

## Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2023 to 2024 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   |
|---|--|
| Peacehaven Community School   | Academy  |
| Number of pupils in school  | 894 22/23 <b>923 23/24</b>                             |
| Proportion (%) of pupil premium eligible pupils   | 29.6% 22/23 <b>26.3% 23/24</b>                         |
| Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> ) | 2022 - 2025<br><b>3 Year Plan</b>                      |
| Date this statement was published   | 15/12/2023   |
| Date on which it will be reviewed   | 01/09/2024   |
| Statement authorised by   | Miss R. Henocq,<br><b>Headteacher</b>                  |
| Pupil premium lead  | Mr J. Burns,<br><b>Associate Assistant Headteacher</b> |
| Governor / Trustee lead   | Ms P. Metham,<br><b>Chair of Governors</b>             |

### Funding overview

| Detail  | Amount   |
|---|----------|
| Pupil premium funding allocation this academic year   | £244,705 |
| Recovery premium funding allocation this academic year  | £76,843  |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable)  | £0       |
| School-Led Tutoring Grant   | N/A      |
| <b>Total budget for this academic year</b><br>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year | £321,548 |

# Part A: Pupil premium strategy plan

## Statement of intent

At PCS, one of our whole school priorities is to raise the achievement of vulnerable students by improving both outcomes and attendance. Our aim is for all students to 'Aspire, Believe and Achieve' and that inequality should not be a barrier to how students view their potential. We ensure all students experience success in a safe and inclusive environment. We place learning and a sense of belonging at the heart of everything we do with a core message for all our students to aspire to do their best, believe in themselves, and achieve enabling them to take their next steps. Equipping young people with lifelong knowledge and skills.

The focus of our pupil premium strategy is to support all disadvantaged pupils to achieve positive outcomes, including those who are already high attainers. We will address the challenges faced by vulnerable pupils, such as those who are SEND, looked after, have a social worker, or are young carers. The activities outlined in this statement are also intended to support their needs, regardless of whether they are disadvantaged or not.

Quality First Teaching (QFT) is at the heart of our approach. This is proven to have the greatest impact on closing the attainment gap between disadvantaged and non-disadvantaged students and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

The plan will draw upon research to inform practice and funding to fully support these students and build resilience. Our approach is responsive to the challenges and individual needs faced by our local community.

To ensure they are effective we will:

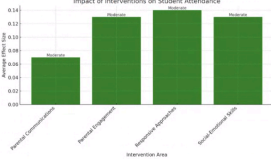

- *Encourage students to attend school regularly through identifying barriers and employing a variety of strategies.*
- *Teach them academically, socially and emotionally, maintaining high expectations and QFT to ensure students make expected progress and achieve outcomes which are at least in line with their prior attainment.*
- *Identify the gaps in students' knowledge and skills, diagnosing the main barriers so students do not fall behind.*
- *Promote positive engagement with parents/carers/family members so that all stakeholders have investment in pupils' outcomes.*

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

| <b>Challenge number</b> | <b>Detail of challenge</b>   |
|-------------------------|--|
| 1                       | <i>Attendance at school is low for PP students when compared to non-PP students.</i>   |
| 2                       | <i>Literacy, including reading ages are low. These have been made worse by COVID-19 school closures and general access to appropriate reading materials at home.</i> |
| 3                       | <i>Learning gaps have been exacerbated by COVID-19 school closures.</i>  |
| 4                       | <i>Lack of motivation and aspiration for educational progress and success which may lead to a lack of destination and result in potential NEETs.</i>                 |
| 5                       | <i>Increase in cases of social, mental health and well being including safeguarding issues.</i>  |
| 6                       | <i>Lack of access to home learning resources such as laptops, internet, revision and study skills' materials.</i>  |
| 7                       | <i>Lack of access and interest to attend activities that provide cultural capital such as the theatre, museums, art exhibits, sporting events etc.</i>               |

## Intended outcomes

This explains the outcomes we are aiming for **by the end of this academic year and across our entire 3 year strategy plan**, and how we will measure whether they have been achieved.

| Intended outcome   | Success criteria   |
|--|--|
| <p>Improved attendance for PP students</p> <p>Improved PP parental engagement with school events</p> <p>Attendance: research</p>  <p>Attendance</p>  | <p><b><u>Whole School PP Attendance</u></b></p> <p>Increase PP attendance (last year = <b>84.8%</b>) by <b>12%</b>.<br/>22/23 Target figure <b>95%</b>.</p> <p>This aim ensures we exceed the national benchmarks for PP students which is <b>87.4%</b>.</p> <p><b><u>Year Group PP Attendance</u></b></p> <p>Raise attendance by year groups from previous year 21/22 by <b>3%</b>:<br/>Year 7 Target: <b>91.7%</b><br/>Year 7's (Last year = <b>87%</b>) / Year 8 22/23 Target figure: <b>90.4%</b><br/>Year 8's (Last year = <b>87.8%</b>) / Year 9 22/23 Target figure: <b>91.2%</b><br/>Year 9's (Last year = <b>86.3%</b>) / Year 10 22/23 Target figure: <b>89.7%</b><br/>Year 10's (Last year = <b>75.7%</b>) / Year 11 22/23 Target figure: <b>78.9%</b></p> <p>National benchmarks for PP 22/23:<br/>All PP students = <b>87.4%</b><br/>Year 7's = <b>91.7%</b><br/>Year 8's = <b>88.2%</b><br/>Year 9's = <b>86.4%</b><br/>Year 10's = <b>85.2%</b><br/>Year 11's = <b>84.8%</b></p> <p><b><u>Year Group PP Attendance 22/23</u></b></p> <p>Raise attendance by year groups from previous year 21/22 by <b>3%</b>:<br/>Year 7 Target: <b>91.7%</b><br/>Year 7's Year 8 22/23 Target figure: <b>90.4%</b> - <i>Achieved: 80.9%</i><br/>Year 8's Year 9 22/23 Target figure: <b>91.2%</b> - <i>Achieved: 85.2%</i><br/>Year 9's Year 10 22/23 Target figure: <b>89.7%</b> - <i>Achieved: 84.6%</i><br/>Year 10's Year 11 22/23 Target figure: <b>78.9%</b> - <i>Achieved: 81.9%</i></p> <p><b><u>PP U-Codes</u></b></p> <p>A <b>U</b>-code is where a student is registered later than the first 30 minutes of a school day. At PCS this is after 9.10am. A <b>U</b>-code means you only achieve <b>50%</b> attendance for that day in school, impacting the school's attendance measure.</p> <p>In 21/22 we had a total of <b>756</b> U-codes. <b>477</b> being PP students this means <b>63%</b> of our <b>U</b>-codes were PP students. I would leave this off and just add target<br/>22/23 Target U-codes for PP is <b>50%</b> or lower.</p> |

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|   | <p><b><u>PP U-Codes 22/23</u></b></p> <p>A <b>U</b>-code is where a student is registered later than the first 30 minutes of a school day. At PCS this is after 9.10am. A <b>U</b>-code means you only achieve 50% attendance for that day in school, impacting the school's attendance measure.</p> <p>In 22/23 we had a total of 1679 U-codes. <b>1179</b> being PP students this means 70% of our <b>U</b>-codes were PP students. I would leave this off and just add target</p> <p><b><u>PP Persistent Absence (PA)</u></b></p> <p>The number of students categorised as persistent absent (PA) at the end of <b>21/22</b> was <b>273</b> out of <b>874 (31.24%)</b>.</p> <p>From these <b>273</b> students, <b>137</b> are disadvantaged (PP) Meaning <b>50%</b> of our persistently absent (PA) are PP. While PP only makes up <b>29%</b> of our schools intake.</p> <p>Our aim in 22/23 is to reduce the number of persistent absentees (PA) among PP students from <b>50%</b> to <b>40%</b> or lower.</p> <p><b><u>PP Persistent Absence (PA) (MWO or JBT)</u></b></p> <p>The number of students categorised as persistent absent (PA) at the end of <b>22/23</b> was <b>241</b> out of 890 (<b>27%</b>).</p> <p>From these <b>241</b> students, <b>134</b> are disadvantaged (PP) Meaning <b>55%</b> of our persistently absent (PA) are PP. While PP only makes up <b>27%</b> of our schools intake.</p> <p><b><u>PP Suspensions</u></b></p> <p>Reduce the percentage of suspensions within the school that are PP students</p> <ul style="list-style-type: none"> <li>- 2020/21 = <b>51%</b> (23 out of 45)</li> <li>- 2021/22 = <b>43%</b> (10 out of 23)</li> </ul> <p>Our aim in 22/23 is to reduce PP suspensions further by <b>10%</b> = a maximum of <b>9 PP</b> suspensions.</p> <p><b><u>PP Parent Engagement</u></b></p> <p>Increase the attendance of PP students' families to parent consultation evenings and engagement events to <b>&lt;80%</b>.</p> |
| <p>To improve the rates of attainment for all PP Year 11 students.</p> <p>To increase the number of PP students achieving the 4+ and 5+ in English, Maths and Basic Measures.</p> | <p><b><u>PP Outcomes</u></b></p> <p>In <b>22/23</b> PP students achieved an average attainment of <b>2.56 (A8)</b> and an average progress of <b>-0.91 (P8)</b>.</p> <p>Our aspirational targets set on FFT20 for PP students 22/23 are an average attainment 8 of <b>4.02 (A8)</b> and an average progress 8 of <b>+0.15</b>. As a school we acknowledge that our PP students may not achieve this accumulative outcome. So we have structured our three year plan to close this attainment 8 gap. Setting our first step towards this goal by achieving an average attainment 8 score in the range of our mock results <b>-0.91 (A8)</b> and our FFT20 Target of <b>4.02 (A8)</b>.</p>   |

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|  | <p>Our target in 22/23 is to improve on our target attainment by narrowing this gap and recovering the gap by the end of the three year strategy plan.</p> <p>22/23 Target (A8): <i>In range of 3.0 to 4.00</i><br/> <b>Achieved 3.82 (PP was 2.56)</b></p> <p>22/23 Target (P8): <i>In range of -0.91 to +0.15</i><br/> <b>Achieved -0.37 (PP was -0.91)</b></p> <p><b><u>PP Basic Measures</u></b></p> <p>Gap between the PP and non-PP for the Basics measure at <b>4+</b> and <b>5+</b> to have reduced. Currently it is a <b>32.8%</b> difference for <b>4+</b> (<b>PP = 37.7%</b>, <b>Non-PP = 70.5%</b>) and <b>26.6%</b> difference for <b>5+</b> (<b>PP = 22.6%</b>, <b>Non-PP = 49.2%</b>).</p> <p>22/23 Target Basics 4+: <b>37.8%+</b><br/> <b>Achieved PP 25.6%</b></p> <p>22/23 Target Basics 5+: <b>22.7%+</b><br/> <b>Achieved PP 11.6%</b></p> <p><b><u>PP English</u></b></p> <p>Gap between the PP and non-PP for English at <b>4+</b> and <b>5+</b> has been reduced. Currently it is a <b>32.3%</b> difference for <b>4+</b> (<b>PP = 46.2%</b>, <b>Non-PP = 78.5%</b>) and <b>39.1%</b> difference for <b>5+</b> (<b>PP = 21.1%</b>, <b>Non-PP = 60.3%</b>).</p> <p>22/23 Target English 4+: <b>46.3%+</b><br/> <b>Achieved PP 39.5%</b></p> <p>22/23 Target English 5+: <b>21.2%+</b><br/> <b>Achieved PP 25.6%</b></p> <p><b><u>PP Maths</u></b></p> <p>Gap between the PP and non-PP for Maths at <b>4+</b> and <b>5+</b> has been reduced. Currently it is a <b>33.7%</b> difference for <b>4+</b> (<b>PP = 42.3%</b>, <b>Non-PP = 76%</b>) and <b>29.3%</b> difference for <b>5+</b> (<b>PP = 26.9%</b>, <b>Non-PP = 56.2%</b>).</p> <p>22/23 Target Maths 4+: <b>42.4%+</b><br/> <b>Achieved PP 30.2%</b></p> <p>22/23 Target Maths 5+: <b>27%+</b><br/> <b>Achieved PP 16.3%</b></p> |
| <p>To improve literacy levels for all PP students who are currently behind their reading age to ensure they can access the national curriculum and achieve their end points.</p> | <p><b><u>Bottom 20%</u></b></p> <p>Our bottom <b>20%</b> of readers have been identified and all PP students starting 22/23 will take part in a bespoke Literacy intervention. Personalising intervention by identifying the specific literacy need using the York assessment of reading comprehension</p> <ul style="list-style-type: none"> <li>- NGRT &amp; York assessment of reading comprehension tests will measure starting points for these students and re-testing will provide impact data on intervention.</li> <li>- Led by Head of Literacy and supported by Head of English, SEND specialist, PP lead and Outcomes lead.</li> </ul> <p><b><u>PP Reading Intervention</u></b></p>   |

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|   | <ul style="list-style-type: none"> <li>- <b>40%</b> of identified PP students recover their chronological reading age.</li> <li>- <b>75%</b> of identified PP students in KS3 reduce the gap between their reading and chronological age.</li> <li>- <b>90%</b> of identified PP students in KS3 at least maintain the current gap between their reading and chronological age.</li> </ul> <p>Target for PP students recovering chronological reading age: <b>50%+</b><br/> Target for PP students reducing the gap in chronological reading age: <b>80%+</b><br/> Target for PP students to at least maintain their chronological reading age gap: <b>100%</b>.</p> <p>This is measured via in-school tracking systems and trust assessment cycles.</p>   |
| <p>Reduce the gap between reading age and chronological age for PP students in KS3 and KS4.</p> | <p><b><u>PP &amp; Non-PP Reading Age</u></b></p> <p>The average improvement in reading age was</p> <ul style="list-style-type: none"> <li>● <b>10.2 months per student</b></li> <li>● <b>5.2 months per student</b> when subtracting the <b>5 months</b> that elapsed between tests</li> </ul> <p><b><u>PP Reading Age</u></b></p> <p>In comparison to PP students where the average improvement in reading age was</p> <ul style="list-style-type: none"> <li>● Whole school PP average difference is <b>15.0 months</b></li> <li>● <b>10 months per student</b> when subtracting the 5 months that elapsed between tests.</li> </ul> <p>Our aim in 22/23 is to improve PP reading ages on average by <b>10%</b> which is <b>11+ months</b> (minus the elapsed time between tests).</p> <p><b><u>PP Reading Age - Year Groups</u></b></p> <p>Average improvement of reading age's per PP student in each year group:</p> <p>Year 7 - <b>13.7 months</b><br/> Year 8 - <b>9.6 months</b><br/> Year 9 - <b>12.0 months</b><br/> Year 10 - <b>39.5 months</b></p> <p>22/23 Targets for average improvement in PP reading ages (<b>10% increase</b> on 21/22 results) minus elapsed time between tests:<br/> Year 7 Target - <b>11 months +</b><br/> Year 8 Target - <b>15.1 months +</b><br/> Year 9 Target - <b>10.6 months +</b><br/> Year 10 Target - <b>13.2 months +</b><br/> Year 11 Target - <b>43.4 months +</b></p> <p><b><i>Impact 22/23 at or above reading age:</i></b><br/> <b><i>Year 8 PP 47% 21/22 to 55% 22/23 (+8%)</i></b><br/> <b><i>Year 9 PP 30% 21/22 to 49% 22/23 (+19%)</i></b><br/> <b><i>Year 10 PP 46% 21/22 to 50% 22/23 (+4%)</i></b><br/> <b><i>Year 11 PP 41 21/22 to 51% 22/23 (+10%)</i></b></p> |

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| <p>To improve the wellbeing of PP students both within and outside of school.</p> | <p><b><u>PP NEET Learners</u></b><br/> <b><u>21/22</u></b><br/> In 21/22 <b>12/25</b> Neet learners were PP. This meant <b>48%</b> of our NEET Learners in 21/22 were PP.<br/> Our aim in 22/23 is to reduce the percentage of NEET learners by <b>10%</b>.<br/> Target PP NEET Learners: <b>38% or lower</b>.<br/> <b>Data not available for 22/23.</b></p> <p><b><u>PP Wellbeing In/Outside of School</u></b><br/> All year 11 PP students have access to appropriate revision materials for all subjects.<br/> All year 11 PP students have IT access at home through utilising the DfE chromebook grant where necessary.<br/> All PP students are provided a cost cover for all trips available across the whole school. All trips link to the national curriculum. Linking with our promotion of cultural capital.<br/> All PP students have mock interviews with external employers.</p> <p><b><u>PP Cultural Capital</u></b><br/> Improve access to activities that raise cultural capital throughout all PP students within the school. PP students are monitored and tracked in regards to cultural capital across the whole school and from here PP students are targeted first in terms of invitations to visits, trips and guest speakers.<br/> The whole cohort 22/23 of students are tracked by the careers team, careers lead and PP lead.<br/> 22/23 Target is for <b>80%</b> of our PP students to access cultural capital.<br/> <b>22/23 72% of PP students achieved cultural capital.</b></p> <p><b><u>PP Careers</u></b><br/> PP students are tracked as a priority (ASPIRE teach and ESCC working with PCS Careers lead).<br/> External careers advisor for identified potential NEET students and a personalised careers action plan created. Currently <b>23</b> have been referred to the YES programme (Youth Employability Service programme). YES will support students up until the age of <b>21</b> to prevent them from becoming permanently NEET. students in this have one to one meetings with the PCS Careers team re: post 16 choices. PCS Careers team engagement with parents to provide additional support. <b>12/23 (52%) identified are PP.</b></p> |
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## 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: £ 98,539

| Activity   | Evidence that supports this approach  | Challenge number(s) addressed |
|--|---|-------------------------------|
| HTLA staff in Maths<br>Maths Tutor working with small groups.  | <p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one:</p> <p><a href="#">One to one tuition   EEF (educationendowmentfoundation.org.uk)</a></p> <p>And in small groups:</p> <p><a href="#">Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</a></p> <p>Evidence indicates that one to one tuition can be effective, delivering approximately five additional months' progress on average. (EEF 2020)</p> | 3                             |
| Quality First Teaching   | <p>Supporting the Attainment of Disadvantaged Pupils (DFE, 2015) suggests high quality teaching as a key aspect of successful schools.</p> <p>“Good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils.” EEF guide to the Pupil Premium.</p>  | 1,2,3,5                       |
| Learning Support Assistants to be utilised effectively within lessons to support quality first teaching. | <p>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.</p> <p>Evidence indicates that mastery learning can deliver approximately five additional months' progress on average. (EEF 2020)</p> <p>TA's will have a focus on supporting the teacher, not the student. This has greater impact.</p>                    | 2, 3                          |
| Additional Year 11 Literacy and Numeracy timetabled lessons e.g. reading comprehension strategies.       | EEF Toolkit - On average, reading comprehension approaches deliver an additional six months' progress.  | 2                             |

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| Ensure all analysis includes filters for DA students. Early identification of vulnerable groups | Staff having knowledge of the individual needs of each student and can build up effective relationships promptly so they can adapt lessons and support accordingly. | 3       |
| Small group teacher - Year 7 and 8 access classes   | Evidence shows that small group tuition is effective. EEF Toolkit +4 months   | 1,2,3,5 |
| CPD sessions based on components of high quality teaching including literacy                    | EEF guide to improving literacy in secondary schools.<br><br>Reading comprehension strategies = 6 months added (EEF)  | 2,3     |
| Diagnostic assessment   | EEF guidance report:<br>EEF Toolkit - +6 months progress  | 2,3     |
| Review and implement policy and provide CPD on Digital learning for home learning.              | EEF guide to supporting school planning; A tiered approach to 2002-21 supports effective remote learning and this builds upon our whole school strategy.            | 2,3     |

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

Budgeted cost: £ 122,574

| Activity  | Evidence that supports this approach  | Challenge number(s) addressed |
|---|---|-------------------------------|
| Year 7 NRGT test & CATS<br>Year 8 & 9 NGRT test   | Swale Academies Trust implementation across the whole trust in response to Teacher assessed SAT's.<br><br>Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction:<br><br><a href="#">Standardised tests   Assessing and Monitoring Pupil Progress   Education Endowment Foundation   EEF</a> | 2,3                           |
| Literacy intervention<br>Bespoke to specific gpa in students barriers to literacy.<br>Bottom 20% of schools reading ages that are DA students | Reading comprehension strategies can have a positive impact on pupils' ability to understand a text, and this is particularly the case when interventions are delivered over a shorter timespan:<br><br><a href="#">Reading comprehension strategies   Toolkit Strand   Education Endowment Foundation   EEF</a><br><br>EEF Improving Literacy guidance report  | 2,3                           |

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|   | (2019), recommendation 7, is to provide quality literacy interventions and appropriate assessment tools to match students to relevant interventions.   |       |
| York assessment of reading comprehension            | <p>Reading comprehension strategies can have a positive impact on pupils' ability to understand a text, and this is particularly the case when interventions are delivered over a shorter timespan:</p> <p><a href="#">Reading comprehension strategies   Toolkit Strand   Education Endowment Foundation   EEF</a></p> <p>EEF Improving Literacy guidance report (2019), recommendation 7, is to provide quality literacy interventions and appropriate assessment tools to match students to relevant interventions.</p>   | 2,3   |
| Lexia (Access classes Y7-8)                         | EEF Toolkit phonics +4 months.   | 2,3   |
| Bedrock learning - Year 7-9 + selected year 10 & 11 | Improving students' literacy levels improves progress in all subjects. Bedrock learning is a programme with known success.   | 2,3,6 |
| Literacy in PDI                                     | <p>Reading for pleasure has social benefits as well and can make people feel more connected to the wider community. Reading increases a person's understanding of their own identity, improves empathy and gives them an insight into the world view of others. (The Reading Agency 2015).</p> <p>Beck identified three tiers of words, and 90% of words are only encountered in books. We need to ensure all pupils understand these Tier 2 words. Vocabulary is a significant predictor of attainment – by age 7 there is a 4000-word gap between lower class and middle class children. (Matt Bromley, Bromley Education Sec Ed Pupil Premium Conference, 23/3/2018)</p> <p>EEF Improving Literacy guidance report (2019) recommendation 2 is vocabulary instruction.</p> | 2,3   |
| After/Before school intervention for Year 11        | <p>Evidence shows that small group tuition is effective. EEF Toolkit +4 months</p> <p>Reading comprehension strategies can have a positive impact on pupils' ability to understand a text, and this is particularly the case when interventions are delivered over a shorter timespan:</p> <p><a href="#">Reading comprehension strategies   Toolkit Strand   Education Endowment Foundation   EEF</a></p>   | 2,3,6 |

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|  | EEF Improving Literacy guidance report (2019), recommendation 7, is to provide quality literacy interventions and appropriate assessment tools to match students to relevant interventions. |       |
| Literacy and numeracy intervention for Year 11   | Evidence shows that small group tuition is effective. EEF Toolkit +4 months   | 2,3   |
| All staff follow the homework policy and utilise digital platforms across the school particularly with disadvantaged students. | Homework strategy from the EEF teacher toolkit "Homework has a positive impact on average (+ 5 months), particularly with pupils in secondary schools".                                     | 2,3,6 |
| Additional Careers guidance  | Disadvantaged students have lower aspirations and so need to be shown what is available to them and supported when applying for future opportunities  | 4,7   |

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

Budgeted cost: £ 19,227

| Activity   | Evidence that supports this approach   | Challenge number(s) addressed |
|--|--|-------------------------------|
| <p>Collation of strategies designed to promote attendance within PP students:</p> <ul style="list-style-type: none"> <li>- Improve communication links with mentors to ensure regular communication with all students who are absent.</li> <li>- First day phone calls continue.</li> <li>- Targeted students with booster cards.</li> <li>- Key students allocated to specific stakeholders</li> <li>- Certificates for positive attendance</li> <li>- Analysis of attendance against covid to ensure valid measures</li> <li>- Letter runs to parents</li> </ul> | <p>"Mentoring appears to have a positive impact on academic outcomes. Studies have found more positive impacts for pupils from disadvantaged backgrounds, and for non-academic outcomes such as attitudes to school, attendance and behaviour."</p> <p>EEF Teacher Toolkit Mentoring.</p> <p>The Department for Education (DfE) published research in 2016 which found that:</p> <ul style="list-style-type: none"> <li>• The higher the overall absence rate across Key Stage (KS) 2 and KS4, the lower the likely level of attainment at the end of KS2 and KS4</li> <li>• Pupils with no absence are 1.3 times more likely to achieve level 4 or above and 3.1 times</li> </ul> | 1,5                           |

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|--|---|--------------------|
| <p>- PL's meet with targeted parents</p>   | <p>more likely to achieve level 5 or above, than pupils that missed 10-15% of all sessions</p> <ul style="list-style-type: none"> <li>• Pupils with no absence are 2.2 times more likely to achieve 5+ GCSEs A*- C or equivalent including English and mathematics than pupils that missed 15-20% of KS4 lessons</li> </ul>   |                    |
| <p>Continuation of PCS Boys Network to improve behaviour, attendance and outcomes of select Year 11 PP boys.</p> | <p>The forgotten: how White working-class pupils have been let down, and how to change it. (Parliament.uk, June 2021) found that while White British pupils are less likely to be FSM-eligible than pupils from ethnic minorities, FSM-eligible White British pupils as a whole are the largest disadvantaged ethnic group.</p> <p>EEF Toolkit - +3 months for behaviour interventions and this will also benefit all pupils in the classroom due to a purposeful learning environment.</p> <p>EEF Supporting Behaviour in Schools Guidance</p> <p>The Department for Education (DfE) published research in 2016 which found that:</p> <ul style="list-style-type: none"> <li>• The higher the overall absence rate across Key Stage (KS) 2 and KS4, the lower the likely level of attainment at the end of KS2 and KS4</li> <li>• Pupils with no absence are 1.3 times more likely to achieve level 4 or above, and 3.1 times more likely to achieve level 5 or above, than pupils that missed 10-15% of all sessions</li> <li>• Pupils with no absence are 2.2 times more likely to achieve 5+ GCSEs A*- C or equivalent including English and mathematics than pupils that missed 15-20% of KS4 lessons</li> </ul> | <p>1,2,3,4,5,7</p> |
| <p>DA Parent/Student Enrichment sessions - To improve attendance</p>   | <p>The Department for Education (DfE) published research in 2016 which found that:</p> <ul style="list-style-type: none"> <li>• The higher the overall absence rate across Key Stage (KS) 2 and KS4, the lower the likely level of attainment at the end of KS2 and KS4</li> <li>• Pupils with no absence are 1.3 times more likely to achieve level 4 or above, and 3.1 times more likely to achieve level 5 or</li> </ul>   | <p>1,7</p>         |

|   |  |          |
|---|--|----------|
|   | <p>above, than pupils that missed 10-15% of all sessions</p> <ul style="list-style-type: none"> <li>• Pupils with no absence are 2.2 times more likely to achieve 5+ GCSEs A*- C or equivalent including English and mathematics than pupils that missed 15-20% of KS4 lessons</li> </ul> <p>“Interventions may well be one part of an effective Pupil Premium Strategy, they are likely to be most effective when deployed alongside efforts to attend to wider barriers to learning, such as attendance and behaviour.”<br/>Behaviour interventions strategy from the EEF teacher toolkit.</p> <p>Embedding principles of good practice set out in DfE’s <a href="#">Improving School Attendance</a> advice.</p>   |          |
| <p>Monitoring.Intervening with DA U-Codes</p> | <p>The Department for Education (DfE) published research in 2016 which found that:</p> <ul style="list-style-type: none"> <li>• The higher the overall absence rate across Key Stage (KS) 2 and KS4, the lower the likely level of attainment at the end of KS2 and KS4</li> <li>• Pupils with no absence are 1.3 times more likely to achieve level 4 or above, and 3.1 times more likely to achieve level 5 or above, than pupils that missed 10-15% of all sessions</li> <li>• Pupils with no absence are 2.2 times more likely to achieve 5+ GCSEs A*- C or equivalent including English and mathematics than pupils that missed 15-20% of KS4 lessons</li> </ul> <p>“Interventions may well be one part of an effective Pupil Premium Strategy, they are likely to be most effective when deployed alongside efforts to attend to wider barriers to learning, such as attendance and behaviour.”<br/>Behaviour interventions strategy from the EEF teacher toolkit.</p> <p>Embedding principles of good practice set out in DfE’s <a href="#">Improving School Attendance</a> advice.</p> | <p>1</p> |

|   |  |         |
|---|--|---------|
| Uniform/ School Travel / Attendance / Equipment / Trips / | Disadvantaged students should be able to access off site educational experiences   | 4,7     |
| Breakfast club  | Breakfast is very important and linked to increased attention and wellbeing.   | 1,2,3,5 |
| Revision materials KS4                                    | Disadvantaged are more likely to be unable to access revision materials for all of their subjects.   | 6       |
| Laptop/chromebook loans                                   | Disadvantaged are more likely to be unable to access revision materials for all of their subjects.<br><br>Digital technology can add up to 4+ months progress (EEF, 2020).   | 6       |
| In school counsellor                                      | EIF's report on adolescent mental health found good evidence that CBT interventions support young people's social and emotional skills and can reduce symptoms of anxiety and depression:<br><br><a href="#">Adolescent mental health: A systematic review on the effectiveness of school-based interventions   Early Intervention Foundation (eif.org.uk)</a><br><br>The current statistics around mental health show that 1 in 4 people in the UK will experience a mental health problem each year (mind.org).<br><br>EEF Toolkit Social and Emotional Learning +4 months | 5       |

**Total budgeted cost: £ 240,340**

## 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 2022 to 2023 academic year.

#### September 2023 Review

| Intended Outcome  | Success Criteria  | Evidence   |       |        |
|---|---|--|-------|--------|
| <p><b>Improve attendance rates for students eligible for PP</b></p>   | <ul style="list-style-type: none"> <li>Attendance for PP is below national average (89.2%) by 8.2% and school target (95%) by 14%.</li> <li>Attendance for PP students will be tracked daily, weekly and termly, presented to SLT and shown in staff bulletin weekly.</li> <li>Attendance across the whole school, was improved and met the target figures set in 21/22 for 22/23.</li> </ul> | 2022-3   | PP    | Non PP |
|   |   | Attendance   | 81%   | 88.8%  |
|   |   | Year 7 Attendance  | 85.5% | 92.8%  |
|   |   | Year 8 Attendance  | 84.8% | 90.6%  |
|   |   | Year 9 Attendance  | 82.4% | 89.9%  |
|   |   | Year 10 Attendance   | 82.1% | 88.5%  |
|   |   | <ul style="list-style-type: none"> <li>Analysing attendance last year, the gap has increased and a need for further intervention and focus on attendance for PP is evident.</li> </ul> |       |        |
| <p><b>Review:</b></p> <ul style="list-style-type: none"> <li>The gap in attendance between PP and Non-PP is 7.8% The strategy plan targets attendance and will aim to bridge this gap throughout the 3 years.</li> <li>Attendance recorded for each year group 22/23. In line with re-focus on addressing attendance for PP students, a new monitoring process is in place to impact attendance for each year group. New year 7's will use the PP national benchmark as a clear target and years 8-11 PP students have been set clear targets in the intended outcomes.</li> <li>Attendance incentives will be in place for mentor groups and year groups termly to aim to increase term by term and annual year group attendance.</li> </ul> |   |  |       |        |



| Intended Outcome   | Success Criteria   | Evidence  |              |              |
|--|--|---|--------------|--------------|
| <p><b>Improve the rate of attainment for all year 11 students eligible for PP.</b></p> <p><b>Increase the number of PP students achieving the 4+ and 5+ basic measure.</b></p> | <ul style="list-style-type: none"> <li>The average attainment for PP is 2.56 meaning they perform a whole grade (1.78) worse than non-PP.</li> <li>The average attainment 8 for PP 2.56 setting a benchmark to be improved upon in 23/24.</li> <li>The average progress 8 for PP is -0.91, this is to be narrowed in 23/24.</li> </ul> |   | PP           | Non PP       |
|  |  | Maths year 11 4+  | 30.2%        | 70.2%        |
|  |  | Maths year 11 5+  | 16.3%        | 42.3%        |
|  |  | Eng year 11 4+  | 39.5%        | 77.9%        |
|  |  | Eng year 11 5+  | 25.6%        | 65.4%        |
|  |  | Basics 4+   | 25.6%        | 67.4%        |
|  |  | Basics 5+   | 11.6%        | 39.4%        |
|  |  | Ebacc 4+  | 0%           | 12.5%        |
|  |  | Ebacc 5+  | 0%           | 8.7%         |
|  |  | Attainment 8 score 22/23  | 2.56 (25.61) | 4.34 (43.40) |
|  |  | Progress 8 score 22/23  | -0.91        | -0.15        |
|  |  | <p><b>Review:</b></p> <ul style="list-style-type: none"> <li>English: 5+ shows a percentage gap between PP and non-PP students (39.8% differential). We will ensure that when targeting students for intervention, staff focus on pushing their PP students from a 4 to a 5, and alter the intervention group lists accordingly to push for maximum impact. Monitor through staff predictions and mock results for impact.</li> <li>Maths: 4+ shows a gap between PP and non-PP students (40% differential). We will ensure when targeting students for intervention, staff focus on pushing their PP students to achieve a 4+. Staff aware of Maths attainment and target PP students to narrow this gap.</li> <li>The average progress gap is -0.71. This is to be narrowed in 23/24.</li> <li>The three year strategy plan will look to narrow this gap in attainment between PP 2.56 (A8) and Non-PP 4.34 (A8) (1.78 differential).</li> <li>Progress 8 score gap between PP -0.91 in comparison to Non-PP -0.15 (-0.71 differential).</li> </ul> |              |              |

| Intended Outcome   | Success Criteria   |   |   |   |                          |
|--|--|---|---|---|--------------------------|
| <p>To improve literacy levels for all PP students who are currently behind their reading age to ensure they can access the national curriculum and achieve their end points.</p> | <ul style="list-style-type: none"> <li>Reading ages for PP at KS3 below 6 has reduced by (0.7%).</li> <li>Reading ages with a gap of 25+ months has increased in PP at KS3 by 6 students (2.85%).</li> </ul> |   | PP September 21                           | PP September 22   | Non-PP (September 22)    |
|  |  | Reading age below 6   | <b>KS3 only:</b> 7.02% (12/171 students)  | 5.00% (11/220 students)<br><b>KS3 only:</b> 6.32% (11/174 students)   | 1.24% (6/482 students)   |
|  |  | Reading age below 6 - Cohort 21   | 15.38% (8/52 students)                    | 9.80% (5/51 students)   | 1.45% (2/138 students)   |
|  |  | Reading age below 6 - Cohort 20   | 1.78% (1/56 students)                     | 8.33% (5/60 students)   | 2.54% (3/118 students)   |
|  |  | Reading age below 6 - Cohort 19   | 4.76% (3/63 students)                     | 1.58% (1/63 students)   | 0.81% (1/124 students)   |
|  |  | Reading age below 6 - Cohort 18   | Not Tested                                | 0.00% (0/46 students)   | 0.00% (0/102 students)   |
|  |  | Reading age below 6 - Cohort 17   | Not Tested                                | Students left   | Students left            |
|  |  | 25+ months behind actual reading age  | <b>KS3 only:</b> 35.08% (60/171 students) | 38.64% (85/220 students)<br><b>KS3 only:</b> 37.93% (66/174 students) | 16.60% (80/482 students) |
|  |  | 25+ months behind actual reading age - Cohort 21  | 40.38% (21/52 students)                   | 37.25% (19/51 students)   | 14.49% (20/138 students) |
|  |  | 25+ months behind actual reading age - Cohort 20  | 26.78% (15/56 students)                   | 31.66% (19/60 students)   | 14.41% (17/118 students) |
|  |  | 25+ months behind actual reading age - Cohort 19  | 38.09% (24/63 students)                   | 44.44% (28/63 students)   | 12.90% (16/124 students) |
|  |  | 25+ months behind actual reading age - Cohort 18  | Not Tested                                | 41.30% (19/46 students)   | 26.47% (27/102 students) |
|  |  | 25+ months behind actual reading age - Cohort 17  | Not Tested                                | Students left   | Students left            |
|  |  | <p>Review:</p> <ul style="list-style-type: none"> <li>Breakfast club has improved reading ages for the 65 students involved where PP participation was prioritised.</li> <li>The 65 students on average improved their reading ages by <b>20.5 months</b>.</li> </ul> |   |   |                          |

|  |   |
|--|---|
|  | <ul style="list-style-type: none"> <li>• The barrier to this year is this intervention was only 1 year due to covid catch up fund. To continue to provide this support for our PP students we have appraised all of PP's access to IT at home so all students can continue to access bedrock from home.</li> <li>• Some students who did not make progress despite participation in bedrock. Bedrock is aimed at reading comprehension and vocabulary development. It does not address phonological awareness, decoding or fluency, areas we will now look to address in our interventions 22/23.</li> <li>• Reading ages of 6 or below for PP students has been reduced by 0.7%.</li> <li>• Reading ages with a gap of 25+ months has widened from 35.08% to 17.93% (2.85% differential).</li> </ul> |
|--|---|

| Intended Outcome  | Success Criteria  | Evidence  |
|---|---|---|
| <b>To reduce the gap between reading age and chronological age for students in KS3 eligible for PP.</b> | <ul style="list-style-type: none"> <li>• Reading ages of PP students still remain lower than Non-PP. Continue Literacy interventions to narrow and recover gap.</li> <li>• All years increased reading ages at a minimum of 4% and a maximum in one year of 19%. Showing continuing interventions work.</li> </ul>  | <i>Impact 22/23 at or above reading age:</i><br><br>Year 8 PP 47% 21/22 to 55% 22/23 (+8%)<br>Year 9 PP 30% 21/22 to 49% 22/23 (+19%)<br>Year 10 PP 46% 21/22 to 50% 22/23 (+4%)<br>Year 11 PP 41 21/22 to 51% 22/23 (+10%) |
|   | <b>Review:</b> <ul style="list-style-type: none"> <li>• Reading ages have improved from below chronological age to above by 8% in year 8, 19% in year 9, 4% in year 10 and 10% in year 11.</li> <li>• To continue to improve upon reading ages through faster reader, bedrock and reading wise. All interventions for PP students are specifically mapped towards their gaps and reading age with a focus in PDI to improve reading age to be chronological reading age.</li> </ul> |   |

| Intended Outcome   | Success Criteria   | Evidence            |     |        |
|--|--|---------------------|-----|--------|
| <p>To improve the wellbeing of students eligible for PP both within and outside of school.</p>   | <ul style="list-style-type: none"> <li>Reduced the percentage of NEET learners by 48% from 21/22. no pp students came through as neet learners.</li> <li>Continue careers programme and target pp students in 23/23 cohort.</li> </ul> |                     | PP  | Non PP |
|  |  | Neet learners       | 70% | 30%    |
|  |  | NEET learners 21/22 | 48% | 52%    |
|  |  | NEET Learners 22/23 | 0%  | 6.8%   |
|  |  |                     |     |        |
| <p>Review:</p> <ul style="list-style-type: none"> <li>10 students from this cohort 22/23 are defined as NEET learners. 0 of these students are categorised as PP = 0%. Reflecting on previous years it shows a decrease in 48% of neet learners being pp.</li> <li>Previous year 21/22 48% of neet learners were pp. This shows a significant reduction as a result of our careers team working with pp students as a priority.</li> <li>Increase in careers, parent engagement and post 16 support is essential to continue to reduce this percentage of PP students that become NEETs.</li> </ul> <p><b>Data unavailable for 22/23. Will update when available from East Sussex.</b></p> |  |                     |     |        |

## Externally provided programmes N/A

*Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England*

| Programme | Provider |
|-----------|----------|
|           |          |
|           |          |

## Service pupil premium funding (optional)

*For schools that receive this funding, you may wish to provide the following information:*

| Measure  | Details |
|--|---------|
| How did you spend your service pupil premium allocation last academic year?    |         |
| What was the impact of that spending on service pupil premium eligible pupils? |         |

## Further information (optional)

*Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.*