview for last academic year

Progress 8 (2019)	-0.88
Ebacc entry (2019)	29%
Attainment 8 (2019)	33.7%
Percentage of Grade 5+ in English and maths	11%
Percentage of Grade 4+ in English and maths	39%
In education or employed for 2 terms after KS4 (2017 school leavers)	98%

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 persistent 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 (Link: Behaviour and Attitudes/SDP)	Professional development of all staff to help them better manage behaviour.
Priority 2	Recruitment, retention and professional development of staff.
Priority 3 (Links to BRIEF: Feedback; Quality of Education/SDP)	Professional development of teaching staff to provide disadvantaged pupils with more effective feedback to secure better progress.
Priority 4 (Link: Quality of Education/SDP)	Review current curriculum offer at KS4 and consider restructuring KS4 and KS3
Priority 5 (Link: Quality of Education/SDP)	Identify the needs of pupils, so teaching and learning strategies are more effective at addressing this need
Priority 6 (Link: BRIEF/Independence; Quality of Education /SDP)	Professional development of all staff to help them use metacognitive strategies with pupils.
Barriers to learning these priorities address	Engagement with learning
Projected spending	£150, 000

Targeted academic support for current academic year

Measure	Activity
Priority 1 (Link: Quality of Education/SDP)	In addition to the COVID catch-up programme, identify knowledge gaps and access appropriate interventions across KS4 and KS3.
Barriers to learning these priorities address	Improving progress.
Projected spending	£30, 000

Wider strategies for current academic year

Measure	Activity
Priority 1	Communicate to support staff how their role/work links to the BRIEF approach.
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 (Link: Brief/ Expectation)	Ensure staff have high expectations of all pupils irrespective of any barriers they might face.
Priority 4 (Link: BRIEF/Barriers)	Provide financial support to disadvantaged pupils so that they can still access enrichment activities beyond the

	classroom; obtain appropriate resources beyond the classroom.
Priority 5	Monitor attendance due to COVID-19.
Barriers to learning these priorities address	Financial access to resources
Projected spending	£8,000

Monitoring and implementation

Area	Challenge	Mitigating action
Teaching	Staff not buying into the suggested behavioural strategies; Staff not engaging with curriculum changes	Use inset days and additional cover being provided by SLT/cover staff
Targeted support	Interventions are appropriate and lead to sustained impact on progress. Pupils not buying into the interventions.	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	Ensuring support staff understand the role they have in supporting disadvantaged pupils.	Engage support staff in training to communicate clearly expectations.