

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 students.

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
School name	Seahaven Academy
Number of students in school	767
Proportion (%) of pupil premium eligible students	34%
Academic year/years that our current pupil premium strategy plan covers (3-year plan as recommended)	2021 - 2024
Date this statement was published	Oct 23
Date on which it will be reviewed	Sept 24
Statement authorised by	
Pupil premium lead	Abi Hennig
Governor / Trustee lead	Stuart Ford

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£278593.00
Recovery premium funding allocation this academic year	£18975.00
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£297568.00

Part A: Pupil premium strategy plan

Statement of intent

Seahaven Academy is committed to provide all students with a first-class education, regardless of background. Through quality-first teaching, targeted intervention and a focus on literacy and numeracy, we aim to close student's gaps in knowledge and ensure students can access the curriculum and develop the skills required to be successful in and beyond Seahaven Academy.

Our intention is that all students, irrespective of their background or the challenges they face, make good progress and achieve high attainment across the curriculum.

The focus of our pupil premium strategy is to support disadvantaged students to achieve that goal, including progress for those who are already high attainers. The activity we have outlined in this statement is also intended to support the needs of all students, regardless of whether they are disadvantaged or not.

High-quality teaching is at the heart of our approach, with a focus on areas in which we have identified that the disadvantaged students in our school require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged students in our school. Implicit in the intended outcomes detailed below is the intention that non-disadvantaged students' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help students excel. To ensure they are effective we will:

- ensure disadvantaged students are challenged in the work that they're set.
- act early to intervene at the point need is identified.
- adopt a whole school approach in which all staff take responsibility for disadvantaged students' outcomes and raise expectations of what they can achieve.

Challenges

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

Challenge number	Detail of challenge
1	<p>Attendance:</p> <p>2022-23 figures indicate significant attendance gaps among PP students in each year group.</p> <p>(84.1% overall attendance in school – 88% Non-PP vs 74.1% PP)</p> <p>Attendance was a key barrier to progress at final GCSE outcomes for a small but significant number of PP students in Year 22-23.</p>
2	<p>Attainment: Closing attainment gaps between disadvantaged and non-disadvantaged students.</p> <p>PP gap remains across school.</p> <p>Literacy barriers hinder access to curriculum as evidence by NGRT, fluency and comprehension testing across all year groups.</p> <ul style="list-style-type: none"> • 2023 Outcomes – PP gap @-0.77 • KS3 PP students demonstrating progress from MY to EOY exams but high numbers still working at below expected target level.
3	<p>Foundational gaps in knowledge – long term Covid recovery.</p> <p>Our assessments, observations and discussions with students and families suggest that the education and wellbeing of many of our disadvantaged students have been impacted by partial school closures to a greater extent than for other students. These findings are backed up by several national studies.</p>

	<p>Students with existing literacy and numeracy barriers have struggled to build on existing knowledge due to foundational gaps and intervention is required to consolidate and develop this.</p> <p>This has resulted in students falling further behind age-related expectations in the core subjects.</p>
4	<p>Literacy:</p> <p>Assessments, observations and discussion with KS3 students indicate that a significant proportion of our disadvantaged students.</p> <ul style="list-style-type: none"> a) Have limited access to reading books outside of school to support reading for pleasure b) Have a limited scope of vocabulary, reflecting the research undertaken by Hart and Risley(2003) and Waldfogel and Washbrook (2010) and discussed at length by Alex Quigley in ‘Closing the Vocabulary Gap’ c) Need regular practice reading aloud in order to develop fluency in reading d) Need regular exposure to a range of texts across the curriculum (disciplinary literacy.) <p>Literacy barriers have a significant impact on student motivation and resilience in the classroom. There is a correlation between students with literacy need and number of students referred to the Independent Learning Room or receiving Fixed Term Suspensions</p> <p>The national picture of KS2 SATs Data for 2022-23 suggests a high proportion of students arriving at secondary school will be reading and writing at below age expected level.</p> <p>Y7: 10 FSM students NGRT @ below 80 indicating decoding need / 16 students SAS below 90 indicating intervention needed (36%) / 26 @ below SAS of 100 (59%)</p>
5	<p>Maths attainment:</p> <p>The maths attainment of disadvantaged students is generally lower than that of their peers and teacher assessments suggest that many students struggle with problem solving tasks.</p> <p>Assessments on entry to year 7 in the last few years indicate that there is a wide range of ability across the cohort, with a small but significant proportion of PP students below age-related expectations.</p>

6	<p>SEND:</p> <p>We have a high proportion of students in receipt of pupil premium funding who also have SEN. The outcomes for students eligible for PP with SEND are lower than Non-PP students</p> <ul style="list-style-type: none"> • Attainment outcomes for PP students with SEN: P8 @ -0.72/ PP w/ EHCP @ -1.49 (NB one student in AP throughout Y11 and non-attendance through Y10) • Non PP SEN @ -0.32 P8 • NGRT pupils with SEN: <p>Y8 = all below SAS 92 60% below 90 (in need of withdrawal intervention) Y9 = 56% below SAS 90 Y10 = 38% below SAS 90 Y11 5/7 students below working grades 4+ basics / 4/7 below G3</p>
7	<p>Social and emotional issues:</p> <p>Our assessments, observations and discussions with students and families have identified social and emotional issues for many students, such as anxiety, depression (diagnosed by medical professionals) and low self-esteem.</p> <p>Mental health concerns and social and emotional issues have proved a significant barrier to attendance, and have contributed in some cases towards in-school truancy and lesson avoidance.</p>
8	<p>Future Pathways:</p> <p>National data reveals that students in receipt of pupil premium are less likely to attend University. Through discussion and surveys with students, we are aware of a lack of knowledge regarding the range of post-16 opportunities and career pathways available to them.</p>
9	<p>Co-curricular and enrichment opportunities:</p> <p>PP students at our school do not always have the funds to access opportunities such as trips out of area and enrichment opportunities.</p>

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
Improved attainment among disadvantaged students across the curriculum at the end of KS4, with a focus on core subjects.	2024 KS4 outcomes demonstrate that disadvantaged students achieve: <ul style="list-style-type: none"> • an improved Attainment 8 score for disadvantaged students. • a reduced gap in the attainment of disadvantaged and non-disadvantaged students.
Improved attainment among disadvantaged students with SEND at the end of KS4	2024/25 KS4 outcomes demonstrate that disadvantaged students with SEND achieve: <ul style="list-style-type: none"> • an improved Attainment 8 score for disadvantaged students with SEND • a reduced gap in the attainment of disadvantaged students with SEND and non-disadvantaged students.
Improved literacy among disadvantaged students across KS3 and KS4	Reading tests demonstrate improvement in scores of disadvantaged students and a smaller disparity between the scores of disadvantaged students and their non-disadvantaged peers. Majority of students reading at age-related level at end of Year 8, with clear plan for catch-up in Y9 for any student who has not met this standard. Teachers should also have recognised this improvement through assessment in lessons and book scrutiny.
Improved access to reading material to facilitate reading for pleasure and exposure to wide vocabulary	Multiple fiction texts read in tutor time. Multiple books completed in reading for pleasure sessions in English lessons and books accessed from the library provision.

Improved foundational knowledge in Maths at KS3	Regular KPI tests and Mid Year/ End of Year assessments demonstrate reduction in gap of Maths outcomes of disadvantaged students compared to non-disadvantaged peers.
Improved metacognitive and self-regulatory skills among disadvantaged students across all subjects.	Teacher reports and class observations suggest disadvantaged students are more able to monitor and regulate their own learning. This finding is supported by homework completion rates across all classes and subjects.
To achieve and sustain improved wellbeing for all students, including those who are disadvantaged.	<p>Sustained high levels of wellbeing demonstrated by:</p> <ul style="list-style-type: none"> • qualitative data from voice, parent surveys and teacher observations. • a significant increase in participation in enrichment activities, particularly among disadvantaged students. • Reduction of Independent Learning Room referrals (removal from lesson) • Reduction in out-of-lesson truancy
To achieve and sustain improved attendance for all students, particularly our disadvantaged students.	<p>Sustained high attendance demonstrated by:</p> <ul style="list-style-type: none"> • the overall attendance rate for all students being in line with national averages, and the attendance gap between disadvantaged students and their non-disadvantaged peers being reduced. • the percentage of all students who are persistently absent being in line with national averages and the figure among disadvantaged students being no more than 3% lower than their peers.
To reduce levels of FTS and internal exclusion of disadvantaged students.	Reduction of FTS/PEX incidences among PP students

	Reduction of incidences of internal exclusion among PP students
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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)

Activity	Evidence that supports this approach	Challenge number(s) addressed	Implementation and review
<p>Additional staff in Maths to allow for smaller classes to support student development</p> <p>Associated costs: (AMC) £19,320</p>	<p>Smaller classes allow great teacher-student interaction and support student progress:</p> <p>Small group tuition EEF (educationendowmentfoundation.org.uk)</p>	<p>2, 3, 4, 5</p>	<p>Tracking of disadvantaged student attainment in Maths across year through both formative and summative assessments – compared to KS4 target data (FFT)</p> <p>Regular Attitude to Learning assessments completed to identify students at risk of underperformance.</p> <p>High Prior attaining pupil premium student attainment tracked and monitored</p> <p>Identification of pupil premium students at risk and strategies to address this communicated through line management meetings, curriculum and pastoral lead meetings and in dept development time.</p> <p>Additional tutoring, period 7 intervention and revision sessions provided to support catch-up where necessary</p>

<p>Additional Teacher (TeachFirst) in English to add capacity for catch up small group teaching and small group literacy / English intervention including PP students with SEND.</p> <p>Associated costs £10,000 contribution</p>	<p>Smaller classes allow great teacher-student interaction and support student progress:</p> <p>Small group tuition EEF (educationendowmentfoundation.org.uk)</p>	<p>2,3,4,6</p>	<p>Tracking of disadvantaged student attainment in English across year through both formative and summative assessments – compared to KS4 target data (FFT)</p> <p>Regular Attitude to Learning assessments completed to identify students at risk of underperformance.</p> <p>High Prior attaining pupil premium student attainment tracked and monitored</p> <p>Identification of pupil premium students at risk and strategies to address this communicated through line management meetings, curriculum and pastoral lead meetings and in dept development time.</p> <p>Additional tutoring, period 7 intervention and revision sessions provided to support catch-up where necessary</p>
<p>Planned, research informed and impactful CPD for teaching staff with a focus on:</p> <ul style="list-style-type: none"> • Embedding and developing TLaC strategies and Rosenshine Principles to ensure consistent high-quality teaching across the curriculum. 	<p>Focused and research based CPD which develops excellent teaching across the school as the first, and most important, strategy to improve PP outcomes. The EEF indicate that excellent teaching accelerates Pupil</p>	<p>2, 3, 4, 6</p>	<p>Communication of SEND barriers, and strategies to support students available via student tracker.</p> <p>CPD for all staff provided through INSET sessions, monthly ‘embed and develop’ session, weekly department (subject/domain specific) development time.</p>

<ul style="list-style-type: none"> • Creating a culture of high expectations and challenge for all • Use of findings from research in cognitive science and its application in education. • Adaptive teaching strategies to support students with a range of barriers to learning. • Comprehensive induction programme for new staff to align them to whole school strategies and principles. <p>Associated costs eg TLAC books/ external visits / cover for CPD research visits - £1000</p>	<p>Premium progress at a more rapid rate than for non-Pupil Premium students.</p> <ol style="list-style-type: none"> 1. High-quality teaching EEF (educationendowmentfoundation.org.uk) 2. https://my.chartered.college/research-hub/high-expectations-and-challenge-for-all-selected-reading/ 3. https://educationendowmentfoundation.org.uk/news/moving-from-differentiation-to-adaptive-teaching 4. https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/cognitive-science-approaches-in-the-classroom 		<p>4-weekly sessional CPD provided for Curriculum leads</p> <p>Impact of CPD evaluated through:</p> <ul style="list-style-type: none"> • learning walks – reviewed weekly with follow-up and support provided through fortnightly line management sessions. • work scrutiny • tracking of pupil outcomes across year • staff voice • pupil voice • department development time notes <p>Impact of induction programme evaluated through learning walks and new staff voice.</p>
<p>Embed a robust literacy policy which develops disciplinary vocabulary and strong reading. This includes:</p> <ul style="list-style-type: none"> • The whole school reading project 	<p>Vocabulary gap is reduced.</p> <p>Students eligible for pupil premium funding have a strong understanding of language</p>	<p>2, 4</p>	<p>NGRT testing of Y8 -11 completed in July 2023 to allow for swift identification of students in need of support/intervention for reading.</p>

<ul style="list-style-type: none"> • All teachers as teachers of reading and vocabulary (disciplinary literacy approach) • Classroom libraries and structured support towards independent reading for pleasure in KS3 • Specialist-led interventions in reading fluency • Specialist-led interventions to tackle gaps in phonics knowledge • Development of oracy strategy across curriculum • CPD throughout year to embed strategies to support reading development across curriculum. • CPD to develop oracy across curriculum. <p>Associated costs: Literacy Lead TLR (PP %): £2,529.00 TA led intervention: £11,884</p> <p>Phonics decoding programme: £6,300</p>	<p>required to be successful in academic reading and writing.</p> <p>The EEF indicate that reading comprehension strategies have a significant impact on development.</p> <p>Whole school reading approach designed to combat the 'Matthew Effect' as outlined by Stanovich 1986</p> <p>Reading comprehension strategies EEF (educationendowmentfoundation.org.uk)</p> <p>https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1168960/The_Reading_Framework_July_2023.pdf</p> <p>https://www.researchgate.net/publication/230853161_Matthew_Effects_in_Reading_Some_Consequences_of_Individual_Differences_in_the_Acquisition_of_Literacy</p>	<p>NGRT testing of Y7 students in first term (as above) – use of SATs data to identify students in need of intervention prior to this test.</p> <p>Further testing of students reading below expected standard to identify barriers.</p> <p>Phonics programme/ staff led intervention to support decoding catch up where necessary (time limited and tracked for impact)</p> <p>Reading fluency and comprehension intervention delivered in small groups (time limited and tracked for impact)</p> <p>Mid-year testing of all students previously identified as below expected reading standard to assess and review progress.</p> <p>Tracking of reading scores across all disadvantaged students regardless of starting points to ensure high prior attainers continue to progress at the appropriate rate.</p> <p>Sharing of reading data with all teachers. Teachers annotate seating plans with reading data to support targeting of students in need of fluency reading practice/ adaptive teaching strategies and students who need stretch and challenge.</p>
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			<p>Sparx Reader programme used for homework with Y8 and 9 students (English homework)</p> <p>Curriculum, literacy and senior leaders to use data above during learning walks and work scrutiny to track literacy progress of disadvantaged students at all levels</p> <p>As above – English teachers with Sparx data</p>
<p>Enhancement of our maths teaching and curriculum planning in line with DfE KS3 and EEF guidance.</p> <p>Curriculum overview reviewed and updated.</p> <p>Assessment / feedback review points identified across curriculum</p> <p>Weekly dept development time used to evaluate, review and develop curriculum</p> <p>Associated Costs: N/A</p>	<p>The DfE non-statutory KS3 guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches:</p> <p>Teaching mathematics at key stage 3 - GOV.UK (www.gov.uk)</p> <p>https://www.gov.uk/government/publications/subject-report-series-maths/teaching-mathematics-at-key-stage-3</p> <p>To teach maths well, teachers need to assess students' prior knowledge and understanding effectively, employ manipulatives and representations, teach</p>	3, 5	<p>Over-staffing in Maths department to ensure we continue to allow students access to learning from subject specialists.</p> <p>Comprehensive induction programme in addition to dedicated ECT subject specialist mentor to support early career Mathematics teachers.</p> <p>Regular monitoring and evaluation of Maths curriculum throughout year in response to identified assessment 'checking for understanding' thresholds and summative assessments.</p> <p>CPD throughout year focused on retrieval practice – supporting students to build on prior learning and make links between past and future learning.</p> <p>Weekly department development time includes focus on teaching of problem solving, including use of facts and methods to solve familiar and unfamiliar concepts.</p>

	<p>problem solving strategies, and help pupils to develop more complex mental models: KS2 KS3 Maths Guidance 2017.pdf (educationendowmentfoundation.org.uk)</p>		<p>‘Circulate’ in lessons has specific step for mathematical literacy – ensuring use of technical clarity in written maths.</p> <p>Students encouraged to use ‘mathematical clarity’ in oral responses</p> <p>Impact of above assessed through learning walks, work scrutiny, dept development time notes and LW and line management discussion.</p> <p>Adaptation of assessment monitoring in Maths to avoid ‘false positives’ created by arbitrary GCSE grades applied to KS3 which neglect focus on growing gaps in knowledge.</p>
<p>Improving literacy in all subject areas in line with recommendations in the EEF Improving Literacy in Secondary Schools guidance.</p> <p>Bedrock software used for literacy focused homework across curriculum (Y7 trial with a view to expand across KS3)</p> <p>Associated Costs: Bedrock: 2428.38 + VAT</p>	<p>Acquiring disciplinary literacy is key for students as they learn new, more complex concepts in each subject:</p> <p>Improving Literacy in Secondary Schools</p> <p>Reading comprehension, vocabulary and other literacy skills are heavily linked with attainment in maths and English: word-gap.pdf (oup.com.cn)</p>	<p>2, 4,5,6</p>	<p>CPD for teachers and learning support staff:</p> <ul style="list-style-type: none"> • How do students learn to read? • Echo reading to support fluency • Importance of modelling fluent reading • Checking for understanding and comprehension (prep/check/apply) • Vocabulary instruction • Reciprocal reading strategies <p>Curriculum leads map key vocabulary across curriculum term by term to support planning for teaching and regular retrieval.</p> <p>Disciplinary literacy based homework for Y7 (Bedrock) monitored by all curriculum leads to</p>

			assess retrieval of key vocabulary and inform lesson / curriculum adaptation
<p>Purchase of standardised diagnostic assessments, specifically NGRT and MIDYIS. Consistent delivery of tests to be overseen by SLT to ensure the process and outcomes are reliable and valid.</p> <p>Associated Costs: £5,000 (NGRT)</p>	<p>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:</p> <p>Standardised tests Assessing and Monitoring Pupil Progress Education Endowment Foundation EEF</p>	2, 3, 4, 5, 6	<p>Tracking of disadvantaged student outcomes across year.</p> <p>Use of diagnostic assessments to inform both in-class and withdrawal interventions.</p> <p>Use of tests to assess impact of interventions and inform development / adaptation as necessary.</p>

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

Activity	Evidence that supports this approach	Challenge number(s) addressed	Implementation and review
Provide a blend of tuition, intervention, mentoring and	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils	2, 3, 4, 5, 6	Tracking of student outcomes to identify students in need of time-

<p>school-led tutoring for students who are at risk of failing to secure targeted outcomes at GCSE</p> <p>A significant proportion of the pupils who receive tutoring will be disadvantaged, including those who are high attainers.</p> <p>Associated costs:</p> <p>My Tutor programme: TBC- 8 week programme £10240 - likely to require 2 x rounds + of programme (impact dependent)</p> <p>Additional computer and headphones: £1000</p> <p>Maths small group tutoring- 1:2:1 tutoring for Maths to support the development of disadvantaged students, with a focus on where students have fallen behind over the last academic year.</p>	<p>or those failing to make expected progress, both one-to-one:</p> <p>One to one tuition EEF (educationendowmentfoundation.org.uk)</p> <p>And in small groups:</p> <p>Small group tuition Toolkit Strand Education Endowment Foundation EE</p>		<p>limited withdrawal or additional tutoring.</p> <p>1:1 online tutoring provision for students with attendance gaps and students on placements at college (Day release in Y11)</p> <p>Impact tracking of interventions</p>
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<p>AMC proportion of role for tutoring – £19,320</p> <p>Librarian intervention - initial programme of 9 hrs per week. To be increased as demands of library set-up lessen – cost: £8100</p>			
<p>Creation of library, purchase of stock and Librarian employed</p> <p>Associated costs:</p> <p>Librarian: £10000</p> <p>Stock: £3000</p> <p>Library infrastructure:</p> <p>Software: % of £1935 exclusive of VAT.</p> <p>Set Up Support: £1300</p> <p>Training/librarian membership: £200</p>	<p>There is a large body of research which demonstrates a strong correlation between high—quality library provision and student achievement, including specifically the outcomes of disadvantaged students.</p> <p>https://discovery.ucl.ac.uk/id/eprint/10018836/1/RB106_R_eading_for_Pleasure_Sullivan.pdf</p> <p>https://literacytrust.org.uk/research-services/research-reports/understanding-impact-and-characteristics-school-libraries-and-reading-spaces/</p> <p>Additionally, there is significant evidence of a positive correlation between the use of libraries and student wellbeing.</p> <p>https://www.greatschoolibraries.org.uk/files/ugd/8d6dfbcb4852201e564cf7b555deb009402e56.pdf</p>	<p>2,4,7</p>	<p>Research conducted to ensure library stock is pitched to ensure maximum student interest in and engagement with library and reading for pleasure.</p> <p>Fortnightly library lessons for Y7 and 8 students during English curriculum time to provide opportunities to engage with book stock and receive recommendations for reading for pleasure material.</p> <p>Use of library stock to support reading for pleasure starter to Y7 and 8 English lessons.</p> <p>Tracking of student book loans.</p>

			<p>Tracking of student engagement in book-related clubs and events in library.</p> <p>Tracking of impact of reading—related interventions provided by librarian.</p> <p>Student voice surveys to track impact on reading enjoyment and general wellbeing/ self esteem</p>
<p>English, Science and Maths have core catch-up strategies in place at Key Stage 3 to focus on progress in areas of weakness. Pupil Premium students are targeted, tracked and monitored.</p>	<p>Catch-up strategies can have significant impact on the development of under-achieving students when correctly planned and implemented:</p> <p>Literacy and numeracy catch-up strategies (publishing.service.gov.uk)</p>	2, 3, 5	<p>Evaluation and update of catch-up strategy undertaken July-Sept 2023</p> <p>Continued tracking and monitoring of pupil outcomes to ensure catch-up strategy is impactful.</p> <p>Termly review and subsequent adaptation where necessary.</p>
<p>Embed a whole-school-reading programme as a reading intervention to support development of students reading skills through the modelling of fluent reading understanding of comprehension and</p>	<p>Developing students' reading fluency is a key facet of our whole school literacy strategy. One aspect of this is the modelling of fluent reading by expert readers (adults in the classroom.) Students are also encouraged to practise their own reading fluency by reading short passages aloud during the tutor session.</p> <p>https://educationendowmentfoundation.org.uk/news/eef-blog-shining-a-spotlight-on-reading-fluency</p>	4	<p>Texts supplied to tutors for reading in tutor time three times per week.</p> <p>CPD sessions to model and explain rationale to tutors re reading approach.</p>

<p>addressing vocabulary gaps.</p> <p>Associated Costs:</p> <p>Additional texts: £500.00</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>Reading comprehension strategies Toolkit Strand Education Endowment Foundation EEF</p>		<p>Coaching and support provided to tutors as and where necessary.</p> <p>Learning walks conducted by literacy lead and SLT to assess impact of approach.</p> <p>Literacy outcomes tracked and mapped against tutor attendance.</p>
<p>Focused additional TA support SEN students in KS3 and KS4.</p> <p>Associated Costs: £9000</p>	<p>Carefully planned and targeted use of TAs in the classroom can have a positive impact on those students they work with:</p> <p>Making Best Use of Teaching Assistants EEF (educationendowmentfoundation.org.uk)</p>	<p>2, 3, 4, 6</p>	<p>Regular CPD for learning support staff to include focus on scaffolding and adaptive teaching strategies and literacy support.</p> <p>Learning walks conducted by SENCO/assistant SENCO and SLT to assess impact.</p> <p>Outcomes of disadvantaged students with SEN tracked and monitored</p> <p>TA intervention with PP/SEND students to address barriers to literacy and access to curriculum – small group intervention</p>

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

Budgeted cost:

Activity	Evidence that supports this approach	Challenge number(s) addressed	
<p>Embedding principles of good practice set out in DfE's Working together to improve school attendance.</p> <p>Training with attendance officer to support improved attendance in all students, with a focus on Pupil Premium students.</p> <p>Sept 2022 - Recruitment of additional attendance officers</p> <p>Associated costs: £26769</p>	<p>Absence rates have increased post covid-lockdowns.</p> <p>On average, pupils eligible for FSM have higher absence rates than their peers. This is reflected in our school – as evidence by the monitoring and tracking of our disadvantaged student attendance compared to non-disadvantaged peers.</p> <p>https://www.gov.uk/government/publications/working-together-to-improve-school-attendance</p> <p>https://researchbriefings.files.parliament.uk/documents/CBP-9710/CBP-9710.pdf</p> <p>There is a strong correlation between absence and final GCSE outcomes.</p> <p>https://ffteducationdatalab.org.uk/2022/08/some-more-things-weve-learned-about-schools-gcse-results/</p> <p>FFT data here suggests a significant relationship between absence and progress 8 - approximately 65% of the disadvantage gap.</p> <p>https://ffteducationdatalab.org.uk/2023/07/the-impact-of-absence-on-progress-8/</p>	<p>1, 2, 7</p>	<p>Attendance officers receive regular CPD and line management.</p> <p>Attendance of disadvantaged students tracked and monitored by attendance officers and community leads – monitored and overseen by PP lead.</p> <p>Messages sent home and contact made on each day of student absence</p> <p>Disadvantaged students prioritised for contact and parent/carer meetings to address barriers.</p> <p>Teachers and curriculum leads to maintain regular contact with parents/ carers of students with high levels of absence</p> <p>Parent/carer evenings and regular messages sent to</p>

			<p>KS4 students highlighting correlation between absence and outcomes.</p> <p>Change in timings of school day – later start – to address lateness and attendance issues.</p> <p>Support with funding where necessary to facilitate students where cost is a barrier to attendance.</p>
<p>A clear and robust pastoral structure which focuses on identification and removal of barriers.</p> <p>Additional capacity to support students with barriers to attendance linked to SEMH concerns</p> <p>Adapted 2023-34 to new structure:</p> <p>Community leads x 3</p> <p>Additional Community PL X1</p>	<p>Enhanced Pastoral support for students ensures barriers are removed that can negatively impact on learning.</p> <p>The EEF guide to supporting school planning - A tiered approach to 2021.pdf (educationendowmentfoundation.org.uk)</p>	2, 7	<p>Regular CPD for community leads and pastoral staff.</p> <p>4-weekly community cpd for tutor and community and pastoral leads to ensure messaging and strategies are embedded.</p> <p>Identification and tracking of SEMH need, both long and short term across disadvantaged student population including monitoring of interventions and sharing of strategies with all staff.</p> <p>Tracking of ILR / AP referrals and FTS rates of disadvantaged students.</p>

<p>Pastoral lead linked to community x 3</p> <p>Standards leads (KS3/KS4)</p> <p>Associated costs: £70156 (2X C- PL)</p>			<p>Student support files created for students who have been removed from lesson on a number of occasions – monitored, updated and reviewed on a regular basis.</p>
<p>Alternative provision – time—limited intervention to break negative cycles of behaviour, improve school attendance, wellbeing and attainment. 21-23 has seen over-representation of PP students in FS/PEX data</p> <p>KS3 – building of onsite provision; Russell Martin Foundation placements</p> <p>KS4- The Workplace; Plumpton one-day courses</p> <p>Associated costs:</p> <p>RM Foundation placements: £2400 +</p>	<p>Nationally, the suspension rate (both FTS and PEX) for students in receipt of FSM is more than 3 times that of non-FSM pupils.</p> <p>Year 2022-23 – ___% (_ students) in receipt of PEX were PP eligible.</p> <p>Year 2022 -23 ___% of FTS referrals included students eligible for PP funding.</p> <p>https://explore-education-statistics.service.gov.uk/find-statistics/permanent-and-fixed-period-exclusions-in-england</p>		<p>Identification of students in need of additional support to break cycle of negative engagement in school (e.g. persistent out of lesson truancy, low attendance rates, repeated removal from lesson, repeated fixed term suspension.</p> <p>Tracking and monitoring of students above and referral where necessary to internal or external alternative provision.</p> <p>Curriculum for alternative provision monitored and impact tracked through regular assessment, pupil voice, attendance rates and behaviour data.</p>

<p>£1200 for additional capacity</p> <p>KS4 AP placements: £30000</p> <p>Internal AP provision: Funded from Local Authority HNB Grant until Aug 2026</p>			
<p>PP students with SEN</p> <p>Associated costs: £26319 (PP- proportion of roles)</p>	<p>Learning Support lead roles as link point between student, school and home –support academic tracking and intervention for attendance and progress</p>	<p>2,6,7</p>	<p>Identification of PP SEND students in need of support – allocation to key link.</p> <p>Impact tracking of students with key links and ongoing monitoring of support/ intervention re academic progress/ attendance and SEMH. Tracking through parent and student voice.</p>
<p>Subject support to allow Pupil Premium students to access a rich and diverse additional curriculum gaining valuable experiences and building cultural capital.</p> <p>Associated costs: Food Tec: £3,510 Music lessons: £2206</p>	<p>Subsidised materials for academic learning i.e., art materials, food tech ingredients, music lessons. Subsidised uniform and academic equipment. This supports our wider focus of education with character and removes' barriers to academic learning. The EEF toolkit suggests learners can make 3 months progress through participating in arts related activities.</p> <p>Teaching and Learning Toolkit EEF (educationendowmentfoundation.org.uk)</p>	<p>2, 7, 8, 9</p>	<p>Access to wider participation and co -curricular learning monitored and tracked to ensure all students benefit.</p> <p>Impact assessment of co-curricular opportunities ongoing across year</p>

Education with Character. Working with students outside of the classroom.	Subsidised trips, visits and in-school activities to develop cultural knowledge, capital and education with character. Extra-curricular activities, soft skills and social mobility - GOV.UK (www.gov.uk)	6, 7, 8,9	As above
Programme of support and intervention to ensure that Pupil Premium students are aspirational and know how to access further and higher education. Creation of a lead role to coordinate and oversee this work. Associated costs: £7887	Targeted support through work experience programmes and access to careers work in school. This includes: <ul style="list-style-type: none"> • Provision of independent CEIAG • Work experience programme • Role model mentoring programme • University visits and liaison • Training a staff member to deliver L6 CEIAG 	1, 2, 9	Tracking of students involved in external visits and events. Impact assessed through pupil voice, attendance data and assessment outcomes linked to subjects of interest (further study)
Community Emergency Food Provision £4,680 Uniform £1200	Emergency Food Supplies for children in need.		
Contingency fund for acute issues. Associated costs: £6000	Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.	All	All funding tracked and monitored for impact

Total budgeted cost:

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 students in the 2022-23 academic year.

Pupil premium strategy outcomes This details the impact that our pupil premium activity had on pupils in the 2022-23 academic year. The overall three-year strategic plan has been adapted due to both the impact of Covid, and continual evaluation and review of the effectiveness of strategies in place.

[Seahaven PP impact report 23 FINAL SEPT.docx \(sharepoint.com\)](#)

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
MyAspire.app	East Learning

Further information (optional)

Additional activity

Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium or recovery premium. That will include:

- embedding more effective practice around feedback. [EEF evidence](#) demonstrates this has significant benefits for students, particularly disadvantaged students.
- ensuring students understand our 'catch-up' plan by providing information about the support they will receive (including targeted interventions listed above), how the curriculum will be delivered, and what is expected of them. This will help to address concerns around learning loss - one of the main drivers of pupil anxiety.
- utilising support from our local [Mental Health Support Team](#) and local behaviour hub, plus funding for CPD from the local authority's Wellbeing for Education Recovery budget, to support students with mild to moderate mental health and wellbeing issues, many of whom are disadvantaged.
- offering a wide range of high-quality extracurricular activities to boost wellbeing, behaviour, attendance, and aspiration. Disadvantaged students will be encouraged and supported to participate.

Planning, implementation, and evaluation

In planning our new pupil premium strategy, we evaluated activity undertaken in previous years and the impact this has had on students' performance and outcomes.

We triangulated evidence from multiple sources of data including assessments, engagement in class book scrutiny, conversations with parents, s and teachers in order to identify the challenges faced by disadvantaged students. We also used the United Learning school's information to contact schools with high-performing disadvantaged students to learn from their approach.

We looked at several reports and studies about effective use of pupil premium, the impact of disadvantage on education outcomes and how to address challenges to learning presented by socio-economic disadvantage. We also looked at several studies about the impact of the pandemic on disadvantaged students.

We used the [EEF's implementation guidance](#) to help us develop our strategy and will continue to use it through the implementation of our activities.

We have put a robust evaluation framework in place for the duration of our three-year approach and will adjust our plan over time to secure better outcomes for students.

To further support the Pupil Premium strategy at Seahaven Academy

- A Partnership with other UL schools to share best practice
- Attendance at DfE webinars regarding pupil premium funding and best practice
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