



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 "k@7" 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-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 aim 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 the periods of school closure during the pandemic. Alongside this, resources

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

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>Assessments on entry to Year 7 in the last 2 years indicate 36% of our disadvantaged pupils arrive below age-related expectations compared to 15% of their peers.</p>
2- Wider support	<p>Observations and discussions with pupils and families suggest that there is reduced 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 KS3, disadvantaged pupils have reading ages below age-related expectations, when compared to their peers. This impacts upon progress in all subjects.</p> <p>There is a vocabulary gap for all pupils, including disadvantaged pupils. In particular, there is a deficit with the</p>



This details how we intend to spend our Pupil Premium listed above

to address the challenges

	at home with family members, and for these reasons may not acquire the necessary skills for reading and understanding challenging texts. <a href="#">Reading comprehension strategies</a>	
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Identify which diagnostic assessments will be the best at giving diagnostic information to support teaching.

Budgeted cost: £50, 000

Use targeted support from outsourced counsellors to address the well-being needs of pupils.	The guidance on promoting children and young wellbeing influences their cognitive development and learning: <a href="#">Promoting children and young people's mental health and wellbeing</a>	4
Embedding good practice set out in DfEs guidance on <a href="#">working together to improve school attendance</a> . Staff training and release time to develop and implement 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
Enhance extra-curricular provision across the school. Devise an appropriate reward system to increase participation in extra-curricular clubs. Reinstate cultural trips for all year groups across Key Stage 3.	Evidence suggests that participation in extra-curricular activities can have a positive impact on	





