

## Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 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   |   |
| Number of pupils in school  | 871   |
| Proportion (%) of pupil premium eligible pupils   | 31%   |
| Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> ) |   |
| Date this statement was published   | 31/12/2021  |
| Date on which it will be reviewed   | September 2022                                      |
| Statement authorised by   | Miss R. Henocq,<br>Headteacher                      |
| Pupil premium lead  | Mr J. Radmore,<br>Assistant Headteacher<br>Literacy |
| Governor / Trustee lead   | Ms P. Metham, Chair of<br>Governors                 |

### Funding overview

| Detail  | Amount   |
|---|--|
| Pupil premium funding allocation this academic year   | £253,748                                       |
| Recovery premium funding allocation this academic year  | £39,970  |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable)  | £0   |
| School-Led Tutoring Grant   | £34,104<br>Proportion devoted to<br>PP = £8000 |
| <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 | £301,718                                       |

# 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 attendance and outcomes. Our aim is to do this at least in line if not beyond the National Averages. The plan will draw upon funding and research to inform practice to fully support these students.

The key principles of our plan are to:

- *Encourage students to attend school regularly through a variety of means*
- *Teach them academically, socially and emotionally so that they make at least expected progress and achieve outcomes which are at least in line with their prior attainment*
- *Identify the gaps in students' knowledge and skills, diagnose the main problems and then recover the gaps post COVID through teaching and intervention*
- *Develop a variety of methods to engage students and their parents/carers to support and prepare them for life after school.*

## Challenges

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

## Intended outcomes

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

| Intended outcome  | Success criteria  |
|---|---|
| <p>Improved attendance rates for students eligible for PP</p> <p>Improved rates of parental engagement to school events</p>   | <p>Increase DA attendance (last year = 87.3%) to meet or exceed national average (last year = 89.5%) and last years school average (91.4%).</p> <p>Reduce the number of persistent absentees (PA) among pupils eligible for PP from 36.2% to the school average (last year = 24.58%).</p> <p>Reduce the percentage of exclusions within the school that are PP (using percentage due to the lockdown in 2020/21).</p> <ul style="list-style-type: none"> <li>- 2020/21 = 51% (23 out of 45)</li> </ul> <p>Increase the attendance to parental consultation evenings.</p>  |
| <p>To improve the rates of attainment for all Year 11 students eligible for PP.</p> <p>To increase the number of PP students achieving the 4+ and 5+ basics measure.</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>The aim is</p> <ol style="list-style-type: none"> <li>1. For the whole school Attainment 8 (A8) figure for DA students to be 4.1</li> <li>2. Improve the difference between PP A8 and all students compared to 2020/21 (-1.1), 2019/20 (-0.7), and 2018/19 (-0.8).</li> </ol> <p>Gap between the PP and non-PP for the Basics measure at 4+ and 5+ to have reduced. Currently it is a 39% difference for 4+ (PP = 29%, Non-PP = 68%) and 29% difference for 5+ (PP = 13%, Non-PP = 42%).</p> <p>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.</p> <ul style="list-style-type: none"> <li>- 90% of identified PP students in KS3 at least maintain the current gap between their reading and chronological age</li> <li>- 75% of identified PP students in KS3 reduce the gap between their reading and chronological age</li> <li>- 40% of identified PP students recover</li> </ul> |

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|  | <p>their reading age fully.</p> <p>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.</p>   |
| <p>Reduce the gap between reading age and chronological age for students in KS3 eligible for PP.</p> <ul style="list-style-type: none"> <li>- Bedrock learning will be used across KS3 in addition to select KS4 students <ul style="list-style-type: none"> <li>- English will utilise this as their homework strategy</li> <li>- Breakfast club running everyday where PP students can access Bedrock in addition to peer and teacher encouragement.</li> <li>- Rewards system to encourage regular completion of lessons within Bedrock.</li> </ul> </li> </ul> | <p>Bedrock learning and Accelerated Reader will be used to improve reading ages for PP students in KS3 and selected students in KS4 to:</p> <ul style="list-style-type: none"> <li>- 85% of identified students increase their reading age beyond how many months they have spent on the intervention within: <ol style="list-style-type: none"> <li>a) 24 months+ behind group</li> <li>b) 6-24 months behind group</li> </ol> </li> </ul> <p>Intervention records will show successful engagement with vocabulary work and literacy skills.</p> <p>Reading ages of disadvantaged students improve in line with non-disadvantaged students and National Average figures.</p> <p>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.</p> |
| <p>To improve the wellbeing of students eligible for PP both within and outside of school.</p>   | <p>Reduce NEET compared to last year (2020/21 Y11 PP Leavers = 7 NEET - this was 70% of the total NEET figure).</p> <p>All year 11 PP students have access to appropriate revision materials for all subjects.</p> <p>All year 11 PP students have IT access at home through utilising the DfE chromebook grant where necessary.</p> <p>Improve access to activities that raise cultural capital throughout all PP students within the school. PP Targeted first in terms of invitations to visits and guest speakers.</p>  |

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|  | <p>The whole cohort of students are tracked by the careers team.</p> <p>PP students are priority tracked (ASPIRE teach and ESCC working with PCS Careers lead).</p> <p>External careers advisor for identified potential NEET students and a personalised careers action plan created. Currently 15 students have been identified as potential NEET. One to one meetings with PCS Careers team re: post 16 choices. PCS Careers team engagement with parents to provide additional support.</p> <p>YES (Youth Employability Service) involvement.</p> <p>All year 11 PP students have access to appropriate revision materials for all subjects.</p> <p>All year 11 PP students have IT access at home.</p> <p>All PP students have mock interviews with external employers.</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: £ 125,000

| Activity  | Evidence that supports this approach                                      | Challenge number(s) addressed |
|---|---|-------------------------------|
| HTLA staff in Maths<br>Maths Tutor working with small groups. | Tuition targeted at specific needs and knowledge gaps can be an effective | 2                             |

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|  | <p>method to support low attaining pupils or those falling behind, both one-to-one:<br/> <a href="https://www.educationendowmentfoundation.org.uk">One to one tuition   EEF (educationendowmentfoundation.org.uk)</a><br/> ) </p> <p>And in small groups:<br/> <a href="https://www.educationendowmentfoundation.org.uk">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> |         |
| Learning Support Assistants to be utilised effectively within lessons to support quality first teaching. | 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.  | 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.   | 3       |
| 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.  | 2       |
| Small group teacher - Year 7 and 8 access classes  | Evidence shows that small group tuition is effective. EEF Toolkit +4 months  | 1,2,3,4 |
| 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: Teacher feedback to improve pupil learning<br><br>Feedback can improve learning by + 8 months.  | 2,3     |
| Review and implement policy and provide CPD  | EEF guide to supporting school planning;A tiered approach to 2002-21   | 2,3     |

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| on Digital learning for distance learning. | supports effective remote learning and this builds upon our whole school strategy. |  |
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## Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £ 152,000

| 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>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><a href="#">Standardised tests   Assessing and Monitoring Pupil Progress   Education Endowment Foundation   EEF</a> | 2,3                           |
| Lexia (Access classes Y7-8)                         | EEF Toolkit phonics +4 months.  | 2,3                           |
| Accelerated Reader - Year 7-9                       | Improving students' literacy levels improves progress in all subjects. Accelerated reader is a programme with known success.  | 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                         |
| After school intervention for Year 11               | Evidence shows that small group tuition is effective. EEF Toolkit +4 months<br><br>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><a href="#">Reading comprehension strategies   Toolkit Strand   Education Endowment Foundation   EEF</a>   | 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. | Metacognition and self-regulation approaches have consistently high levels of impact. EEF Toolkit +7 months.  | 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  | 5,7   |

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

Budgeted cost: £24,000

| 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 mentor to ensure regular communication with all students who are absent.</li> <li>- First day phone calls continue.</li> <li>- Targetted students with booster cards.</li> <li>- Key students</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> | 1,4                           |



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| <p>allocated to specific stakeholders</p> <ul style="list-style-type: none"> <li>- Certificates for positive attendance</li> <li>- Analysis of attendance against covid to ensure valid measures</li> <li>- Letter runs to parents</li> <li>- PL's meet with targetted parents</li> </ul> | <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>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 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</li> </ul> | <p>1,2,4,5</p> |

|   |   |         |
|---|---|---------|
|   | <p>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</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>  |         |
| Uniform/ School Travel / Attendance / Equipment / Trips / | Disadvantaged students should be able to access off site educational experiences  | 5,7     |
| Breakfast club  | Breakfast is very important and linked to increased attention and wellbeing.  | 1,2,3,4 |
| Revision materials KS4                                    | Disadvantaged are more likely to be unable to access revision materials for all of their subjects.  | 6       |
| Laptop/chromebook loans                                   | <p>Disadvantaged are more likely to be unable to access revision materials for all of their subjects.</p> <p>Digital technology can add up to 4+ months progress (EEF, 2020).</p>   | 6       |
| In school counsellor                                      | <p>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:</p> <p><a href="#">Adolescent mental health: A systematic review on the effectiveness of school-based interventions   Early Intervention Foundation (eif.org.uk)</a></p> <p>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).</p> <p>EEF Toolkit Social and Emotional Learning +4 months</p> | 4       |

**Total budgeted cost: £301,000**

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

### Pupil premium strategy outcomes

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

*Due to COVID-19, performance measures have not been published for 2020 to 2021, and 2020 to 2021 results will not be used to hold schools to account. Given this, please point to any other pupil evaluations undertaken during the 2020 to 2021 academic year, for example, standardised teacher administered tests or diagnostic assessments such as rubrics or scales.*

*If last year marked the end of a previous pupil premium strategy plan, what is your assessment of how successfully the intended outcomes of that plan were met?*

The four intended outcomes from last years PP strategy were to improve attendance, literacy & numeracy, academic achievement and finally recover gaps in lost learning. Last year proved difficult to measure overall outcomes due to the COVID-19 pandemic which resulted the planned school year being severely disrupted and it is difficult to assess how much impact this had on the four intended targets.

The attendance target was to increase DA attendance to meet or exceed national average (89.2%) and the school target (92.4%). Our data only runs up to term 3 due to the COVID-19 lockdown and unfortunately at this point PP attendance was 86.5% which was 0.8% below the previous year. .

Another target was to improve academic achievement in PP students. We were successful here with A8 and P8 scores improving in 2019/20 when compared to the previous year (2018/19) for PP students:

- PP A8: 2.8 (18/19) vs 3.7 (19/20)
- PP P8: -1.30 (18/19) vs -0.81 (19/20)

We were also successful in reducing the gap between disadvantaged and non-disadvantaged students when comparing 2019/20 with 2018/19 for both A8 and P8 scores.

For A8 we saw the difference between non-disadvantaged and disadvantaged students reduce from 1.3 in 2018/19 to 0.9 in 2019/20, an improvement of 0.4.

For P8 the difference between non-disadvantaged and disadvantaged students reduced from -0.94 in 2018/19 to -0.64 in 2019/20, an improvement of 0.3.

Due to the unpredictable nature of the year we were unable to formally assess literacy levels through the NGRT. To address this we aim to complete a minimum of two NGRT assessments in 2021/22 for years 7-9.

Finally, we did see positive outcomes with the PCS Boys Network that we launched. Their attendance was above the whole cohorts by 3.6%. The Boys Network also had a positive progress score in English in addition to having a better progress score in science than the whole cohort.

## Externally provided programmes

*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.*