Pupil Premium Statement

1. Summary information					
School	**Peacehaven Community School**				
Academic Year	2017-18	**Total PP budget**	£233,600	**Date of most recent PP Review**	May 2018 (External)
Total number of pupils	837	**Number of pupils eligible for PP**	259	**Date for next internal review of this strategy**	October 2018 (IEB) January 2019 (external)

The national Governence report (2018) explains 'data shows a persistent (albeit narrowing) gap in attainment between those eligible for the pupil premium and non-pupil premium pupils nationally (DfE, 2014; 2018a; 2018b). In terms of progress, the Education Policy Institute (EPI) found that children eligible for the pupil premium were, on average, 4.3 months behind their peers when they first started school and, by the time the cohort sat their GCSEs, the gap between pupil premium pupils and their peers had risen to 19.3 months (Andrews et al., 2017)'.

The pupil premium was introduced the Pupil Premium in April 2011. It is intended to address the underlying inequalities between children eligible for Free School Meals (FSM) and their more affluent peers by ensuring that funding to tackle disadvantage reaches the pupils who are in most need of it. The amount of funding available, the school's aims in spending the funding, policy and procedures for ensuring these aims are met and reporting measures are all provided in this Pupil Premium Policy. In September 2017, the school was eligible to receive the Pupil Premium in respect of % of its pupils, currently paid at the rate of £935 per eligible pupil.

At Peacehaven Community School we believe that all students should 'aspire, believe and achieve' and that inequality should not be a barrier to how students view their potential. The pupil premium will be used to either meet these values, improve achievement, develop aspiration or provide support for those students who do not believe in their potential.

PCS is currently within a pupil premium review cycle, having a received a full commissioned report in May 2018 and two follow-up reviews to be completed in the next 18 months. In September 2018 an Associate Assistant Headteacher was appointed to lead on pupil premium.

Schools are allocated Pupil Premium funding for any student who meets any of these criteria:

- They are currently eligible for free school meals
- They have received free school meals in the last six years
- They have been looked after by the local authority (CLA) for at least six months
- They have a parent who is in the Armed Forces.

To ensure the interventions make the greatest impact, PCS will look to ensure that:

a) Data is used consistently and effectively in order track the progress of all Pupil Premium students. All subject teachers should be aware of their Pupil Premium students so that they are able to properly accelerate their progress

b) Interventions utilised range from whole-school strategies to targeted activities

c) Strategies draw on research evidence on what works (e.g. the Education Endowment Foundation)

d) Day-to-day teaching is consistently of a high quality, in recognition of the fact that interventions alone cannot compensate for teaching that is less than good

e) Senior leaders have a clear overview of spending and interventions

2. Current attainment

Measure	PPI 2018	Non PPI 2018	Gap 2018	PPI 2017	Non-PPI 2017	Gap 2017	PPI 2016	Non-PPI 2016	Gap 2016
Basics (%)	36%	68%	32%	26%	57%	31%	30%	68%	38%
A8	28.55	42.94	14.39	28.72	40.57	11.85	37.86	48.52	10.66
P8	-1.01	-0.04	-0.97	-1.09	-0.42	0.67	-0.25	+0.21	0.46

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

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

A.	Attendance to school / persistent absence
B.	Literacy
C.	Access to hot food and breakfeast.
D.	Lack of aspiration
E.	Numeracy skills gap
F.	Low self esteem, aspiration and lack of resilence
G.	Material poverty, in terms of resources
H.	Equipment and organisation

Additional barriers *(including issues which also require action outside school, such as low attendance rates)*

D.	Parental Engagement

	I. Intended outcomes *(specific outcomes and how they will be measured)*	Success criteria
A.	Improve attendance of Pupil Premium students	Reduce the rate of persistent absence to national
B.	Students receiving the pupil premium should attain a positive progress 8 score.	Student P8 above 0
C.	Improve the general literacy including reading ages, spoken language where a deficit exists and presentation.	Reading ages are at age related expectations for all students within 3 years of PCS.
D.	Students have aspirations that match prior attainment and have barriers reduced to accessing the curriculum.	0% NEET

1. Planned expenditure					
Academic year	**2018-19.**				
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.					
i. Quality of teaching for all					
Action and cost	**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?**
Metacognition twilight for all staff (Nov) – staff training.	Staff are able to use metacognition in lessons,	EEF Toolkit +7months. Evidence of Metacognition having a greater impact on higher prior achievement band.	Monitored through team leaders and learning walks.	CRA.	Each Data Point • Dec • March • July Staff feedback
Interleaving CPD.	Students make better use of revision guides and curriculum leaders make use of this resource.	Identified in the pupil premium review as a method of capitalising on valuable resource. Birnbaum et al (2013) has detailed the impact extensively.	Provide a format for interleaving including assessment methods to test effectiveness.	CRA	Monitor revision planning Student feedback Examination results.
Teaching and learning challenges	Improve teaching and learning through strategies developed to be equitable.	A range of challenges for each teacher to complete and review to start a culture of technique based teaching. Based on small techniques and impacts, TLAC (Lemov)	Promotion of challenges, discussion with team leaders. Discussion in line management, shared in SLT.	CRA.	Each Data Point Dec March July
Support Attendance strategy including minibus pickup.	Persistent absence below national average of 13.8% PPI attendance of 95%	Persistent absence is above national average and a barrier to attainment.	Challenge and scrutiny at SLT level. IEB reports Headteachers reports.	CJE	Termly

Promotion of PPI students in staff briefing, data	Display in staff base to promote focus students, promotion of students during briefing.	Evidence consistently shows that teachers often mix PP students with other labels / low ability.	Developed as part of ongoing targeting and support.	CRA	Data Points
More able CPD	Staff are more effective at stretch	PPI Gap is bigger at 5+	Staff feedback Learning walks.	MBL	Data Points Department
Baccalaureate projects	IB PPI students are above target is some subjects	To address the historic gap between PPI and non PPI in PUAB	JTU to monitor progress for all IB students.	JTU	End of Year.
				Total budgeted cost	£233,600

ii. Targeted support

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?
SLT Mentoring Instilling a GCSE mindset (Oakes and Grifin)	All prior higher and middle attainment achieve target in Maths, English in at least 3 others	Previous success and identified as further potential in external PP review	RHQ to monitor outcomes of students	RHQ	Results comparison
Literacy intervention	Raise in attainment to national average for PPI Gap to chronological reading age narrows in all years for PPI students. Improved attendance. % PPI students passing Passport increases. % PPI students 'on-track' is within 5% of non-PPI students.	Previous success / continued	Review at KS4 core and KS3 core.	English TLR holders / GPE	Each Data Point
Numeracy Intervention	Raise in attainment to national average for PPI	Previous success / continued	Review at KS4 core and KS3 core.	Maths TLR / GPE	Each Data Point

Department Interventions	Departments track their own interventions based on department targets to positive p8 score	A greater scrutiny on department intervention and monitoring of intervention (Pupil Premium Report)	Line Management – set agendas.	Maths TLR holders /GPE	Each Data Point
Revision materials	All students have access to revision materials in all subjects.	GCSE Pod has historically improved attainment based on number of pods viewed	Centralised ordering and auditing from CRA.	KLE and KS4 core CRA to monitor	Each Data Point
Access to Specialist Support for Speech and Language difficulties	Students are able to better manage mainstream classroom. 20 of 44 new year seven PPI are SEN and need further needs based support.	Many students have low level speech and language difficulties that mean they do not meet the threshold for support. At PCS we employ our own Speech and Language teacher because we have a Special Facility within the school. The Pupil Premium allows us to offer this resource to PPI.	AMW to line manage CRA to complete data feedback	AMW	July 2019
Additional life-skills Teaching	100% students in education, employment or training post-16.	A number of students in our school are vulnerable socially and need more support than the mainstream curriculum offers.	AMW to line manage CRA to complete data feedback	AMW	July 2019
Additional careers guidance	100% of students in work or education.	Pupil Premium review identified as an area of development.	Careers development plan reviewed (Jan 2019)	GPE	October 2019

Social and Emotional Support Nurture worker – KS3 Additional Counselling Early Help Key Worker Pastoral Support	Exclusions for PPI students continue to fall and are in-line with non-PPI students. Attendance is at 95% or higher.	For some PPI students deprivation is more than a financial need. Mental health and well-being is increasingly understood as a barrier to learning on a par with numeracy and literacy issues.	CRA to monitor data and attendance AMW to line manage	AMW	July 2019
Alternative courses	All students are able achieve in something.	PPI students benefit from the same broad and balanced curriculum as their peers. However, in exceptional cases, where engagement with school is preventing the child from learning, we do consider vocational courses at local colleges.	Review of alternative courses ongoing	SCY	August 2019
Additional curriculum support – elite historians etc.	Support for high ability student to develop in subject specific clubs. Each PPI PHAB achieve one grade 7.	Subject areas have identified concerns in attainment at 5/6/7+	Monitored at data points.	CRA/GPE	Mock exam dates August 2019
				Total budgeted cost	

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?
NPQML – AKA	Higher parental engagement in Maths	NPQML Project – determined by staff as research.	Support if requested – additional measure.	AKA	Self review 15 minute forum
NPQML – JBA	Increased participation in KS4 PE	NPQML Project – determined by staff as research.	Support if requested – additional measure.	JBA	Self review 15 minute forum
				Total budgeted cost	0

Review of expenditure				
Previous Academic Year				
Action	**Intended outcome**	**Estimated impact:** Did you meet the success criteria? (Include impact on pupils not eligible for PP, if appropriate).	**Lessons learned**	**Cost**
Literacy Intervention: KS3 Introduction of 'Drop Everything And Read' across the school Introduction of Accelerated Reader programme Pastoral programme to work on gaps in literacy for all students – TA support for PPI students Students taught in small groups by teachers and HLTAs with additional training to support rapid literacy acquisition.	Gap to chronological reading age narrows in all years for PPI students. Improved attendance. % PPI students passing Passport increases. % PPI students 'on-track' is within 5% of non-PPI students.	Reading age test whole year group **Y7; 1.75 years in Y8; 1.25 years** 64% of students accessing Fresh Start were PP students. Average progress was 2.8 sublevels in reading skills (range 0 – 7 sub levels). The students who made 0 progress were weakest readers who made progress within the 0.08 level. Good engagement with Fresh Start programme 100% of students have made an average of 4 modules of progress since September. <table><tr><td colspan="6">English Language on or above target PPI vs Non PPI</td></tr><tr><td></td><td>DP1</td><td>DP2</td><td>Dp3</td><td>DP4</td><td>DP6</td></tr><tr><td>7</td><td>-12.2%</td><td>-6.7</td><td>-0.8%</td><td>-5 %%</td><td>%-1.2%</td></tr><tr><td>8</td><td>-0.9%</td><td>-0.6%</td><td>-1.7%</td><td>-7%</td><td>%-4.4%</td></tr></table> **Y7 Progress – on or above target.** 59.6% DP1 77.8 DP6 **Y8 – on or above target** 74% DP1 73.6% DP6	Pupil Premium Report 'The focus on literacy is positive and apparent in the school with some evidence of good marking for literacy, the development of key language and vocabulary, extended writing and the encouragement of students to respond in full sentences. The use of initiatives such as DEAR, AR and the tracking of reading ages have helped raise the profile of literacy across the school' Data suggest that further intervention for Y8 students is required as the gap begins to grow at this point. This is within the context of an upward trajectory and in comparison to national figures and further on in the school a much lower gap.	£ 1, 500 to ensure PPI students have own books £8, 000 £6, 000 £21, 965 – Teaching £16, 647 – Learning Support Assistants

Literacy Intervention: KS4	Gap between PPI and non-PPI students is 12% or lower.	Y9 Language progress on or above target 63.5% DP1 57.9% DP6 Y10 English Language on or above target 53.1% DP1 52.9% DP6 Reading age: **Increase in 1.25 years in Y9 and 3.75 years in Y10.** The PPI/Non-PPI gap in English has narrowed by 6% from the previous year. PPI students gaining 4 or higher in English and Maths has increased by 10% and by 3% for students gaining a 5 or above. The gap has remained similar to last years. Middle ability and Upper ability PPI students showed significant increases and the gap between Upper ability PP and non PP students decreased by 32%.	The whole school focus on PP students, targeted intervention and revision days had impact and are cost-effective. Academic mentoring and whole school targeting has had an impact on middle and higher ability PPI students. Social and emotional issues continue to have a significant impact on low ability PP students. Literacy intervention is making much larger gains in the younger years where students are using AR for book choices.	12, 249 £1, 500
Students taken for targeted support with specialist teachers, enabling students to work on gaps in prior knowledge. Students taken for off-site revision days, free of charge Students given access to online resources.				

Numeracy Intervention: KS3 Introduction of numeracy ninja's in tutor time (all students) Students taught in small groups by teachers and HLTAs with additional training to support rapid growth in numeracy skills.	PPI students who are behind their peers often have gaps in their knowledge that cannot be addressed in the mainstream classroom.	Y7 on or above target DP17.7% DP6 44.4% Y8 On or above target DP130% DP6 58.5 Increase in students passing PCS Passport in Maths; increase in Honours passes Gap between PPI and non-PPI students end of year levels is 5% or lower.	Evaluate the need for rewards for PPI students from taking part in numeracy ninjas. Numeracy intervention identification and scrutiny at data points should be used to	£12, 798 – Teaching £3, 670 – Learning Support Assistants
Numeracy Intervention: KS4 Students given priority access to tutoring with specialist HLTA.		The PPI/Non-PPI gap in Maths has narrowed by 6% from the previous year. PPI students gaining 4 or higher in English and Maths has increased by 10% and by 3% for students gaining a 5 or above. The gap has remained similar to last years. Middle ability and Upper ability PPI students showed significant increases and the gap between Upper ability PP and non PP students decreased by 32%.	Evaluation: The whole school focus on PP students, targeted intervention and revision days had impact and are cost-effective.	£12, 798 – Teaching £3, 670 – Learning Support Assistants

Revision materials, all subjects: KS4	All students have equality of opportunity of equipment in class.	82% of PP students logged on to GCSEPod.	New system of tracking and ensuring that coverage is full. Developing a KS3 emphasis to provide access to all areas of the curriculum across subject areas.	Revision Guides £3, 000.
The school stocks revision guides for all subjects – PPI students receive copies for free.		Supports Maths and English to reach targets (Above).		
		PPI ATT8 increases by 2.5 points. See above.	Revision support has increased results in English and Maths but has not had a similar impact on other subjects.	
	All PPI students signed up to GCSE pod	100% of PP students provided with revision guides Academic mentoring encouraged use of these guides.		
				GCSEPOD £1, 500
Access to Specialist Support for Speech and Language difficulties	Students are able to better manage mainstream classroom.	Casual admissions and students causing concerns have been assessed using Secondary Language Link.		£21, 643.
		Secondary language Link Assessment.		
Many students have low level speech and language difficulties that mean they do not meet the threshold for support. At PCS we employ our own Speech and Language teacher because we have a Special Facility within the school. The Pupil Premium allows us to offer this resource to PPI.		67% of students assessed were PP students. Of these students 33% needed no further action and 33% curriculum differentiation. Advice was shared with staff. 33% were recommended intervention and made progress of 24% within the programme.		
		Language Intervention		
		92% of participants were PP students		
		Programme includes progress in active listening, formal and informal language and understanding Instructions		
		Average progress in overall language development = 26% (Range 10%-49%)		

Additional life-skills Teaching	Students work in small group work that is focussed on workplace scenarios	Students in year 9s and 10 Life Skills groups doing work experience in school and the local community e.g. at a local nursery, community garden, school kitchen and library.		7/12th of staff time paid to date £6,189.00
A number of students in our school are vulnerable socially and need more support than the mainstream curriculum offers.		**NEET**		
	100% students in education, employment or training post-16.	**Figure to be confirmed October 2018**		
		<u>Perseverance</u>.		
		PP student attendance in Life skills lessons is consistently higher than their overall attendance.		
		Year 9: Life skills attendance: 96.5% Overall attendance: 85.5%		
		Year 10: Life skills attendance: 94.5% Overall attendance: 91.5%		
		Student's rated Life Skills lessons as an average of 8.03/10 (range 4.5 – 10). 5 students rated lessons 10 out of 10. One student rated LS at 4.4 and one at 5.5. The rest of the group rated lessons at 7 and above. Students say that Life Skills lessons have developed their skills in the following areas: Health and Safety in the kitchen Listening Following instructions Working with others And have supported an increase in self-confidence: 'Life Skills has been good for my self-confidence'.		

Additional careers guidance Many PPI students will not be able to gain the knowledge that comes from mixing with people who do different jobs and have different qualifications.	100% students in education, employment or training post-16.	Extra careers guidance; priority work experience placement; access to university widening participation programmes. PP students have been prioritised re careers guidance and WP/ Open Door activities. Year 10 students took part in a week's work experience % of student NEET Confirmed October 2018 100% student had been placed at a college.		£2,000

Attendance support	PPI students increase attendance.	Most recent attendance is 89.60 for PP group compared to 94.61% for non – PP students.	Attendance continues to be an area for development.	Breakfast Club
Progress at school is clearly linked to attendance. Attendance of PPI students is below attendance of non-PPI students at PCS. The reasons for this are complex and require a range of strategies.		The gap between DA and non DA is better in younger year groups. Y7 has lowest gap (2.89), followed by Y8 and then Y9		£4, 200
Breakfast club			An Assistant Head appointed to Attendance separate from behaviour	ESBAS support £7, 500
				Rewards £1, 000
ESBAS support				
Rewards for targeted PPI students who are presently between 91 and 94%.				

Social and Emotional Support				
Social and Emotional Support For some PPI students deprivation is more than a financial need. Mental health and well-being is increasingly understood as a barrier to learning on a par with numeracy and literacy issues. Nurture worker – KS3 Pastoral Support – all years Additional Counselling – all years Early Help Key Worker	Exclusions for PPI students continue to fall and are in-line with non-PPI students. Attendance is at 95% or higher.	63% of the students receiving nurture intervention have shown improved attendance from the Spring Term 2018. Students receiving nurture support have received significantly more Achievement Points than Behaviour Points in Years 7, 8 and 11. In other groups the ration of Aps to BPs is approx. 1:1. All students have fewer exclusions than they had last year. Overall attendance of PP students remains an area of focus		Nurture Worker: £19,290 Pastoral Support: £15,000 Additional Counselling: £5,265 Early help key worker: £21,749

Alternative Courses	All students are able to have a meaningful education.	Most students engaged well with PFL. 50% of students who attend vocational courses increased their attendance by at least 20. Reports for PFL. Students engaged well with courses, particularly with courses put on a Plumpton and have secured appropriate post 16 placements.	Courses will be continued to be used as appropriate and where student need leads decision making.	Vocational qualifications – Brighton Met, PFL £5, 000
PPI students benefit from the same broad and balanced curriculum as their peers. However, in exceptional cases, where engagement with school is preventing the child from learning, we do consider vocational courses at local colleges.				

Forest Schools	All Year 7 students attend Forest School. There is no charge for PPI students.	Year 7 students show reduction in PPI gaps in the following areas:		£5000
One of the most significant gaps for the families of PPI students is having the time or money to take children out. Forest schools has a wealth of research behind it that shows the impact it has on students' overall well-being and happiness at school.		• Passport completion • Ratio behaviour to achievement points • Detentions/lateness • Attendance There is a 18% gap in the % of students who have been given at least one detention this year (45% non-PP vs 63% PP), This is an area of development for the pastoral team and one that we will focus on for next year. 100% PP students have attended Forest Schools Year 7 students have the highest attendance in the school and the lowest rate of general and persistent lateness. There is no significant gap between % of PP and non PP students who obtain at least one behaviour points. There is no significant gap in the average number of behaviour points for the two groups There is no significant gap in relation to passport completion.		

Equality of Opportunity **All students should have the same experience at school, regardless of income.** Access to educational trips (including residential), uniform, sports clubs, areas of the curriculum that carry voluntary contributions are all provided for free to PPI students.	All faculties use the Impact assessment tool and have supported PP students to ensure equality of access. Faculties. Processes are in place to ensure that students have access to in class resources, extra curricula activities and revision guides.	*See headline Y11 data.*		£24,000