

## Pupil Premium Strategy and Review

### 1. Summary information for the current academic year

<b>School</b>	Peacehaven Community School				
<b>Academic Year</b>	2020/21	<b>Total PP budget</b>	£247,235	<b>Date of most recent PP Review</b>	Sept 2020
<b>Total number of pupils</b>	880	<b>Number of pupils eligible for PP</b>	273	<b>Date for next internal review of this strategy</b>	Feb 2021

### 2. Current attainment

	Pupils eligible for PP (your school)	Pupils not eligible for PP (national average)
<b>Progress 8 score average</b>	<b>-0.42 (Y11 2020)</b>	0.22 (Y11 2020)
<b>Attainment 8 score average</b>	<b>36.16 (Y11 2020)</b>	45.86 (Y11 2020)

### 3. Barriers to future attainment (for pupils eligible for PP)

#### **Academic barriers** *(issues to be addressed in school, such as poor literacy skills)*

<b>A.</b>	Literacy skills - pupils from a disadvantaged background tend to arrive at school with lower literacy and reading skills compared to others. This gap may have widened due to the impact of the national lockdown in response to Covid-19.
<b>B.</b>	Numeracy skills - pupils from a disadvantaged background tend to arrive at school with lower numeracy skills compared to others. This gap may have widened due to the impact of the national lockdown in response to Covid-19.
<b>C.</b>	Low self-esteem – lack of academic aspirations and resilience. Due to Covid-19 many students have had little structure and routine, this could potentially have an impact on their social, emotional and mental health needs that impact on their well-being and academic progress.

<b>D.</b>	Digital poverty - pupils from disadvantaged backgrounds may have difficulty with accessing a device or broadband at home.
<b>Additional barriers</b> (including issues which also require action outside school, such as low attendance rates)	
<b>E.</b>	Poor Attendance to school and an inability to attend after school sessions - Attendance for PP is below the whole school target. A reduction in the hours spent in school impacts on their overall progress. A personalised approach is needed to address the specific issues that each family has to improve attendance.
<b>F.</b>	Parental Engagement - some parents have negative experiences of school which makes it difficult for them to engage with the school community.

<b>4. Intended outcomes</b> (specific outcomes and how they will be measured)		<b>Success criteria</b>
<b>A.</b>	Improved attendance for students eligible for PP and improved parental engagement by strengthening the level of contact with parents/carers.	Increase DA attendance to meet or exceed national average (89.2%) and 92.4% school target. Significantly decrease DA gap. Reduce the number of persistent absentees (PA) among pupils eligible for PP.
<b>B.</b>	Increase level of progress in literacy and reading for students in KS3 eligible for PP.	Accelerated Reader will continue to be a strategy used to improve reading ages for all students in KS3. Intervention records will show successful engagement with vocabulary work and literacy skills. Reading ages of disadvantaged students improve in line with non-disadvantaged students and National Average figures.
<b>C.</b>	To improve the rates of progress for all Year 11 students eligible for PP, with a particular focus on the Basics measure. (SIP 2020-2021)	The whole school Progress 8 (P8) figure for DA students is closer to the national average (2018/19 was -0.10 and 2017/18 was -0.13) Gap between the PP and non-PP for the Basics measure at 4+ and 5+ has reduced with PP students moving towards the national average.
<b>D.</b>	Personalised intervention is put in place to address gaps in lost learning to support students to make accelerated progress and support their social, emotional and mental well-being. Positive contact is made with hard-to-reach parents to celebrate pupils' success and achievements (eg postcards home; positive text messages; rewards).	KS3 pupils with a particular focus on Year 7 PP pupils are identified and prioritised to receive 1:1 literacy and reading intervention to ensure pupils make expected levels of progress. Students make progress towards and achieve expected standards at the end of each key stage. This is measured via in-school tracking systems and trust assessment cycles.

#### 5.Planned expenditure

Academic year	2020/21				
The three headings enable you to demonstrate how you are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies.					
<b>i. Quality of teaching for all</b>					
Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
HTLA staff in Maths.	Small group interventions using maths qualified HLTA during lesson time for targeted students.	In school interventions have high levels of engagement. Targeted sessions planned by an experienced Maths teacher. Evidence shows that small group tuition is effective. EEF Toolkit +4 months	Regular monitoring through effective line management of maths	DPR	Termly and at each data point.
Learning Support Assistants to be utilized effectively within lessons to support quality first teaching.	90% of teaching staff who have LA support are aware of how to deploy the LA's effectively to achieve the best outcomes for the students and there is a good working relationship between the LA and the teacher. The LA knows what is expected within the lesson and work is differentiated accordingly.	Evidence suggests that TAs can have a positive impact on academic achievement. There is also evidence that working with TAs can lead to improvements in pupils' attitudes, and also to positive effects in terms of teacher morale and reduced stress.EEF Toolkit +1 month.	Lesson observations, book looks and curriculum planning, seating plans in 100% of lesson	AWA	Termly.
Additional Year 11 Literacy and Numeracy timetabled lessons e.g. reading comprehension strategies.	Lost learning is addressed and gaps closed. Students increase in confidence and knowledge of basic skills improve.	EEF Toolkit - On average, reading comprehension approaches deliver an additional six months' progress.	Timetabled for all students. English and Maths specialist plan and deliver sessions. Impact analysed vis line management.	LHA/DPR	Termly.
Ensure all analysis includes filters for DA students. Early identification of vulnerable groups	Increased whole school awareness of vulnerable students and a	Staff having knowledge of the individual needs of each student and can build up effective relationships	Regular learning walks and discussions with staff about progress of disadvantaged students	VJE	Term 1 and then ongoing.

	personalised approach to intervention.	promptly so they can adapt lessons and support accordingly.			
Small group teacher - Year 7 and 8 access classes	Students make progress and reduce the gaps in knowledge between KS2 and KS3.	Evidence shows that small group tuition is effective. EEF Toolkit +4 months	Progress of small groups monitored and students moved into main curriculum at appropriate time	AWA/VJE	Termly
CPD sessions based on components of high quality teaching. Explicit teaching, scaffolding and Cognitive and metacognitive strategies.	Teaching and support staff are confident in using a range of different strategies to support disadvantaged students that have an evidence base to improve impact.	EEF guide to supporting school planning;A tiered approach to 2002-21 suggests explicit teaching, scaffolding and Cognitive and metacognitive strategies improve student outcomes.	Monitored through team leaders and learning walks.	VJE/JTU	Launched term 2 and then monitored termly.
Diagnostic assessment	All KS3 and KS4 students will be assessed through classroom-based diagnostic assessments to identify lost learning and new knowledge gained.	EEF guide to supporting school planning;A tiered approach to 2002-21 Feedback can improve learning by + 8 months.	Monitored through line management, learning walks and book looks.	VJE/JTU	Termly
Set up and implement policy and provide CPD on Digital learning for distance learning.	All Staff know how to use looms. All staff know how to use google classroom. All staff and students are aware of online protocol. Regular CPD offered to staff for Digital learning. A minimum of 3 sessions per term.	EEF guide to supporting school planning;A tiered approach to 2002-21 supports effective remote learning and this builds upon our whole school strategy.	Loom lessons, Google drives Staff Briefings.	JBT	Termly
Identify students that require access to digital devices or broadband home.	Students that are required to self isolate or stay at home can access the full curriculum.	EEF guide to supporting school planning;A tiered approach to 2002-21 supports effective remote learning and this builds upon our whole school	Access to funds to support the loaning of devices to eligible students.	JBT	Termly.

strategy.

**Total budgeted cost**

£100,235

**ii. Targeted support**

<b>Action</b>	<b>Intended outcome</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
Year 7 NRG T test & CATS	Data will allow us to inform future planning and set suitable GCSE targets for students with the absence of SAT's.	Swale Academies Trust implementation across the whole trust in response to Teacher assessed SAT's.	All students take the tests and data shared across the trust and analysed at trust level.	JTU	Term 1
Lexia (Access classes Y7-8)	80%+ Y7-8 Students using Lexia demonstrate progress in key reading skills by July 2021.	EEF Toolkit phonics +4 months.	English line management, lesson observations and data analysis.	AWA	Termly
Accelerated Reader - Year 7-9	At least 50% of those currently below reading age in Y8-9 to move up to age expected reading by July 2020. At least 50% of Y7s who start with below age reading to move up to age expected reading by July 2021.	Improving students' literacy levels improves progress in all subjects. Accelerated reader is a programme with known success.	English line management, lesson observations and data analysis.	BBL/LHD	Termly
Lesson 6 Intervention for Year 11	Identify misconceptions and address knowledge gaps to ensure accelerated	Evidence shows that small group tuition is effective. EEF Toolkit +4 months	Monitor attendance via registers and regular contact with home. Line management and data analysis.	VJE/Team leaders	Termly

	progress towards their target grades.		Through Core progress meetings		
Tutor time Literacy and numeracy intervention for Year 11	High impact intervention that accelerates student progress to help students achieve the basics at 4+ and 5+.	Evidence shows that small group tuition is effective. EEF Toolkit +4 months	Through Core progress meetings and line management and data analysis.	VJE/LHA/DPR	Termly
All staff use GCSEPod across the school particularly with disadvantaged students.	Students make accelerated progress as a result of using GCSEPod in a blended learning approach.	Metacognition and self-regulation approaches have consistently high levels of impact. EEF Toolkit +7 months. GCSEPod is designed to get students understanding the learning process.	Lesson observations, online book looks and pupil voice.	JBT	Termly.
Additional Careers guidance	Disadvantaged students to have a clear idea of, and engage with post 16 courses. No NEET students.	Disadvantaged students have lower aspirations and so need to be shown what is available to them and supported when applying for future opportunities	JTU to work with post 16 choice support worker	JTU	Termly
<b>Total budgeted cost</b>					£127,000

### iii. Other approaches

Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Improve communication links at tutor level to ensure regular communication with all students who are absent and engage positively with parents/ carers. Tutor first day phone calls	Attendance percentages increase for all groups to national average or above. Tutors know their tutees and families better and school-home links improved	Persistent absence is a barrier to attainment.	Monitoring SLT, HOY	MBL	Analysis of impact by Dec 2020. Then termly.

Uniform/ School Travel / Attendance / Equipment / Trips /	Increase attendance of disadvantaged students, improve opportunities for students	Disadvantaged students should be able to access off site educational experiences	Attendance team to monitor and report to SLT	VJE/SLT	Termly
Breakfast club	Improve attendance and ensure positive start to the day.	Breakfast is very important and linked to increased attention and wellbeing.	Staff run the club and register taken to monitor who is accessing it. Directly advertised to appropriate families	AWA/VJE	Termly
Revision materials KS4	All disadvantaged students have relevant GCSE revision material for their learning.	Disadvantaged are more likely to be unable to access revision materials for all of their subjects.	VJE to order, package and deliver bundles of revision guides for disadvantaged students in Y10	VJE	Term 1
<b>Total budgeted cost</b>					<b>20,000.00</b>

## 6.Review of previous expenditure

Previous Academic Year

2019/20

### i. Quality of teaching for all

Action	Intended outcome	Estimated impact: Did you meet the success criteria? (Include impact on pupils not eligible for PP, if appropriate).	Lessons learned (and whether you will continue with this approach)	Cost
HTLA staff in core subjects	Small group interventions using maths qualified HLTA during lesson time	The gap has closed between DA and Non-DA students in Maths. With a P8 score of 0 for DA students, although students did not sit the exam. A8 - PP 3.64 v Non-PP 4.59 P8 - PP -0.40 vs Non PP 0.23 Basic 5+ PP 21.2% vs Non-PP 40.7% Basic 4+ PP 46.2% vs Non-PP 72.4%	Specialists HLTA who work effectively in the faculty have a positive impact. Will we continue with this strategy next year.	10,000

CPD sessions	Teaching and support staff are confident in using a range of different strategies to support disadvantaged students	Learning walks demonstrated that teachers were engaging with strategies demonstrated in CPD sessions. The focus moved to the digital learning agenda from Feb 2020 due to Covid.	CPD will play a vital role next year in particular a tried approach to intervention supported by the EEF Toolkit.	2,900
Small group teacher	Vulnerable students able to access GCSEs	Small groups allow for more targeted time with a specialist teacher in a focused environment specifically tailored to the individual needs.	Ensure the suitability of the groupings and effectively plan for GCSE classes moving into year 10 and 11.	34,763
Small group LA support	Support for vulnerable students to enable them to catch up and move to main teaching classes	Small groups allow for more targeted time with a specialist teacher in a focused environment specifically tailored to the individual needs. A8 - PP 3.64 v Non-PP 4.59 P8 - -0.40 vs Non PP 0.23	LA support will continue with a tried approach to intervention.	20,317
Priority group identification	Teachers have identified priority groups on class photos (confidential teacher folder) and can discuss progress of these students	Staff are able to identify DA students and understand the importance of targeted interventions in class. This was seen during the learning walks.	This will be a strategy that will continue next year.	No cost

## ii. Targeted support

Action	Intended outcome	Estimated impact: Did you meet the success criteria? (Include impact on pupils not eligible for PP, if appropriate).	Lessons learned (and whether you will continue with this approach)	Cost
Academic mentoring programme	High engagement of students in sessions resulting in higher attendance	The impact of this strategy has not been able to be measured due to the impact of Covid. Prior to 23rd March student voice indicated that students felt that the mentoring was having an impact on confidence.	A different approach to targeted intervention will be implemented next year.	5,000
School interventions (academic)	Disadvantaged students attainment gap closes	A8 - PP 3.64 v Non-PP 4.59 P8 - -0.40 vs Non PP 0.23 The school's A8 and P8 scores have improved from	A different approach to targeted intervention will be implemented next year, this will include school based interventions.	48,997 1,000



		2019.		
Access to speech and language	Disadvantaged students to access mainstream teaching	In line with the school's philosophy of promoting quality first teaching and learning, last year funds were deployed for specialist teachers.	This provision is set to continue for the foreseeable future.	4,300
Additional Life Skills lessons Pastoral support - AHOY Nurture Worker Early Help Key Worker Alternative courses	Disadvantaged students to develop emotional and social wellbeing	Life skills are taking place within years 9-11. 100% pass rate for current year 11's who started the course within year 10. In line with the school's philosophy of promoting quality first teaching and learning, last year funds were deployed for specialist support workers.	Looking at extending the offer further with different ASDAN courses being delivered.	16,470 19,290 5,265 15,000
Additional Careers guidance	Disadvantaged students to have a clear idea of, and engage with post 16 courses	Individual guidance sessions took place. Y11s had interview experience with employers.	Early identification needed for students who may be at risk of becoming future NEETS	2,000
Additional Curriculum support	Disadvantaged students may require financial support in order to engage with academic trips and interventions	A range of trips, clubs and activities were offered and prioritised to PP students with financial support given where needed prior to lockdown. Additional financial support was made available for equipment, resources, etc	A range of PP pupils were given the opportunity to take part in a range of wider experiences to support their knowledge and understanding of the wider world that they live in. Pupil voice showed an improvement in participation.	5,000 3,000 7,900

### iii. Other approaches

Action	Intended outcome	Estimated impact: Did you meet the success criteria? (Include impact on pupils not eligible for PP, if appropriate).	Lessons learned (and whether you will continue with this approach)	Cost
Support Attendance strategy including minibus pickup.	Persistent absence in line with national average PPI attendance of 95%	The impact of this strategy has not been able to be measured due to the impact of Covid.	We are not continuing with this strategy.	8,500
Uniform/ School Travel / Attendance / Equipment / Trips /	Increase attendance of disadvantaged students, improve opportunities for	DA students have been fully supported and are able to access all areas of the curriculum including trips.	This will continue next year.	5,000

	students			
Breakfast club	Improve attendance and ensure positive start to the day	Improves attendance, ensures better focus in lessons, encourages social engagement. Prior to 23rd March students eligible for PP were regularly accessing breakfast clubs.	Need to monitor and track which students attend due to Covid.	5,000
Edukey	Effective monitoring and tracking of interventions	Improves the tracking of provisions for students and recording impact of interventions.	This will continue next year.	

## 7.Additional detail

Due to the closure of schools on 23rd March 2020 because of Covid-19, implementation of the Pupil Premium Strategy 2019-20 was suspended. Peacehaven Community School directed its resources towards supporting eligible pupils to maintain their continuity of learning. As no KS2 data will be available to benchmark standards for Year 7 pupils on entry in September 2020, the school is taking steps to ensure that meaningful data is generated during Term 1 to identify disadvantaged pupils who need additional support, so that reliable progress targets can be set.

