



## Pupil Premium - Allocation, Spend and Impact

### Executive Summary 2020

#### Summary for Governors

Item of PP expenditure (three highest)	Amount	RAG - Impact
Pastoral team restructure including Pastoral Support Manager	£41,000	
1:2:1 tutoring	£30,000	
Additional staffing in English and Maths	£20,000	

## Pupil premium and 2020 Catch-Up Premium strategy / impact

1. Summary information – Pupil Premium							
Academic year	2020-2021		Total PP budget	£205,325 LAC funding goes to Virtual School		Date of most recent PP Review	Nov 20
Total number of pupils	254		Number and %age of pupils eligible for PP	158 62%	87 34%	Date for next internal review of this strategy	July 21
	KS3	KS4		KS3	KS4		
Number of PP eligible pupils by key stage	158	87	Budget split by key stage	£132,413.67	£72,911.33		
Allocation of PP funding	Ever 6		£ 205,325	LAC	£23,450	Service Children	£ 0

Current achievement					
2020 Outcomes <i>(Centre Assessed Grades, including any upward adjustment in final awards)</i>	Pupils eligible for PP <i>(previous year in brackets)</i>	Pupils not eligible for PP <i>(your school)</i>	Pupils not eligible for PP <i>(national average – most recent year available)</i>	UL target for PP students	Difference outcome to previous year <b>(RAG)</b>
<b>Progress 8 score average</b>	<b>-0.1</b> (-0.3)	+0.4	0.13		<b>0.2</b>
<b>Attainment 8 score average</b>	<b>3.7</b> (3.5%)	5.0	50.1		<b>0.2</b>
<b>4+ Basics</b>	<b>43.6%</b> (34.9%)	73.3%	71.5%		<b>8.7%</b>
<b>5+ Basics</b>	<b>25.6%</b> (18.6%)	56%	50.1%		<b>7%</b>
<b>5+ GCSEs including English and maths (9-4)</b>	<b>41%</b> (30.2%)	72%			<b>10.8%</b>

<b>i. Quality teaching for all</b>		
<b>Action</b>	<b>Intended outcome</b>	<b>Cost</b>
Teaching and Learning Communities with a focus on the development of the Rosenshine	<ul style="list-style-type: none"> <li>Focused and research based CPD which develops excellent teaching across the school as the first, and most important.</li> </ul>	£6,000
Additional staff in Maths and English.	<ul style="list-style-type: none"> <li>To allow greater flexibility in class sizes to increase contact time and improve the quality of feedback for targeted groups and</li> </ul>	£22,000
Embed a robust literacy policy which develops disciplinary vocabulary and strong reading	<ul style="list-style-type: none"> <li>PP students demonstrate engagement with, and love of, reading which develops cultural capital.</li> </ul>	£5,000
<b>Total budgeted cost</b>		<b>£33,000</b>
<b>ii. Targeted support and intervention</b>		
<b>Action</b>	<b>Intended outcome</b>	<b>Cost</b>
Clear and focused data analysis across school including Deputy Head Post with responsibility	<ul style="list-style-type: none"> <li>Overview of tracking, progress and attainment at attainment points for all year groups.</li> </ul>	£16,400
1:2:1 tutoring for Maths	<ul style="list-style-type: none"> <li>Students identified through tracking data</li> <li>PP students achieve target grades in Maths</li> </ul>	£30,000
Additional TA support in English in KS3 and KS4	<ul style="list-style-type: none"> <li>Support PP students where needed to engage in lessons and access the curriculum</li> </ul>	£14,000
Most Able Coordinator Post	<ul style="list-style-type: none"> <li>HPA PP students identified and supported to achieve the best outcomes in line with HPA Non-PP</li> </ul>	£2,500
Extra study support for KS3 and 4 through 'Keep up, catch up' in each year group and	<ul style="list-style-type: none"> <li>Subject specific input for KS4 to support progress and attainment beyond normal curriculum time</li> </ul>	£7,000

period 6 provision for KS4 students – PP students targeted, tracked and monitored	<ul style="list-style-type: none"> <li>Supported study time in school for students who need space to work</li> <li>Good study habits developed</li> </ul>	
LEAP - Specialised provision and intervention for KS3 students to ensure that they have the requisite skills to be successful in the classroom	<ul style="list-style-type: none"> <li>Fewer lesson removals and FTE for PP students in KS3</li> <li>Improved progress for students who have previously had a higher number of removals or FTEs</li> </ul>	£5,000
<p>Programme of support and intervention to ensure that PP students are aspirational and know how to access further and higher education. This includes:</p> <ul style="list-style-type: none"> <li>Provision of independent CEIAG</li> <li>Work experience programme</li> <li>Role model mentoring programme</li> <li>University visits and liaison</li> <li>Training a staff member to deliver L6 CEIAG</li> </ul>	<ul style="list-style-type: none"> <li>No PP student is identified as NEET</li> <li>PP students access further and higher education on courses appropriate to their abilities</li> <li>PP students have focus and aspirational plans for their future</li> </ul>	£7,000
<b>Total budgeted cost</b>		<b>£81,900</b>

<b>iii. Behaviour and Attendance improvement strategies</b>		
<b>Action</b>	<b>Intended outcome</b>	<b>Cost</b>

<p>A clear and robust pastoral structure which focuses on identification and removal of barriers including:</p> <ul style="list-style-type: none"> <li>• Pastoral Support Manager</li> <li>• Attendance Coordinator</li> <li>• Year group Pastoral Leads</li> </ul>	<ul style="list-style-type: none"> <li>• Structure is developed to ensure opportunities for focused CPD to ensure that staff are skilled and able to respond to student needs, each PL has a specialist area which they can train others on including needs identified as those most prevalent in PP students</li> <li>• PP attendance is as strong as Non-PP attendance through targeted interventions and strategies relevant to presenting needs</li> <li>• PP students are not disproportionately represented in detentions/ILRs/Bridge or FTE through support provided at each point from pastoral team</li> <li>• Strong and mutually respectful and trusting relationships exist between PP students and their families and key school staff who identify the needs of the wider family and coordinate responses through internal and external support strategies</li> </ul>	<p>£32,000</p>
<p>A focused Wellbeing and Mental Health Strategy including:</p> <ul style="list-style-type: none"> <li>• PSHE Coordinator</li> <li>• Mindfulness programme in school</li> <li>• Counselling service</li> <li>• Education Mental Health Practitioner</li> </ul>	<ul style="list-style-type: none"> <li>• PP students are well supported and able to engage with, and focus on school</li> <li>• Emerging mental health concerns are identified early and appropriate interventions put in place</li> <li>• PP students are not missing school due to poor wellbeing or mental health</li> </ul>	<p>£10,000</p>
<p>PP students access a rich and diverse additional curriculum gaining valuable experiences and building cultural capital:</p> <ul style="list-style-type: none"> <li>• Aspire project</li> <li>• Subsidy of enrichment activities</li> </ul>	<ul style="list-style-type: none"> <li>• PP students participate equally in learning activities beyond the classroom including arts, sports and educational visits</li> <li>• No PP student misses an opportunity that they would like to be involved in because of cost</li> <li>• PP students access music lessons in equal numbers to Non-PP students</li> </ul>	<p>£10,000</p>



<ul style="list-style-type: none"> <li>• Contribution to the music service for PP students</li> <li>• A hardship fund</li> </ul>	<ul style="list-style-type: none"> <li>• The engagement of PP students is monitored and evaluated leading to higher engagement and allowing for targeted intervention</li> </ul>	
<b>Total budgeted cost</b>		£52,000
<b>iv. Catch-Up strategies (including transition Y6-Y7)</b>		
<b>Action</b>	<b>Intended outcome</b>	<b>Cost</b>
Targeted transition to ensure that all year 7 students make a flying start <ul style="list-style-type: none"> <li>• Targeted transition groups for students and parents/carers</li> <li>• Analysis of KS2 data to identify students for targeted intervention in term 6 and term 1</li> </ul>	<ul style="list-style-type: none"> <li>• Knowledge of students is good on arrival at Seahaven</li> <li>• Relationships with potentially hard to reach parents are established early on</li> <li>• Students are engaged in intervention projects rapidly upon joining Seahaven</li> </ul>	£4,000
Focused tracking and intervention in KS3 including: <ul style="list-style-type: none"> <li>• Assistant Head KS3 tracking and attainment</li> <li>• Development of rank order</li> <li>• KS3 intervention across curriculum subjects where required to mirror KS4</li> </ul>	<ul style="list-style-type: none"> <li>• Greater clarity on the progress and attainment of KS3 students</li> <li>• Attainment gap in core subjects is reduced</li> <li>• Lack of progress is tackled early and no PP student is allowed to persistently underachieve throughout KS3</li> </ul>	£12,000
Targeted literacy intervention using Reading wise programme	<ul style="list-style-type: none"> <li>• All students reach expected levels in reading allowing them to successfully access the curriculum</li> </ul>	£6000



		<b>Total budgeted cost</b>	£22,000
<b>v. SEND improvement strategies (PP eligible pupils who also have identified SEN)</b>			
<b>Action</b>	<b>Intended Outcome</b>	<b>Cost</b>	
Tracking of PP/SEND students at every ATP to enable rapid intervention	<ul style="list-style-type: none"> <li>Review of support and intervention for every PP/SEND student at each ATP</li> </ul>	£0	
Key link worker programme	<ul style="list-style-type: none"> <li>Each student meets 1:2:1 to discuss learning and potential barriers and work on solutions</li> <li>Build strong relationships with families</li> </ul>	£10,000	
Self-esteem and resilience programmes	<ul style="list-style-type: none"> <li>PP/SEND students are equipped with the social skills to access the classroom environment with confidence</li> <li>PP/SEND students are able to understand that errors are part of the learning experience</li> </ul>	£3,425	
Speech and language screening	<ul style="list-style-type: none"> <li>All PP students are screened to ensure early identification of speech and language issues which may delay progress</li> <li>As a consequence appropriate interventions can be put in place</li> </ul>	£3,000	
		<b>Total budgeted cost</b>	£16,425

## 2. Impact Statement (adapted to review the impact of remote learning during lockdown 20.03.20 – 01.09.20)

### i. Quality teaching for all





Action	Impact	Lessons learned (and whether you will continue with this approach)	Cost
Teaching and Learning Communities with a focus on the development of the	During Terms 1 and 2 (Autumn) TLC organised in multi discipline groupings	CONTINUE WITH ADAPTATIONS TO REFLECT CURRENT NEED	£4,000
Additional staffing in Maths and English.	Smaller class size and sets meant that teaching and learning was more focused.	CONTINUE	£20,000
Robust literacy policy developing disciplinary vocabulary and a love of reading.	100% of students engaging in at least 2 tutor group reading sessions per week in addition to personal reading time in English. All year 10 students also involved. Surveys show students are aware of importance of reading now and recognise input across all subjects	CONTINUE  Develop specific foci for 20-21 in relation to reading and vocab development	£2000
<ul style="list-style-type: none"> <li>• How was high-quality teaching sustained during lockdown?</li> <li>• How successful was the remote offer and how do you know?</li> <li>• What lessons did you learn?</li> </ul>			
<p>Significant training for staff on delivery of content remotely, a whole INSET day was given over to this.</p> <p>80% of students were regularly engaging with the remote offer.</p> <p>PP students were provided with equipment, including Chrome books in year 10 to assist with the removal of barriers to access the online offer.</p>			

ii. Targeted support and intervention			
Action	Impact	Lessons learned (and whether you will continue with this approach)	Cost
Deputy Head Teacher post with responsibility for attainment	Coordination and monitoring of PP group in Year 11.	CONTINUE	£12,000
Whole school and departmental tracking systems	Tracking of all key groups across all subjects at kev assessment points. Kev Stage 3	CONTINUE WITH ADJUSTMENTS	£4,155
1:2:1 tutoring	<p>All PP students were targeted for 1 to 1 support three times per week during Term 1-2. In Term 3 further support was provided for the PP students furthest from target. Provision provided five times per week for 30 minutes with follow up.</p> <p>School closure in March shortened the proposed programme.</p> <p>Progress score for the PP Maths students based upon CAG -0.3. This is an increase upon previous two years. All students who engaged in the programme from September 19 made positive progress.</p>	<p>CONTINUE</p> <p>The programme built confidence of students and positive progress observed across the academic year. Clear progress observed between Jan and March PPE examinations. Average increase in marks for PP 17 marks</p>	£30,000

Additional TA support English KS3 and KS4	<p>TA support timetabled for KS3 and KS4</p> <p>Reading wise used in this time</p> <p>Offered over lockdown</p> <p>Literacy levels of PP students improved in both KS. Still gaps to address</p>	<p>CONTINUE with adaptations</p> <p>2 programmes in response to need in 7/8/9</p> <ol style="list-style-type: none"> <li>1. Reluctant reader RK</li> <li>2. Cognition and learning barriers SEN</li> </ol>	£13,000
Most Able coordinator post	<p>Meeting scheduled with key students – led by DHT as opposed to Coordinator. 14 students achieved a positive progress 8 score, 2 students achieved a negative progress 8 score. Progress for the HPA PP students positive.</p>	<p>CONTINUE</p> <p>Individual support and monitoring benefits students</p>	£2,500
KS4 study group	<p>Space available but not targeted, or focused.</p>	<p>CONTINUE WITH ADAPTATIONS</p> <p>‘Keep up, Catch up’ is the new manifestation of this. It needs to be targeted and PP</p>	£1,000

		attendance will be encouraged, supported and monitored.	
Period 6 for KS4	Programme created and initiated at the start of Term 3. Attendance of required sessions for PP students at 94% before closure. All PP students issued with relevant revision guides and resources to support revision.	CONTINUE  Some adaptations made to the programme to reduce clashing of subject sessions to enable wider accessibility to wider range of subjects	£2,000
Harbour provision	Harbour provision established in T2. Some initial impact (fewer lesson removals for some students).  This year has been developed into SLR and LEAP provision.	Discontinue Harbour but replaced with a different strategy with the same aims – SLR and LEAP	£5,000
Role Model Mentoring Programme and university visits	Did not go ahead this year due to Covid  Evidence of impact in previous academic year  20-21 project planned	CONTINUE	£1,000

Provision of independent CEIAG	11 cohort 2019-20 only 1 student potentially classed as NEET (BS) but does have YES involvement. Did not attend all of Y11 but was getting continued CEIAG support	CONTINUE	£4,000
Work Experience Programme	100% of students from 2019-20 Y10 cohort had signed up pre-covid but then was not able to go ahead.  Funding is available beyond the PP funding to support this in the coming academic year.	CONTINUE  Y10 cohort 2020-21 have L2 funding (£4500) to support so all Y10 students access WEX. Further £1500 available to support PP and postal code students with travel, equipment and food.	£500
<ul style="list-style-type: none"> <li>• How did you target the needs of PP pupils during lockdown?</li> <li>• How successful were you and how do you know?</li> <li>• What lessons did you learn?</li> </ul>			
<ul style="list-style-type: none"> <li>• Safe and well check and home visits by PLs focused on PP students</li> <li>• Online CEIAG was provided</li> <li>• Telephone consultations with all PP students with the Careers Adviser</li> <li>• 1:2:1 tutoring continued online</li> <li>• Extension and enrichment activities provided</li> <li>• 1:2: appointments offered with PLs to support</li> <li>• All PP students contacted at least once per week and often more</li> <li>• In the event of another school lockdown we should track the quality of work (not just that it is completed) so that we can more robustly and creatively intervene using new skills in remote engagement and delivery.</li> </ul>			



--

iii. Behaviour and Attendance improvement strategies			
Action	Impact	Lessons learned (and whether you will continue with this approach)	Cost
Attendance coordinator	AC worked closely with PSM to develop new systems for monitoring PP groups.	CONTINUE	£17,000
Pastoral Support Manager	PSM developed new attendance tracking system for PP in collaboration with AC.	CONTINUE	£20,000
Pastoral team restructure and development	<p>Staff now allocated to year groups giving a key link staff member for parents/carers and improving the knowledge of students.</p> <p>PLs have responsibility for behaviour, attendance and welfare and have had an impact in attendance that is measurable as indicated above.</p> <p>Mechanisms are in place for further development now in this area.</p>	<p>CONTINUE</p> <p>Pastoral Support Manager can be more successful without having a year group too.</p>	£21,000

School counsellor	Students are referred and self-refer. The counselling service have indicated that this school has a higher need than any other local school that they work with. Waiting lists are always long and students are keen to engage.	CONTINUE  We are hoping to expand capacity by supporting a trainee who will work with a small number of longer term cases.	£6,500
Education Mental Health Practitioner	12 referrals made and picked up so far.  CAMHS referrals reduced in the same period.  A waiting list is currently in operation indicating the level of need.	CONTINUE  This year capacity will be expanded by the extension of hours and the inclusion of some hours from a senior lead for more complex cases.	£0  Externally funded but may become part of the budget in the future
Aspire project	The Aspire project is currently being completed by all year groups, with year 11 planned to complete it after Christmas. Once completed, common themes will be drawn together across all students. PP students will be analysed as their own group, looking at their needs in different year groups and how we can support them in achieving those.  Tutor time intervention for different year	CONTINUE  Impact not clear yet, further data required from students as the project develops, project has huge potential for significant impact.	£3,000

	groups, led by the relevant member of staff to support the student needs		
Subsidy of enrichment activities including contribution to East Sussex Music Service	Students accessed music lesson and money had been identified to support students to participate in the French residential and Yr 8 camp. The trips did not go ahead due to lockdown but a virtual Yr 8 camp was funded which supported wellbeing and mental health by bringing the yr 8 community together.	CONTINUE  This is always required to support PP students in order to create opportunities to build cultural capital and to support their wellbeing and mental health through engagement with positive activities.	£4,000
Hardship fund	Uniform and equipment have been provided to ensure that a lack of these items does not act as a barrier to attendance or engagement at school.  57 families benefitted.	CONTINUE	£2,000
<ul style="list-style-type: none"> <li>• How did you support PP pupils to participate in remote learning during lockdown?</li> <li>• How successful were you?</li> <li>• What lessons did you learn?</li> </ul>			



<p>Lots of conversations with PLs and KSDs with families and students                  Online counselling and mental health support sessions provided                  Dropdown wellbeing days introduced with activities around physical and emotional wellbeing as well as online safety and character development                  Food parcels delivered                  Families supported to access food banks and FSM vouchers                  Equipment packs delivered.                  The Safe and well spreadsheet tracked this support and shows increased engagement after interventions</p>			
<p><b>iv. Catch-Up strategies (including transition Y6-Y7)</b></p>			
Action	Impact	Lessons learned (and whether you will continue with this approach)	Cost
Assistant Head with responsibility for KS3 tracking, attainment	In-line with the feedback from all departments by 11th December, students	CONTINUE Due to Covid no comparative data available to	£12,000
Intervention. Recognised by the class teacher and overseen by LHO.	Those students identified as “not meeting expectations” in core subjects will be	CONTINUE Project delayed due to Covid	£0
Planning for Rank Order implementation.	PP analysis from RO to be completed once all data has been collated. Years 8 and 9 will be compared to last years performance with major changes and trends identified.	CONTINUE	£0

Reading wise programme	Reading Wise programme has been redesigned for greater impact following lockdown in recognition of potential greater losses to literacy during this period. Restructure of 'ownership' of groups of students will have greater impact over next 6 months.	CONTINUE	£2,6000
<ul style="list-style-type: none"> <li>• How did you support transition from Y6 into Y7 during lockdown?</li> <li>• How successful were you?</li> <li>• What lessons did you learn?</li> </ul>			
<ul style="list-style-type: none"> <li>• Online transition in place, including additional sessions for vulnerable students</li> <li>• Reading programmes need to be more targeted so this year we have one for reluctant readers and one for those who have cognitive learning needs.</li> </ul>			
<p><b>v. SEND improvement strategies (PP eligible pupils who also have identified SEN)</b></p>			
Action	Impact	Lessons learned (and whether you will continue with this approach)	Cost
Tracking of PP/SEND students at every ATP	Lists compiled and analysed at ATP and support and intervention reviewed for each	CONTINUE	£0

Self-esteem and friendship groups	Transition for yr 7 identified students PP, including work with their parents.	CONTINUE	£12,000
Key link worker for each SEND/PP student	<p>In place</p> <p>Staff have up to 5 hr per fortnight to meet with and work with allocated students with a focus on removing barriers to learning.</p> <p>Every student on the SEN register who is PP has a key link worker.</p> <p>Particularly successful over lockdown</p>	<p>CONTINUE</p> <p>Lesson learned from this is that the close working with individual students and families is really important in understanding, and therefore removing the barriers.</p>	£12,000
<ul style="list-style-type: none"> <li>• How did you support pupils with SEND to access remote learning?</li> <li>• How successful were you?</li> <li>• What lessons did you learn?</li> </ul>			
<p>SEN work packs online were produced</p> <p>Key link workers made regular contact with families</p> <p>Lesson learned from this is that the close working with individual students and families is really important in understanding, and therefore removing the barriers.</p>			

### 3. Additional comments

**The main lessons learned this year are:**

- The focus on the individual young person and their family is vital and something that can be very impactful in supporting and removing barriers
- Literacy levels have to be a focus
- A sharper focus on ensuring that the distribution of PP students across sets is accurate and that the right teachers are in front of those classes

