

## Pupil Premium Strategy and Review

### 1. Summary information

<b>School</b>	Peacehaven Community School				
<b>Academic Year</b>	<b>2019/20</b>	<b>Total PP budget</b>	£246,465.00	<b>Date of most recent PP Review</b>	May 2018 external
<b>Total number of pupils</b>	863 (inc Y7) 680 (- Y7)	<b>Number of pupils eligible for PP</b>	Awaiting Y7 info 207 (-Y7)	<b>Date for next internal review of this strategy</b>	2019 external

### 2. Current attainment

	Pupils eligible for PP (your school)	Pupils not eligible for PP (national average)
<b>Progress 8 score average</b>	<b>-1.34 (Y11 2019)</b> -0.39 (Nat. Av)	-0.4 (Y11 2019) 0.11 (Nat.Av)
<b>Attainment 8 score average</b>	<b>27.29 (Y11 2019)</b> 38.6 (Nat.Av)	41.87 (Y11 2019) 50.6 (Nat.Av)

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

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

<b>A.</b>	Literacy skills
<b>B.</b>	Ability to attend after school sessions
<b>C.</b>	Ability to access key text (material poverty)
<b>D.</b>	Numeracy skills

<b>E.</b>	Low self-esteem – lack of aspirations and resilience
<b>F.</b>	Organisational skills
<b>Additional barriers</b> <i>(including issues which also require action outside school, such as low attendance rates)</i>	
<b>G.</b>	Parental engagement
<b>H.</b>	Low attendance

<b>4. Intended outcomes</b> <i>(specific outcomes and how they will be measured)</i>		Success criteria
<b>A.</b>	Improved attendance	Persistent absence improved and in line with non-disadvantaged student absence
<b>B.</b>	Improved Literacy and numeracy skills	Reading ages of disadvantaged students improve in line with non-disadvantaged students and National Average figures.
<b>C.</b>	Improved academic achievement	Gap between disadvantaged and non-disadvantaged students is in line with National Average
<b>D.</b>	Aspirations in alignment with those of non-disadvantaged students	Numbers of students applying to further education in line with National Average

## 5.Planned expenditure

**Academic year**

**2019/20**

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

<b>Action</b>	<b>Intended outcome</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
HTLA staff in core subjects	Small group interventions using maths qualified HLTA during lesson time	In school interventions have high levels of engagement. Targeted sessions planned by experienced Maths teacher	Regular monitoring through effective line management of maths	DPR	Termly and at each data point
CPD sessions	Teaching and support staff are confident in using a range of different strategies to support disadvantaged students	There is no 'one size fits all' approach that works and so staff need to be confident in using a range of strategies to support students. EEF toolkit supports Metacognition as having a high impact on achievement.	Monitored through team leaders and learning walks.	RHE/JTU/RPA	Term 2
Small group teacher	Vulnerable students able to access GCSEs	Gradual integration into main teaching. Small group mimics primary model of teaching and students supported to eventually access main teaching lessons	Progress of small groups monitored and students moved into main curriculum at appropriate time	AWA/RHE	Termly
Small group LA support	Support for vulnerable students to enable them to catch up and move to main teaching classes	Small groups have more vulnerable students so need a smaller ratio of student:support	Progress of small groups monitored and students moved into main curriculum at appropriate time	AWA/RHE	Termly

Priority group identification	Teachers have identified priority groups on class photos (confidential teacher folder) and can discuss progress of these students	Staff having a knowledge of the individual needs of each student and can build up effective relationships promptly so they can adapt lessons and support accordingly.	Regular learning walks and discussions with staff about progress of disadvantaged students	RHE/JTU/MBL	Term 1
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**Total budgeted cost**      **£120,812.00**

**ii. Targeted support**

<b>Action</b>	<b>Intended outcome</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
Academic mentoring programme	High engagement of students in sessions resulting in higher attendance	Students have an identified member of staff build a positive relationship with where needs can be identified	JBR leads and monitors staff sessions (which are structured)	JBR	Term 3
School interventions (academic)	Disadvantaged students attainment gap closes	Disadvantaged students have less capacity to attend after school support so should be prioritised for in school support	Subject leaders attend regular meetings to discuss interventions and priority students	RHE	Fortnightly
Access to speech and language	Disadvantaged students to access mainstream teaching	Identifying and working to resolve speaking and language difficulties will enable students to access mainstream curriculum and engage with GCSE courses.	AWA work with speech and language teacher and share information with teaching staff regarding support	AWA/COR	Termly
Additional Life Skills lessons Pastoral support - AHOY Nurture Worker Early Help Keyworker	Disadvantaged students to develop emotional and social wellbeing	Students who can develop their emotional and social wellbeing are more able to access the mainstream classroom environment	Teachers to liaise with AWA to report on progress of the group. Pastoral line management	SCO/AWA/class teachers	termly

Alternative courses					
Additional Careers guidance	Disadvantaged students to have a clear idea of, and engage with post 16 courses	Disadvantaged students have lower aspirations and so need to be shown what is available to them and supported when applying for future opportunities	JTU to work with post 16 choice support worker	JTU/post 16 worker	Termly for Y10/11
Additional Curriculum support	Disadvantaged students may require financial support in order to engage with academic trips and interventions	Financial support is used to support students enabling them to engage in academic activities such as geography field trips	HOF to work with RHE to identify and support specific activities/trips	HOF/RHE	As required for the course
<b>Total budgeted cost</b>					<b>£109,502.00</b>

### iii. Other approaches

<b>Action</b>	<b>Intended outcome</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
Support Attendance strategy including minibus pickup.	Persistent absence in line with national average PPI attendance of 95%	Persistent absence is a barrier to attainment.	Challenge and scrutiny at SLT level. Governor report Headteachers reports.	CJE	Termly
Uniform/ School Travel / Attendance / Equipment / Trips /	Increase attendance of disadvantaged students, improve opportunities for students	Disadvantaged students should be able to access off site educational experiences	Attendance team to monitor and report to SLT	CJE, RHE, SWI	Termly
Breakfast club	Improve attendance and ensure positive start to the day	Breakfast is very important and linked to increased attention and wellbeing	Staff run club and register taken to monitor who is accessing it. Directly advertised to appropriate families	RHE, CKE,	Termly
Edukey	Effective monitoring and tracking of interventions	Staff able to see what intervention/support is in place easily –	AWA to run training and monitor input of student needs. RHE to	AWA/RHE	Termly

		help build relationships using knowledge and can frame conversations	monitor input of core intervention lists		
Teacher identification	All classes have priority group students identified in teacher folder	Enable staff to quickly identify and work with key students	Learning walks	JTU/MBL/	Termly
Additional counselling	Students supported in school	Students supported in school where support services have been withdrawn in the community	Link with school social worker.	JTR	Termly
Revision materials KS4	All disadvantaged students to have relevant GCSE revision material for their learning.	Disadvantaged are more likely to be unable to access revision materials for all of their subjects.	RHE to order, package and deliver bundles of revision guides for disadvantaged students in Y10	RHE	Term 1
<b>Total budgeted cost</b>					<b>20,000.00</b>

## 6. Review of previous expenditure

Previous Academic Year

2018/19

### i. Quality of teaching for all

Action	Intended outcome	Estimated impact: Did you meet the success criteria? (Include impact on pupils not eligible for PP, if appropriate).	Lessons learned (and whether you will continue with this approach)	Cost
Appointment of Associate assistant head teacher to focus in disadvantaged students	To close the gap for disadvantaged students	Gap for DA students for 2019 GCSE did not close. %4+EM gap of 33%, A8 gap 14 and progress 8 gap of -0.94, however predictions for current Y11, 10 and 9 show an attainment gap of 6-8 and progress 8 and %4+EM significantly reduced.	Each year brings different needs to our disadvantaged students and we need to continue to out in interventions lower down the year. This position no longer exists and will be absorbed by a member of SLT	£8000
Numeracy strategy: Learning support in Maths (HLTA)	Raise attainment in maths and reduce the gap for disadvantaged students	77% of disadvantaged students made significant progress from Y10 to Y11  DA gap in maths GCSE 2019 P8 -0.25 which is significantly smaller gap than the whole school gap of -0.94	Specialist HLTA who work effectively in the faculty. To continue this strategy	£16,647
Literacy strategy: accelerated reader, teaching and intervention	Improve the reading ages of disadvantaged students. Improvement in GCSE outcomes for DA students	50% of disadvantaged students in English language and 60% of disadvantaged students in English literature made significant progress from Y10 – Y11  DA gap in English Literature GCSE P8 -0.7 which is smaller than the whole school gap of -0.94  64% of students made accelerated progress i.e. more than 3 months progress in that time. 52% made more than a years progress in 3 months 26% made more than 2 years progress in 3 months	Reading ages need to be inputted into SIMS to allow teacher access – formatting needs working on in order to integrate the two tracking systems. Interventions are best attended during the school day English Literature and Language to be combined in lessons. Continue with bespoke in school support	£49,000.0

		<p>Lexia - 64% of students made progress, 44% of students made accelerated progress DA gap in English Language GCSE P8 -0.76 which is smaller than the whole school gap of -0.94</p> <p>Specialist teacher employed to deliver quality first teaching in classroom and including interventions working with identified students in English. Maths specialist working with identified students for intervention sessions. Attainment in Maths for DA students is higher this year</p>		
Small group teacher KS3 small group LA	Disadvantaged students in small groups to access full curriculum and be entered into GCSE equivalent to their peers	<p>Small groups allow for more targeted time with specialist teacher in a focused environment specifically tailored to the individual needs</p> <p>Students from these groups can enter mainstream and access GCSEs. All students in the school are entered for a Science GCSE</p>	Students should be more free to move in and out of these lessons when catch up is required and when students are secure to enter mainstream teaching	21,985.00 16,647.00
CPD sessions	Introduce strategies to support disadvantaged students	Learning walks demonstrated that teachers were engaging with strategies demonstrated in CPD sessions.	Back of strategies (toolkit) needs to be maintained so all staff can access it – especially new staff	1,500.00
SLT mentoring	Increased attendance and P8 score for identified students	Although there were some successes with these groups, overall students did not make significant gains in P8 score as shown in the overall results for the school	This was not a good use of time and will not be continued. There is no formal evidence that this is a successful strategy	5,000.00
<b>ii. Targeted support</b>				
<b>Action</b>	<b>Intended outcome</b>	<b>Estimated impact:</b> Did you meet the success criteria? (Include impact on pupils not eligible for PP, if appropriate).	<b>Lessons learned</b> (and whether you will continue with this approach)	<b>Cost</b>



<p>Revision guides, for Y10 and Y11 students, GCSEpod, SMHW, reading books</p>	<p>Improve access to appropriate revision and reading materials</p>	<p>All disadvantaged students had access to core revision materials. Access to GCSEpod remains high.</p>	<p>Students need dedicated revision skills sessions to help learn how to revise effectively. Need to open this to option subjects</p>	<p>5,000.00 1,500.00</p>
<p>Access to Speech and language</p> <p>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.</p>	<p>Students are able to better manage Mainstream classroom.</p>	<p>Casual admissions and students causing concerns have been assessed using Secondary Language Link.</p> <p><b>Secondary language Link Assessment.</b> <b>Talk fitness:</b> Average age increase for DA students: 16.8% progress <b>Mastery memory:</b> 8 DA students (53%) accessing course</p> <p>Programme includes progress in active listening, formal and informal language and understanding Instructions Average progress in overall language development</p>	<p>Continue with this effective intervention and support</p>	<p>21,670.00</p>
<p>Additional life skills teaching</p> <p>A number of students in our school are vulnerable socially and need more support than the mainstream curriculum offers.</p>	<p>Students work in small group work that is focussed on workplace scenarios 100% students in education, employment or training post-16.</p>	<p>Students in year 9s and 10 Life Skills groups completing work experience in school and the local community e.g. at a local nursery, community garden, school kitchen and library.</p> <p>Perseverance. Disadvantaged student attendance in Life skills lessons is consistently higher than their overall attendance. <b>Year 9:</b> Life skills attendance: 96.5% Overall attendance: 85.5% <b>Year 10:</b> Life skills attendance: 94.5% Overall attendance: 91.5%</p> <p>Student's rated Life Skills lessons as an average of</p>	<p>Timetabling to ensure that students taking life skill lessons are taught by the appropriate teachers (which are co-ordinated in their support) and progress of students monitored.</p>	<p>16,700.00</p>

		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 100% students had been placed at a college.	Continue with support and guidance which has been successful	2,000.00
Pastoral Support - AHOY Nurture Worker Early Help Keyworker LSC	Exclusions for Disadvantaged students continue to fall and are in line with non-disadvantaged students.	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 61% accessing the LSC are DA students. 75% of those have increased attendance by between 2 and 80% from March - June.	Continue with support and guidance which has been successful Strong relationships built up with key staff and information shared where relevant	15,000.00 19,920.00 21,749.00

Additional Curriculum support – intervention groups	Subject interventions to support students and help improve GCSE grades for students		Ensure barriers to disadvantaged students accessing this are addressed (which may not be totally financial)	200.00
Alternative courses  Disadvantaged 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.	All students are able to have a meaningful education.	5 DA students accessed alternative provision All have moved on to further education.	Continue with this	7,000.00

### iii. Other approaches

<b>Action</b>	<b>Intended outcome</b>	<b>Estimated impact: Did you meet the success criteria? (Include impact on pupils not eligible for PP, if appropriate).</b>	<b>Lessons learned (and whether you will continue with this approach)</b>	<b>Cost</b>
Uniform/ School Travel / Attendance / Equipment / Trips	Disadvantaged to be fully equipped for school and able to have the same experiences as their peers	DA students have been fully supported and are able to access all areas of the curriculum including trips.	To continue	10,000.00
Breakfast club	Ensure DA students have a breakfast to start the day	Improves attendance, ensures better focus in lesson, encourages social engagement.	Need to monitor and track which students attend and increase attendance.	5,000.00
Additional counselling	Ensure DA students have equal access to counselling service			5,265.00

**7.Additional detail**