

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 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	752 (15/12/21)
Proportion (%) of pupil premium eligible students	35%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	2021 - 2024
Date this statement was published	15 th December 2021
Date on which it will be reviewed	September 2022
Statement authorised by	Sarah Pringle
Pupil premium lead	Luke Honeybourne
Governor / Trustee lead	Stuart Ford

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£233,497.50
Recovery premium funding allocation this academic year	£35,453 (£145 per eligible)
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	£268,932.50
The school has used the School Led Tutoring funding (£29,768) for 1:1 tuition, and the school's 25% contribution of £7435 has been funded from the Recovery Premium. The full amount of the Recovery Premium of £35,453 has been used to fund 1:1 tuition.	

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 all student needs, 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 disadvantaged students 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 strategy is also integral to wider school plans for education recovery, notably in its targeted support through the National Tutoring Programme for students whose education has been worst affected, including non-disadvantaged students.

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: Closing attendance gap between disadvantaged and non-disadvantaged students.</p> <p>Our attendance data over the last few years indicate that attendance among disadvantaged students has lower than for non-disadvantaged students.</p>
2	<p>Attainment: Closing attainment gaps between disadvantaged and non-disadvantaged students.</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. This has resulted in significant knowledge gaps resulting in students falling further behind age-related expectations.</p>
3	<p>High-quality teaching: Ensuring all students have access to the highest quality teaching, regardless of prior ability, within and outside of school.</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>This has resulted in significant knowledge gaps resulting in students falling further behind age-related expectations in the core subjects.</p>
4	<p>Literacy: Allowing all students to access the curriculum through targeted literacy programmes and whole-school reading.</p> <p>Assessments, observations and discussion with KS3 students indicate that disadvantaged students generally have lower levels of reading comprehension than peers. This impacts their progress in all subjects.</p>
5	<p>Maths attainment: 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 significant proportion of students below age-related expectations.</p>

6	<p>Social and emotional issues:</p> <p>Our assessments (including student view data taken from Aspire and the United Learning Student Survey), 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. This is partly driven by concern about catching up lost learning and exams/prospects, and the lack of enrichment opportunities due to the pandemic. These challenges particularly affect disadvantaged students, including their attainment.</p>
7	<p>Co-curricular opportunities: Ensuring that all students, regardless of background, have the opportunity to take part in school trips and visits that will enhance their understanding of the curriculum and build their enthusiasm and development of subject knowledge.</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
<p>Improved attainment among disadvantaged students across the curriculum at the end of KS4, with a focus on core subjects.</p>	<p>2024/25 KS4 outcomes demonstrate that disadvantaged students achieve:</p> <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.
<p>Improved reading comprehension among disadvantaged students across KS3.</p>	<p>Reading comprehension tests demonstrate improved comprehension skills among disadvantaged students and a smaller disparity between the scores of disadvantaged students and their non-disadvantaged peers. Teachers should also have recognised this improvement through engagement in lessons and book scrutiny.</p>
<p>Improved metacognitive and self-regulatory skills among disadvantaged students across all subjects.</p>	<p>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.</p>
<p>To achieve and sustain improved wellbeing for all</p>	<p>Sustained high levels of wellbeing from 2024/25 demonstrated by:</p>

<p>students, including those who are disadvantaged.</p>	<ul style="list-style-type: none"> • qualitative data from voice, and parent surveys and teacher observations. • a significant increase in participation in enrichment activities, particularly among disadvantaged students.
<p>To achieve and sustain improved attendance for all students, particularly our disadvantaged students.</p>	<p>Sustained high attendance from 2024/25 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.

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: £155,980.50

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional staff in Maths and English to allow for smaller classes to support student development in the core subjects.	<p>Smaller classes allow great teacher-student interaction and support student progress:</p> <p>Small group tuition EEF (educationendowmentfoundation.org.uk)</p>	2, 3, 6
Teaching and Learning Communities with a focus on the development of the Rosenshine and TLAC principles in the classroom.	<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 Premium progress at a more rapid rate than for non-Pupil Premium students.</p> <p>1. High-quality teaching EEF (educationendowmentfoundation.org.uk)</p>	2, 3, 4, 5
Embed a robust literacy policy which develops disciplinary vocabulary and strong reading. This includes the whole school reading project and disciplinary literacy embedded in each subject.	<p>Vocabulary gap is reduced, and Pupil Premium students have a strong understanding of language required to be successful in academic reading and writing. The EEF indicate that reading comprehension strategies have a significant impact on development.</p> <p>Reading comprehension strategies EEF (educationendowmentfoundation.org.uk)</p>	2, 4
Enhancement of our maths teaching and curriculum planning in line with DfE KS3 and EEF guidance.	<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>	3, 5

	<p>To teach maths well, teachers need to assess students' prior knowledge and understanding effectively, employ manipulatives and representations, teach problem solving strategies, and help pupils to develop more complex mental models:</p> <p>KS2 KS3 Maths Guidance 2017.pdf (educationendowmentfoundation.org.uk)</p>	
<p>Improving literacy in all subject areas in line with recommendations in the EEF Improving Literacy in Secondary Schools guidance.</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:</p> <p>word-gap.pdf (oup.com.cn)</p>	2, 4
<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>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

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

Budgeted cost: £59,166

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Engaging with the National Tutoring Programme to provide a blend of tuition, mentoring and school-led tutoring for pupils whose education has been most impacted by the pandemic. A significant proportion of</p>	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one:</p>	2, 3, 5

<p>the pupils who receive tutoring will be disadvantaged, including those who are high attainers.</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>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>Embed a whole-school-reading programme as a reading intervention to support development of students reading skills, understanding of comprehension and address vocabulary gaps.</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>	4
<p>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>Evidence indicates that one to one tuition can be effective, providing approximately five additional months' progress on average:</p> <p>One to one tuition EEF (educationendowmentfoundation.org.uk)</p>	2, 5
<p>Focused additional TA support in English in KS3 and KS4. The role of the TA must be considered to ensure it adds value in the classroom and builds on the work of the teacher.</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>	2, 3

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

Budgeted cost: £53,786

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Embedding principles of good practice set out in DfE's Improving School Attendance advice.</p> <p>Training with attendance officer to support improved attendance in all students, with a focus on Pupil Premium students.</p>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced persistent absence levels.</p> <p>Improving School Attendance</p>	1, 6
<p>A clear and robust pastoral structure which focuses on identification and removal of barriers including:</p> <ul style="list-style-type: none"> • Pastoral Support Manager • Attendance Coordinator • Year group Pastoral Leads 	<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>Subject support to allow Pupil Premium students to access a rich and diverse additional curriculum gaining valuable experiences and building cultural capital.</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 learners can make 3 months progress through participating in arts.</p> <p>Teaching and Learning Toolkit EEF (educationendowmentfoundation.org.uk)</p>	2, 6, 7
<p>Education with Character. Working with students outside of the classroom.</p>	<p>Subsidised trips, visits and in-school activities to develop cultural knowledge, capital and education with character.</p> <p>Extra-curricular activities, soft skills and social mobility - GOV.UK (www.gov.uk)</p>	6, 7
<p>Programme of support and intervention to ensure that Pupil Premium students are aspirational and know how to access further and higher</p>	<p>Targeted support through work experience programmes and access to careers work in school.</p> <p>This includes:</p>	1, 2, 6, 7

<p>education. Creation of a lead role to coordinate and oversee this work.</p>	<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 	
<p>Contingency fund for acute issues.</p>	<p>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.</p>	<p>All</p>

Total budgeted cost: £ 268,932.50

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 2020 to 2021 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. Please see link to our Pupil premium plan from the academic year 2020-2021. This was updated due to the impact of Covid 19. The overall three-year strategic plan was also adapted due to Covid, but a review of strategies can be found below. Performance measures have not been published for 2020-2021 and are not to be used to hold schools to account but do support the narrative of the impact of our three-year strategic plan.

[PP Plan and Impact Statement 2020 \(seahavenacademy.org.uk\)](https://seahavenacademy.org.uk)

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
- Participation in the **From Mitigation to Success: East Sussex** programme. Events take place in November, January and May.
- Analysis of the myaspire.app platform data provided by Pupil Premium s to determine if their needs are being met.