

# THE SWEYNE PARK SCHOOL

## Pupil Premium Strategy Statement

This statement details our school's use of Pupil Premium (and recovery premium for the 2022 to 2023 academic year) funding to help improve the attainment of our disadvantaged pupils.

It outlines our Pupil Premium Strategy, how we intend to spend the funding in this academic year, and the effect that last year's spending of Pupil Premium had within our school.

### School Overview

Detail	Data
School name	Sweyne Park School
Number of pupils in school	1498
Proportion (%) of Pupil Premium eligible pupils	15.8%
Academic year/years that our current Pupil Premium Strategy plan covers ( <b>3-year plans are recommended</b> )	2021/2022 to 2024/25
Date this statement was published	Dec 2023
Date on which it will be reviewed	Dec 2024
Statement authorised by	Katharine Dines
Pupil Premium Lead	Nicola Welch
Governor Lead	Lynda Walker

### Funding Overview

Detail	Amount
Pupil Premium funding allocation this academic year	£261,375
Recovery Premium funding allocation this academic year	£71,617
Pupil Premium funding carried forward from previous years (enter £0 if not applicable)	0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£332,992

## Part A: Pupil Premium Strategy Plan

### Statement of Intent

At Sweyne Park School our intention is to provide an education for all pupils, from all backgrounds, which equips them with skills to enable happy fulfilled lives. We are keen for all pupils to engage fully in their education and to see schooling as helpful in providing the means to achieve their aspirations, both personally and for careers.

The tiered approach of Teaching and Learning, Targeted Academic Support and Wider Approaches is directly linked to school priorities and focuses on ensuring pupils achieve their aspirations. The pupil premium plan at our school is underpinned by the 'BRIEF' model, which is the framework for creating a whole-school approach. BRIEF relates to Barriers, Relationships, Independence, Expectations and Feedback.

BRIEF has helped develop a school-wide understanding and recognition that addressing disadvantage falls on all staff. The BRIEF model is rooted in a long-term approach that focuses on long-term changes, rather than quick fixes. The key to sustained impact is our focus on pupils' experiences in the classroom and building positive relationships, so disadvantaged pupils feel like they belong in our school. The Cornerstones of Teaching and Learning are a core element to this strategy and aims to ensure all pupils are participating in learning through inclusive teaching.

The BRIEF model sits alongside the wider school plans for educational recovery. We are providing targeted tutoring support to those pupils, including non-disadvantaged pupils, whose education was worst affected by recent school closures. Alongside this, resources will be used to support the wellbeing of pupils who have been significantly impacted by the pandemic.

Our approach will be driven by identifying pupils' needs and by basing targeted support around this. Evidence of need is based on diagnostic assessment (pastoral and academic), teacher voice, pupil voice, discussions with families, and an understanding of the community and the challenges that pupils face.

## Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

Challenge number	Detail of challenge
1- Attainment and Progress	<p>The overall attainment and progress of disadvantaged pupils is generally lower than that of their peers at the end of Key Stage 4.</p> <p>Maths attainment of disadvantaged pupils is generally lower than that of their peers.</p> <p>The pandemic has contributed to increasing the knowledge gap for all pupils, including the disadvantaged pupils, resulting in pupils falling further behind age-related expectations.</p>
2- Wider support	<p>Observations and discussions with pupils and families suggest that the pandemic continues to reduce access to additional resources, which are needed to support learning. Frequent support is needed for school equipment, as well as items of clothing. There is a greater need to support families with basic necessities, like food and travel.</p>
3- Literacy	<p>Assessments indicate that across each year group, approximately one-third of the disadvantaged pupils have reading ages below age-related expectations, when compared to their peers. This impacts upon progress in all subjects.</p> <p>Our current Year 7 cohort, shows that approximately 38% of our disadvantaged pupils arrive below age-related expectations for reading compared to X of their peers.</p> <p>There is a vocabulary gap for all pupils, including disadvantaged pupils. In particular, there is a deficit with the Tier 2 vocabulary, which prevents pupils from being able to explain/and or articulate their ideas in detail. This impacts upon progress in all subjects.</p>
4- Mental Health and Wellbeing	<p>Our assessments and discussions with pupils and families suggest that there is a dramatic decline in wellbeing and mental health, within the student population of our school community. Pupils are needing specialist support to help them manage disorganized eating, suicidal ideation, generalized anxiety and bereavement of significant family members, which have arisen as a result of the pandemic and continue to rise at an alarming rate.</p>
5- Attendance	<p>Our attendance data over the last 3 years indicates that attendance among disadvantaged pupils has been between 3% to 4% lower than for non-disadvantaged pupils.</p> <p>In 2022-23 48.3% of disadvantaged pupils have been 'persistently absent' compared to 29.1% of their peers during that period. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress.</p>

6- Parental Engagement	Our observations suggest that many disadvantaged pupils do not have the same level of parental support and engagement when compared to their peers. This significantly impacts pupils' outcomes and future aspirations.
7- In School Identification	Our observations suggest that when disadvantaged pupils are not considered high-level concern, there is a lack of assessment of needs within school. This has resulted in poorly identified need and inappropriate targeted support.
8- Metacognition and Independence	Our observations show that the pandemic has significantly reduced all pupils, including disadvantaged pupils, metacognitive and self-regulatory skills. This has resulted in pupils being less independent with their learning and more over-reliant on teachers.
9- The "Wider" Curriculum	The pandemic has significantly reduced all pupils, including disadvantaged pupils, access to wider cultural capital experiences.

## Intended Outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
Improved attainment among disadvantaged pupils across the curriculum at the end of KS4 with a focus on English, Maths and vocational subjects.	<p>By the end of our current plan in 2024/25, the outcomes for 50% or more of disadvantaged pupils will match or exceed their subject target.</p> <p>2024/25 KS4 outcomes demonstrated that disadvantaged pupils achieve:</p> <ul style="list-style-type: none"> <li>National average for attainment for most pupils</li> <li>English and maths 5+ scores in line with similar schools</li> <li>Positive progress in English and maths when compared to disadvantaged pupils in similar schools</li> </ul>
Improved engagement from parents, supporting the academic success of their child.	Teacher and pastoral reports suggest parents are more engaged with pupils' learning, parents' conversations focus on the support they can offer to improve academic success and raise future aspirations.
To achieve and sustain improved attendance for our disadvantaged pupils.	<p>Sustained high attendance from 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> <li>the overall absence rate for all pupils being no more than 4%, and the attendance gap between disadvantage pupils and their non-disadvantaged peers being reduced by 2%.</li> <li>the percentage of all pupils who are persistently absent being below 13% and the figure among disadvantage pupils being no more than 10% higher than their peers</li> </ul>
Improved assessment of needs for disadvantaged pupils who are not high-level concern.	A range of robust diagnostic assessments will be used to develop a proper understanding of disadvantage on learning. Teachers will be better able to understand the causes of underachievement linked to disadvantaged, e.g., oral language, background knowledge, limited self-regulation skills.
To achieve and sustain improved vocabulary among disadvantaged pupils across KS3.	<p>Sustained high levels of Tier 2 vocabulary used from 2024/25 demonstrated by:</p> <p>Pupils showing through written work and oral conversations a greater ability to explain/and or articulate their ideas in detail.</p> <p>Better progress demonstrated because assessments indicate a greater awareness and understanding of the Tier 2 vocabulary.</p>
Improved metacognition and self-regulatory skills	Teachers explicitly teach metacognition within their subject domain.

among disadvantaged pupils across all subjects.	Teacher reports and class observations suggest disadvantaged pupils are better independent learners and can use self-regulation skills to improve their learning.
To achieve and sustain improved wellbeing for all pupils, including those who are disadvantaged	<p>Ongoing training for staff on mental health and wellbeing, so that they recognise and address concerns at the earliest stage possible.</p> <p>Deliver wellbeing and mental health training within our Safeguarding/CPE curriculum.</p> <p>Clear and well publicised routes of referrals to qualified counsellors.</p>

## Activity in this academic year

This details how we intend to spend our Pupil Premium (and Recovery Premium funding) **this academic year** to address the challenges listed above

### Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £252,992

Activity	Evidence that supports this approach	Challenge number(s) addressed
Provide on-going CPD to embed the Cornerstones of Teaching and Learning.	Effective teaching leads to better outcomes. To address educational disadvantage pupils must receive high-quality teaching, which is Tier 1 in the EEF Pupil Premium Guide: <a href="#">The Eef Guide to the Pupil Premium-Autumn 2021</a>	1
Improve targeted vocabulary instruction across all subject areas. We will fund professional development to develop strategies to teach vocabulary effectively. We will fund teacher release time to align vocabulary instruction with curriculum development.	Teachers in every subject should provide explicit vocabulary instruction to help students access and use academic language: <a href="#">Improving Literacy in Secondary Schools</a>	3
Recruitment and retention of specialist teachers.	Marc Rowland's national work has suggested that disadvantaged pupils are disproportionately impacted by a high turnover of staff or difficulties in recruitment:  Addressing Educational Disadvantaged in Schools and Colleges. The Essex Way, Edited by <i>Marc Rowland</i> .	1
Develop pupils' metacognitive and self-regulation skills.  We will fund ongoing CPD for teachers to acquire understanding and skills to develop their pupils' metacognitive knowledge.  We will fund teacher release time to develop subject specific metacognitive strategies.	The EEF Teaching and Learning Toolkit suggests that when metacognitive strategies are explicitly taught, pupils can make up to +7 months additional progress. Metacognitive strategies are most effective when they are applied to challenging tasks within the curriculum:  <a href="#">Metacognition and self-regulation/EEF Teaching and Learning Toolkit</a>	8

	<a href="#">Metacognition and Self-Regulated Learning Guidance Report</a>	
Identify which diagnostic assessments will be the best at giving diagnostic information to support teaching.	The EEF evidence suggests that diagnostic assessments provide useful insights into pupil learning and when used effectively they can indicate areas of development: <a href="#">EEF Diagnostic Assessment - Evidence Insights</a>	4, 7

### Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £30, 000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Engage with the National Tutoring Programme to provide tutoring for pupils, whose education was most impacted by the pandemic.	Small group tutoring according to the EEF's Teaching and Learning Toolkit, has an average impact of +4 months additional progress for pupils. Small group tutoring is defined as one teacher or trained tutor working with two to five pupils. Small group tutoring is most effective if it is targeted at pupils' specific needs:	1
Support Post-16 students to secure their GCSE Maths and/or English at Grade 4 or above.	<a href="#">Small group tuition/EEF Teaching and Learning Toolkit</a>	1
Develop provision for pupils who are not ready to access the secondary curriculum in Maths and English.	An individualised approach to learning, which meets the different needs of learners can be effective. The EEF's Teaching and Learning Toolkit suggests that on average, individualised instruction approaches have an impact of +4 months additional progress: <a href="#">Individualised instruction/EEF Teaching and Learning Toolkit</a>	1



## Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £50, 000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Use targeted support from outsourced counsellors to address the well-being needs of pupils.	The guidance on promoting children and young people’s mental health and wellbeing recognises a child’s emotional health and wellbeing influences their cognitive development and learning: <a href="#">Promoting children and young people's mental health and wellbeing</a>	4
Review current practice for addressing attendance so it is in line with the principles set out in DfE’s <a href="#">Improving school attendance</a> document. Staff will receive release time to update and implement any new procedures.	The DfE guidance sets out principles to underpin an effective whole school strategy for attendance.	5
Provide financial support to disadvantaged pupils so that they can still access enrichment activities beyond the classroom; obtain appropriate resources beyond the classroom.	Based upon our experience, we require access to funding so that we can quickly respond to needs, which are not yet been identified.	2

**Total Budgeted Cost: £332,992**

## Part B: Review of outcomes in the previous academic year

### Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2020 to 2021 academic year.

We have analysed the performance of our school's disadvantaged pupils during the 2022/23 academic year using Key Stage 4 performance data and our own internal assessments.

To help us gauge the performance of our disadvantaged pupils we compare their results to those for 2023, the Progress 8 score (which is a measure of how much progress pupils at this school made across 8 qualifications between the end of KS2 and the end of KS4, compared to other similar pupils nationally) for our disadvantaged pupils was -1.01. For Attainment 8 (which is a measure of GCSE attainment across 8 subjects) it was 33.

We have, however, compared our results to national figures to help gauge the performance of our disadvantaged pupils (although these should be considered with caution given the caveats stated above). The national Attainment 8 score for disadvantaged pupils in 2023 was 34.9 and for non-disadvantaged pupils it was 50.2. For Progress 8, the national average score for disadvantaged pupils was -0.57 and for non-disadvantaged pupils it was 0.17. Key stage 4 data and our internal assessments suggest that, despite some strong individual performances, the progress and attainment of the school's disadvantaged pupils in 2022/23 was below our expectations. The gap between the Progress 8 and Attainment 8 scores of our disadvantaged and non-disadvantaged pupils has continued to grow, especially since the pandemic. The Progress 8 score of our non-disadvantaged pupils was -0.16, and the Attainment 8 score was 4.4. Our analysis suggests that the reason for this is primarily the ongoing impact of COVID-19, and this is reflective of national figures demonstrating the additional impact of the pandemic on disadvantaged pupils. However, we also identified that some of the approaches we used to boost outcomes for disadvantaged pupils had less impact than anticipated. EBacc entry for disadvantaged pupils was 35.3%, which is similar to the previous 2 years, but below that for non-disadvantaged pupils.

Absence among disadvantaged pupils we recognise is too high which is why raising the attendance of our disadvantaged pupils is a focus of our current plan. Our assessments demonstrated that there are still challenges around pupil behaviour and wellbeing/mental health remain significantly higher than before the pandemic. The impact on disadvantaged pupils has been particularly acute. These results mean that we are not at present on course to achieve the outcomes that we set out to achieve by 2024/25, as stated in the Intended Outcomes section above.

The teaching strategy to embed the Cornerstones of Teaching and Learning is developing and more focused CPD is being implemented to develop staff knowledge and understanding. This aspect of the strategy continues to be a priority for the school and therefore underpins the teaching approach of this strategy. There is a focus on reading and explicit vocabulary teaching across the school, and staff have received training in this area. Work in this area is ongoing.

Targeted academic support was well designed and impacted positively on pupils who engaged well with this support. The next step is to carefully chose the right time for pupils to engage in intervention, so that the maximum impact on academic outcomes is achieved.

The wider strategy for wellbeing, as mentioned already, has shown improvements in the support pupils have received, which has helped pupils stay in education. Supporting mental wellbeing

continues to be a priority for this strategy. Attendance is still a challenge and more needs to be done to address the issues faced by pupils. Attendance is a school wide focus, so early intervention is a priority.

### Externally provided programmes

Programme	Provider