

## Pupil premium strategy statement – Seahaven Academy

This statement details our school's use of pupil premium funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the outcomes for disadvantaged pupils last academic year.

### School overview

Detail	Data
School Name	Seahaven Academy
Number of pupils in school	703
Proportion (%) of pupil premium eligible pupils	36%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2025-26 to 2027-28
Date this statement was published	December 2025
Date on which it will be reviewed	September 2026
Statement authorised by	Mark Newnham-Reeves
Pupil premium lead	Mary O'Brien
Governor / Trustee lead	Stuart Ford

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£277,700
Pupil premium funding carried forward from previous years ( <i>enter £0 if not applicable</i> )	£0
Pupil premium funding allocation for LAC and PLAC students	£10,520
<b>Total budget for this academic year</b> <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£288,220

## 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, oracy 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.

At the centre of our approach is the focus on teaching & learning, ensuring both the curriculum and assessments are responsive to the varying needs of disadvantaged students. Our ambitious curriculum is designed to ensure all pupils secure confidence and knowledge to thrive in the next stage of their education and throughout their lives. By teaching the curriculum to a high standard and delivering education with character, we support disadvantaged students develop their academic currency and cultural capital, enabling them to be motivated lifelong learners and productive young adults. We use research-informed strategies, such as the EEF recommendations, Rosenshine Principles and TLaC strategies, to embed and sustain high-quality teaching through 'The Seahaven Way'

This approach is proven to have the greatest impact on the progress and attainment of disadvantaged students, whilst also being of benefit to all students. In addition to a focus on high-quality classroom teaching, a tiered approach is used to offer targeted support and embed wider strategies. Our whole school approach will continue to be responsive to common challenges, such as barriers to regular attendance and literacy deficits, whilst also responding effectively to the individual needs of pupils. Outlined in the rationale below are details of how we will identify barriers to success and ensure research-informed solutions are embedded to enhance the success of disadvantaged students.

To ensure our strategy is effective, we will:

- Ensure that disadvantaged pupils are challenged in all lessons and can access homework tasks and programmes.
- Ensure that disadvantaged pupils take part in extra-curricular and enrichment activities and trips, helping to build cultural capital.
- Ensure that disadvantaged pupils have access to excellent, independent careers advice and move on to Level 3 courses at 16 and higher education or high-level apprenticeships at 18.
- Ensure that disadvantaged pupils attend as regularly as non-disadvantaged pupils.
- Act early to intervene at the point need is identified.
- Adopt a whole-school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve.

- Work in partnership with families and the wider community to support pupils' academic and personal development.
- Monitor and evaluate the impact of our strategy through regular data analysis, pupil voice, and staff feedback, adapting our approach as needed to ensure maximum effectiveness.

## Challenges

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

Challenge number	Detail of challenge
1	<p><b>Attainment</b></p> <p>We aim to secure passport qualifications for all learners, ensuring that PP students leave school with the outcomes needed to access further education, training, or employment. We recognise the persistent attainment and progress gap between our disadvantaged pupils (Pupil Premium) and their peers. Current data highlights a significant disparity: the average Attainment 8 score for non-PP students stands at 30.75 compared to 43.45 for PP students. In core subjects, this gap is particularly pronounced, with BASICS 4+ and 5+ outcomes for PP pupils at 48% and 18% respectively, versus 70% and 45% for non-PP pupils.</p>
2	<p><b>Attainment</b></p> <p>Many of our PP students do not know how to work and revise independently. Some do not have the space, facilities, or structure to do so at home. We need to provide our students with structured space and facilities for homework and revision. Lack of IT/Internet at home reduces opportunities for learning at home and as a result reduced levels of progress in school.</p>
3	<p><b>Teaching and Learning</b></p> <p>Evidence from the EFF (2024) suggests that disadvantaged students can face additional barriers to learning in the classroom. Where this is the case, information to support teachers should be identified, disseminated and acted upon quickly. Blue folders are 'live' documents that are updated and reviewed regularly.</p>
4	<p><b>Teaching and Learning</b></p> <p>The development of quality first teaching sits at the heart of our approach to teaching and learning, with an ethos of 'pupil premium first'. Ongoing CPD responds to the consistent development of scaffolding techniques to ensure every student, but particularly those who are disadvantaged, can feel successful and access the full curriculum.</p>
5	<p><b>Teaching and Learning</b></p> <p>Evidence from the EFF (2024) suggests that disadvantaged students can start school with gaps in their vocabulary and with a lower ability in reading than their advantaged peers. This sits at the forefront of our minds when completing NGRT testing to ensure gaps are identified early and that interventions start swiftly. In addition, further opportunities for explicit vocabulary teaching are provided to students in all lessons. PP students are actively prioritised for intervention.</p>

6	<p><b>Behaviour and Culture– Attitudes to Learning</b></p> <p>Impact on learning due to repeat sanctions resulting in disadvantaged pupils being out of class more than non-disadvantaged pupils.</p> <p>Pupil premium students are overrepresented in behaviour data and therefore likely to be sanctioned for not following the school's behaviour policy. This over-representation can be accounted for by students with double or triple barriers such as PP, SEND and/or EAL</p>
7	<p><b>Behaviour and Culture– Attitudes to Learning</b></p> <p>Significant barriers to learning in terms of high levels of adverse childhood experiences. We need to continue to support the mental health and wellbeing of our students. Due to the many challenges our students face at home, this has become an increasing issue for students and the school. There is a high demand for additional SEMH provision and intervention</p>
8	<p><b>Attendance</b></p> <p>Attendance to school for our most vulnerable disadvantaged students negatively affects pupils' progress. The attendance gap between Pupil Premium and Non-Pupil Premium students remains- PP students 80%, non-PP 90.9% ,50% of pupil premium pupils are considered persistently absent compared to 21.6% of non-pupil premium children. 14.9% of PP students were severely absent last academic year.</p>
9	<p><b>Education with Character – Sense of belonging</b></p> <p>Social deprivation in the area we serve leads to a lack of cultural capital and enrichment opportunities. We are committed to ensuring that every student has equal access to enriching experiences beyond the classroom. To achieve this, we will work closely with parents and carers to remove barriers to participation. This includes providing clear communication and support for free trips, as well as giving advance notice for any paid trips so families have sufficient time to plan and budget. By linking with parents and offering practical assistance where needed, we aim to make these opportunities inclusive and accessible for all students, regardless of financial or logistical challenges.</p>
10	<p><b>Education with Character – Sense of belonging</b></p> <p>PP students underrepresented in rewards and attendance in clubs. Financial constraints often mean that students need to be supplied with uniform or equipment to enable them to feel secure in school and fully participate in school life, including extra-curricular activities.</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 school specifically at KS4 with a particular focus on core and EBacc subjects.	<ul style="list-style-type: none"> <li>Reduced PP v non-PP Attainment 8 gap in Year 11</li> <li>Attainment of disadvantaged students in basics shows a year-on-year improvement, narrowing the gap between their attainment and their non-disadvantaged peers</li> </ul>

<p>We need to provide our students (focus on disadvantaged) with the knowledge and skills to study effectively including how to self-regulate. Structured space and facilities for homework and revision provided.</p>	<ul style="list-style-type: none"> <li>• Positive engagement and student evaluations from Action Your Potential workshops.</li> <li>• Increase in students attending homework club and student study facilities.</li> <li>• Improvement in school PP position on Sparx leaderboard.</li> <li>• Improved attendance to P6 sessions and additional interventions</li> </ul>
<p>Disadvantaged students who face additional barriers are quickly identified during the transition process from primary school. Leaders identify and disseminate this information quickly and teachers use it to plan their teaching and learning from the start of September.</p>	<ul style="list-style-type: none"> <li>• Disadvantaged students are identified during the transition process from primary school, through focused meetings with key staff for example the SENCO and HoY.</li> <li>• Information about disadvantaged students is disseminated by leaders quickly.</li> <li>• Teachers use information about disadvantaged students to inform their classroom practice from the start of September.</li> </ul>
<p>Disadvantaged students with gaps in their vocabulary are quickly identified and a suite of interventions ensure they catch-up rapidly.</p>	<ul style="list-style-type: none"> <li>• Reading ages and NGRT Stanine are identified at the start of Year 7</li> <li>• All students with a stanine of 1-3 undergo further testing to diagnose specific area of need.</li> <li>• A range of interventions focusing on phonics decoding, vocabulary, fluency and comprehension are in place across every year group.</li> <li>• The whole-school reading strategy ensures that students are exposed to a range of texts, a range of vocabulary and the modelling of fluent reading.</li> <li>• Library usage to show a greater usage amongst disadvantaged</li> <li>• Year 7 transition mentor to collate information on barriers to learning from Year 6</li> <li>• Increased primary school visits with a focus on PP transition.</li> </ul>
<p>The quality of teaching and learning and the classroom resources which are used allow every student to make rapid progress, but especially those who are disadvantaged.</p>	<ul style="list-style-type: none"> <li>• The quality of teaching is consistently good across the school, in every department.</li> <li>• Teachers use modelling and scaffolding techniques to ensure every student is supported to make excellent progress. This is evident in student books.</li> <li>• Teachers regularly use mini-whiteboards and visualisers confidently to check the understanding of disadvantaged students and to provide scaffolds.</li> <li>• The writing completed during 'The Blue Zone' and other independent practice is of the same</li> </ul>

	quality between disadvantaged and advantaged students
To reduce the amount of time disadvantaged students, spend out of class due to repeat sanctions.	<ul style="list-style-type: none"> <li>• Behaviour tracking data shows reduced gaps in disadvantaged students out of class due to sanctions compared to non-PP.</li> <li>• Increased opportunities for students to engage with Education with Character activities and have a greater sense of belonging.</li> <li>• Streaming so that students have greater access to appropriate content and therefore are more engaged in and see the benefits of learning to realise their ambitions.</li> <li>• Curriculum in Refocus/Reset area mirrors school curriculum to prevent gaps in learning widening.</li> <li>• Additional in-house screening to explore possible barriers to learning,</li> </ul>
Identify and address their Social, emotional, and economic barriers to learning. To continue to support the mental health and wellbeing of our students through outreach and in-school services. This is to support the significant numbers of students presenting with Behavioural, Emotional and Social difficulties.	<ul style="list-style-type: none"> <li>• Reduced levels of wellbeing concerns raised especially recurring behaviours from groups of students.</li> <li>• Increased levels of wellbeing reported in student surveys</li> <li>• Reduced numbers of internal exclusions for poor behaviour including recurring behaviours</li> </ul>
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils. To lessen the gap between PP vs Non-PP attendance.	<ul style="list-style-type: none"> <li>• Attendance of PP children improving term on term.</li> <li>• Celebration of improved attendance through use of rewards and recognition</li> <li>• Targeted intervention and support to overcome barriers to attendance through pastoral team</li> <li>• Rising trends for PP pupils with previously high absence, PA or SA</li> <li>• Attendance support in place for key families through attendance support plans and LA involvement.</li> <li>• New attendance team developed and trained with a particular focus on Pupil Premium</li> </ul>
PP students will be highly represented in the Extra Curricular offer. Disadvantaged students will have access to the Values Days and Trips at the end of the year	<ul style="list-style-type: none"> <li>• PP students will be highly represented in the Extra Curricular offer</li> <li>• All disadvantaged students will be represented at Values Days- even if this means subsidising some trips.</li> </ul>

	<ul style="list-style-type: none"> <li>• When selecting students for awards- we proactively promote and value students who are identified as PP/Disadvantaged.</li> <li>• Students attend and have a full trip outside of the classroom.</li> <li>• Linking trips and extracurricular activities to raising aspirations and career and further education opportunities.</li> </ul>
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## Activity in this academic year

This details how we intend to spend our pupil premium funding **this academic year** to address the challenges listed above.

## Teaching (for example, CPD, recruitment and retention)

Budgeted cost: **£144,554**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Evidence-informed CPD, planned throughout the year, regards implementation as a process and not a one-time event.</p> <ul style="list-style-type: none"> <li>Embedding strategies from The Seahaven Way T&amp;L Policy, drawing on TLaC and Rosenshine's Principles to ensure high-quality teaching across the curriculum.</li> <li>Adaptive teaching strategies ensures effective 'wave 1' provision for students with a range of barriers to learning.</li> <li>The creation of a CPD Library for staff to access high-quality research and evidence-informed resources.</li> <li>Creating a culture of high expectations and challenge for all</li> <li>Comprehensive induction programme for new staff to align them to whole school strategies and principles.</li> <li>Creation of the SEND Handbook to support students who are PP and SEND.</li> </ul> <p>Associated costs include the production of the "The Seahaven Way," TLaC books, CPD Library books, cover for CPD research visits</p> <p>Cost: £2,402</p>	<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>High-quality teaching   EEF (educationendowmentfoundation.org.uk)</p> <p><a href="https://educationendowmentfoundation.org.uk/news/moving-from-differentiation-to-adaptive-teaching">https://educationendowmentfoundation.org.uk/news/moving-from-differentiation-to-adaptive-teaching</a></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/cognitive-science-approaches-in-the-classroom">https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/cognitive-science-approaches-in-the-classroom</a></p> <p><a href="#">Special Educational Needs in Mainstream Schools   EEF</a></p>	1,2,3,4,5
<p>Teachers use mini-whiteboards and visualisers effectively to model and scaffold written tasks. This ensures every student is supported to make excellent progress.</p>	<p>Research from the EEF demonstrates that providing high-quality models supports students from disadvantaged background, as well those with SEND.</p>	1,2,3,4,5



<p>Investment in technology resources to support Teaching and Learning e.g. Visualisers and timers</p> <p>Cost: £1,723</p>	<p>High-quality teaching   EEF (educationendowmentfoundation.org.uk)</p> <p><a href="https://my.chartered.college-research-hub/using-visualisers-to-give-whole-class-feedback/">https://my.chartered.college-research-hub/using-visualisers-to-give-whole-class-feedback/</a></p> <p><a href="https://researchschool.org">https://researchschool.org</a></p> <p><a href="#">The use of mini whiteboards in the...   Durrington Research School</a></p> <p><a href="#">Using Digital Technology to Improve Learning   EEF</a></p>	
<p>Continuous improvement to the quality of Teaching and Learning across the school through the Instructional Coaching platform 'Steplab.'</p> <p>Cost: £843</p>	<p>Regular verbal feedback is given to students to refocus learners on specific actions to achieve their learning goals.</p> <p>Teachers are provided with clear actionable teaching steps which provide achievable goals for improvement.</p> <p>Teachers are supported to direct their limited attention and working memory towards key information about what is happening in the classroom.</p> <p>Teachers are able to change their habits gradually over time through a cycle of continuous improvement.</p> <p>Teaching Assistants have their own Step Lab support steps to further develop and improve practice.</p> <p><a href="https://steplab.co/resources/the-evidence-and-rationale-behind-steplab/66d9c87f0982810001156bd9">https://steplab.co/resources/the-evidence-and-rationale-behind-steplab/66d9c87f0982810001156bd9</a></p> <p><a href="https://www.ambition.org.uk/blog/supporting-schools-to-maximise-the-impact-of-instructional-coaching/">https://www.ambition.org.uk/blog/supporting-schools-to-maximise-the-impact-of-instructional-coaching/</a></p>	<p>1,2,3,4,5</p>

	<a href="#">Feedback   EEF</a>  <a href="#">Individualised instruction   EEF</a>	
<p>Implementation and use of educational software packages and home learning online platforms across the school to improve teaching and learning and acquisition of knowledge in various subjects as well as to record and monitor other important student data e.g. Exam Pro, Arbor, Lexia subscription</p> <p>Homework platforms: Language Nut, Year 11 Sparx Maths and Sparx Science homework and Sparx Maths, Science and SPARX Reader used for KS3 and Year 10 homework, both of which give students feedback specific to them.</p> <p>Cost: £8,192</p>	<p><a href="#">Teaching and Learning Toolkit   EEF</a></p> <p>Evidence shows through a 'Growth mindset' approach of continued effort and practice then improvement will be made. Quality homework at secondary shown to have moderate impact (EEF)</p>	1,2,3,4,5
<p>Additional staff in Maths to allow for smaller classes to support student development</p> <p>Cost: £24,927</p>	<p>Smaller classes allow great teacher-student interaction and support student progress:</p> <p><a href="#">Small group tuition   EEF (educationendowmentfoundation.org.uk)</a></p>	1,2,3,4,5
<p>Additional Teacher (Teach First) in English to add capacity for catch up small group teaching and small group literacy / English intervention including PP students with SEND.</p> <p>Cost: £24,358</p>	<p>Smaller classes allow great teacher-student interaction and support student progress:</p> <p><a href="#">Small group tuition   EEF (educationendowmentfoundation.org.uk)</a></p>	1,2,3,4,5
<p>Embed a robust literacy policy which develops disciplinary vocabulary and strong reading. This includes:</p> <ul style="list-style-type: none"> <li>• The whole school reading project</li> <li>• All teachers as teachers of reading and vocabulary (disciplinary literacy approach)</li> <li>• Classroom libraries and structured support towards</li> </ul>	<p>Vocabulary gap is reduced.</p> <p>Students eligible for pupil premium funding have a strong understanding of language required to be successful in academic reading and writing.</p>	1,2,3,4,5

<p>independent reading for pleasure in KS3</p> <ul style="list-style-type: none"> <li>• Specialist-led interventions in reading fluency</li> <li>• Specialist-led interventions to tackle gaps in phonics knowledge</li> <li>• Development of oracy strategy across curriculum</li> <li>• CPD throughout year to embed strategies to support reading development across curriculum.</li> <li>• CPD to develop oracy across curriculum.</li> <li>• Training of 5 staff for Lexonik intervention to close phonics gaps. Interventions supported by librarian</li> </ul> <p>Cost: £13,965</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><a href="#">Reading comprehension strategies   EEF</a> (<a href="#">educationendowmentfoundation.org.uk</a>)</p> <p><a href="https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1168960/The_Reading_Framework_July_2023.pdf">https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1168960/The_Reading_Framework_July_2023.pdf</a></p>	
<p>Focused additional TA to support SEN students in KS3 and KS4.</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>Cost: £30,231</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><a href="#">Making Best Use of Teaching Assistants   EEF</a> (<a href="#">educationendowmentfoundation.org.uk</a>)</p> <p><a href="https://www.researchgate.net/publication/230853161_Matthew_Effects_in_Reading_Some_Consequences_of_Individual_Differences_in_the_Acquisition_of_Literacy">https://www.researchgate.net/publication/230853161_Matthew_Effects_in_Reading_Some_Consequences_of_Individual_Differences_in_the_Acquisition_of_Literacy</a></p>	1,2,3,4,5
<p>Year 7 Transition Haven’s Transition Project</p> <p>Cost: £0</p>	<p>All year 6 students transitioning to Seahaven with PP and SEND invited to attend four additional sessions, led by year 9 Student Mentors.</p>	1,9
<p>Edukey is used to map, manage and track the provision for students</p> <p>Cost: £354</p>	<p>Staff have all received logins and have received training on how to use the software. Initial measure of all documents printed for all staff; however, staff can now access and print their own.</p>	1,2

<p>Purchase of standardised diagnostic assessments, specifically NGST, MIDYIS Exact and LASS, Consistent delivery of tests to be overseen by SLT to ensure the process and outcomes are reliable and valid.</p> <p>Purchase and use of other educational support software for use in lessons, testing and for homework.</p> <p>Cost: £3,101</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><a href="#">Standardised tests   Assessing and Monitoring Pupil Progress   Education Endowment Foundation   EEF</a></p> <p>Increase in the number of students with an Access Arrangement.</p>	1,2,3,4,5
<p>Compulsory period 6 revision sessions and holiday camps for all Year 11 PP students. Revision guides purchased for PP students for English, Maths and Science</p> <p>Cost: £3,426</p>	<p>Providing opportunities for students to complete structured practice that they may not be able to do at home. Additional time for students to improve areas for development within subjects.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit</a></p>	1,2
<p>Rank Order Assessment as a driver for attitude to learning and academic performance in lessons</p> <p>Cost: £8,204</p>	<p>Data manager to analyse and present the data so that students can understand their own performance and target how to improve</p>	1,2,3,4,5
<p>Embedding principles of good practice set out in DfE's Working together to improve school attendance. Recruitment of additional Attendance Co-Ordinator with specific responsibility for Pupil Premium</p> <p>Cost: £22,828</p>	<p>Absence rates have increased post covid-lockdowns. 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><a href="https://www.gov.uk/government/publications/working-together-to-improve-school-attendance">https://www.gov.uk/government/publications/working-together-to-improve-school-attendance</a></p>	1 2 ,8

	<p><a href="https://researchbriefings.files.parliament.uk/documents/CBP-9710/CBP-9710.pdf">https://researchbriefings.files.parliament.uk/documents/CBP-9710/CBP-9710.pdf</a></p> <p>There is a strong correlation between absence and final GCSE outcomes.</p> <p><a href="https://ffteducationdata-lab.org.uk/2022/08/some-more-things-weve-learned-about-schools-gcse-results/">https://ffteducationdata-lab.org.uk/2022/08/some-more-things-weve-learned-about-schools-gcse-results/</a></p> <p>FFT data here suggests a significant relationship between absence and progress 8 - approximately 65% of the disadvantage gap.</p> <p><a href="https://ffteducationdata-lab.org.uk/2023/07/the-impact-of-absence-on-progress-8/">https://ffteducationdata-lab.org.uk/2023/07/the-impact-of-absence-on-progress-8/</a></p>	
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#### Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £49,191

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Development of the 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 addressing vocabulary gaps.</p> <p>Staff CPD on reciprocal reading and the implementation of the SEEC reading technique listed in the Seahaven Way.</p> <p>Cost: £1,349</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.)</p> <p><a href="https://educationendowmentfoundation.org.uk/news/eef-blog-shining-a-spotlight-on-reading-fluency">https://educationendowmentfoundation.org.uk/news/eef-blog-shining-a-spotlight-on-reading-fluency</a></p> <p><a href="#">EEF_KS3_KS4_LITERACY_GUIDANCE.pdf</a></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>	1,2,5

	<a href="#">Reading comprehension strategies   Toolkit Strand   Education Endowment Foundation   EEF</a>	
<p>Pupil Premium students access high quality, independent careers guidance and secure a post-16 destination</p> <p>Programme of Careers support and intervention to ensure that Pupil Premium students are aspirational and know how to access further and higher education.</p> <p>Cost: £16,678</p>	<p>Targeted support through work experience programmes and access to careers work in school.</p> <p>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> <li>• 1:1 Career guidance support to all yr 11 Pupil Premium students</li> </ul> <p><a href="#">social-mobility-policy-statement-july-2017.pdf</a></p>	1,2,9
<p>Careers Trips outside of school and for work experience should target students from Disadvantaged Groups before offering out to other students.</p> <p>Cost: £24</p>	<p>Students from disadvantaged backgrounds are more likely to not attend University or go on to further education. By targeting these groups of students, we can bridge the gap in this capacity.</p>	1,2,9,10
<p>Breakfast before all exams, stationery, equipment, and materials to support students for exams</p> <p>Cost: £4,416</p>	<p>Evidence shows that completing assessments having eaten a full breakfast will enable students to concentrate for longer and perform better</p>	1,2,9,10
<p>Study Skills / Homework club</p> <p>Cost: £922</p>	<p>Students are given the opportunity to study in the school library and computer rooms after school/lunchtime, to complete homework tasks and to work on coursework. The clubs are supervised by Cover supervisors who offer support to students completing their work as well as</p>	1,2

	<p>running subject specific workshops. PP students who are also SEND, are invited to SEND homework club which is supported by Teaching Assistants. Evidence from the EEF suggests that homework can have an impact of up to 5 months progress across an academic year. Regular homework that is more routinely set can also can an impact of 2 to 3 months progress</p> <p><a href="#">Homework   EEF</a></p>	
<p>Students in Y11 have English and Maths teachers as their Form Tutors, to provide bespoke interventions and additional support time.</p> <p>Progress meetings arranged in Year to support students</p> <p>Cost: £2,010</p>	<p>Tutoring is most effective when aligned with the curriculum and English and maths teachers are uniquely positioned to ensure this alignment. Evidence suggests that having English and maths teachers as form tutors at GCSE can lead to substantial gains in learning. Students receiving additional support from their form tutors often report increased confidence, resilience and engagement.</p> <p><a href="#">Independent review of tutoring in schools: phase 1 findings - GOV.UK</a></p>	
<p>Targeted mentoring of underperforming PP students</p> <p>Cost: £20,310</p>	<p>Short regular sessions a fortnight over a long period is shown to have an impact (EFF). This will ensure that we can target key PP students who are underperforming after each data analysis.</p>	1,2,6,8
<p>Purchase of Boxall Online and Docs Plus software and examination reading pens.</p> <p>Cost: £3,482</p>	<p>Removing barriers to success</p>	3

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

Budgeted cost: £95,443

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>Monitoring and evaluating regularly review attendance data.</p> <p>Targeted and structured interventions: Informal support meetings using the ESSC Pupil Voice – Pupils Views on Attendance Difficulties and APDR.</p> <p>Whole school attendance tracker. (Monitoring the impact of approaches EEF)</p> <p>Whole School Tracker – focussing on the 4-tier approach to intervening quickly:</p> <p>Tier 1: Nudge / HOY Monitor</p> <p>Tier 2: Informal support phone calls</p> <p>Tier 3: Attendance Support meetings / School Agreement.</p> <p>Tier 4: 10:10 / FPN</p> <p>Daily absence trackers.</p> <p>Cost £0</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><a href="https://www.gov.uk/government/publications/working-together-to-improve-school-attendance">https://www.gov.uk/government/publications/working-together-to-improve-school-attendance</a></p> <p><a href="https://researchbriefings.files.parliament.uk/documents/CBP-9710/CBP-9710.pdf">https://researchbriefings.files.parliament.uk/documents/CBP-9710/CBP-9710.pdf</a></p> <p>There is a strong correlation between absence and final GCSE outcomes.</p> <p><a href="https://ffteducationdatalab.org.uk/2022/08/some-more-things-weve-learned-about-schools-gcse-results/">https://ffteducationdatalab.org.uk/2022/08/some-more-things-weve-learned-about-schools-gcse-results/</a></p> <p>FFT data here suggests a significant relationship between absence and progress 8 - approximately 65% of the disadvantage gap.</p> <p><a href="https://ffteducationdatalab.org.uk/2023/07/the-impact-of-absence-on-progress-8/">https://ffteducationdatalab.org.uk/2023/07/the-impact-of-absence-on-progress-8/</a></p> <p><a href="#">Attendance interventions rapid evidence assessment   EEF</a></p> <p><a href="#">6. Monitor the impact of approaches   EEF</a></p>	1,2,3
<p>Daily before school breakfast club</p> <p>Cost: £1,145</p>	<p>There is some evidence that providing free, universal before-school breakfast clubs can benefit</p>	3



	<p>pupils by preparing them for learning or supporting behaviour and school attendance.</p> <p><a href="#">Free school breakfast provision   EEF</a></p> <p>We provide a separate Breakfast Club for targeted students with PP and SEND.</p>	
<p>A clear and robust pastoral structure which focuses on identification and removal of barriers including behaviour Reset and embedding new school values (Cost of uniform, equipment, rewards)</p> <p>Cost: £5,553</p>	<p>Enhanced pastoral support for students ensures barriers are removed that can negatively impact on learning.</p> <p><a href="#">The EEF guide to supporting school planning - A tiered approach to 2021.pdf (educationendowmentfoundation.org.uk)</a></p> <p>Developing a positive school ethos or improving discipline across the whole school which also aim to support greater engagement in learning</p> <p><a href="#">Improving behaviour in schools</a></p>	1
<p>Use Rewards budget to reward PP students and provide them with a sense of belonging and positivity around school. Students will be rewarded for attendance, behaviour, and homework.</p> <p>Cost: £734</p>	<p>Disadvantaged students should be disproportionately represented at Rewards Events including assemblies and termly prizes allowing them to feel a part of the school and be recognised for their efforts. As students from areas of disadvantage are more disproportionately impacted around attendance- there should be a more active approach to rewarding these students.</p>	1,2,6,9,10
<p>Internal alternative provision e.g. Engage Provision/Refocus / Reset</p> <p>Cost: £179</p>	<p>Behaviour interventions seek to improve attainment by reducing challenging behaviour in school</p> <p><a href="#">Behaviour interventions   EEF</a></p>	1,2,6,7
<p>Alternative external provision – time-limited intervention to break negative cycles of behaviour, improve school attendance, wellbeing, and attainment.</p> <ul style="list-style-type: none"> <li>KS4- The Workplace; Plumpton one-day courses</li> </ul>	<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><a href="https://explore-education-statistics.service.gov.uk/find-">https://explore-education-statistics.service.gov.uk/find-</a></p>	6,7

<ul style="list-style-type: none"> <li>Associated costs e.g. KS4 AP</li> </ul> <p>Cost: £6,870</p>	<a href="#">statistics/permanent-and-fixed-period-exclusions-in-england</a>	
<p>Mentoring through – Brighton and Hove Foundation, ESBA, MHST, ESCC</p> <p>Cost: £16,649</p>	<p>Data shows that students with low confidence and self-esteem underachieve (Sutton Trust). This is often linked to poor attendance which in turn impacts progress</p> <p><a href="#">Pupil Premium strategies: A guide for teachers - The Sutton Trust</a></p> <p>Social and emotional skills support effective learning</p> <p><a href="#">Social and emotional learning   EEF</a></p>	2,6,7
<p>Uniform, travel, materials, books, stationery, and equipment expenditure to allow PP students access to the correct uniform and cultural capital if financial issues are apparent</p> <p>Cost: £11,660</p>	<p>At Seahaven Academy, we are serving a demographic with financial issues. Ensuring that all students have access to the necessary uniform, books and equipment is crucial in removing barriers to learning. By providing these resources, we enable Pupil Premium students to fully engage in their education, boosting confidence and helping them achieve their full potential inside and outside the classroom.</p>	6,7,8,9,10
<p>Provide spaces on Educational Trips for students where possible and necessary.</p> <p>Cost: £2,957</p>	<p>Students attending educational experiences outside of the classroom develop stronger relationships with staff and develop a sense of belonging within our school community. Many of the Values Days offers also include culturally enriching school experiences which could provide significant value to students.</p>	9,10
<p>Track attendance at Extra Curricular Events on Arbor.</p> <p>Cost: £2,124</p>	<p>This should allow us to understand if students are attending the Extra-Curricular Clubs. We can then proactively promote clubs which students would like to attend.</p>	9,10
<p>A quiet space every lunchtime for KS4 students to use for study. Lunchtime homework club available to KS3 students</p>	<p>Research tells us that students work better where they have little to no distraction. A quiet place to study is essential and is</p>	1,2,9,10

Cost: £998	something we will offer our PP students for the year	
PP students with SEN Associated costs: £26319 (PP-proportion of roles) Additional costs not already accounted for: £45,075	Learning Support lead roles as link point between student, school, and home –support academic tracking and intervention for attendance and progress	1,2
Form Tutor Monitoring at key points in the school year.	<p>Regular one to one conversations help build positive trusting relationships. Tutors can help identify early signs of stress, anxiety or disengagement and refer students to appropriate support. The Anna Freud Centre and DfE guidance emphasise the role of trusted adults in promoting student wellbeing and resilience. Conversations can encourage goal setting and self-reflection, improve engagement and motivation and enhances communication between home and school.</p> <p><a href="#">Intervention that helps pupils normalise everyday emotions leads to better wellbeing   UCL News - UCL – University College London</a></p> <p><a href="#">Intervention that helps students normalise everyday emotions the ‘most promising’ trialled in landmark mental health study   Anna Freud</a></p>	ALL

**Total budgeted cost: £289,188**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

During the last academic year, Seahaven Academy CPD offer to staff continued to be focused on ensuring high quality, research-based, effective teaching & learning strategies. This CPD offer included whole school T&L CPD, subject specific CPD and a whole school focus on developing oracy, which is aimed to support our disadvantaged student's progress.

Attendance remains a key priority at Seahaven Academy, with a coordinated approach led by the attendance team and supported by year teams, form tutors, safeguarding staff, and pastoral leads. Whole-school attendance improved by 0.8% compared to the previous year, while Pupil Premium attendance rose by 2.6% (from 77.4% to 80%), significantly outpacing the 0.4% increase for non-PP students. This means the attendance gap narrowed across all year groups except Year 10, with Year 7 showing a particularly strong improvement where the gap was just 0.5%. Persistent absence among FSM6 students has fallen markedly over three years (61.2% → 52.5% → 44.0%), representing sustained progress, although rates remain above national averages. Robust systems are in place for early intervention when attendance dips are identified, and rewards and recognition are strategically used to celebrate both excellent and improved attendance.

Targeted strategies to reduce Pupil Premium (PP) suspensions and improve behaviour have delivered positive results and remain a core focus of our approach. Over the past three years, PP suspensions have fallen significantly: from 372 in 2022–23 to 252 in 2023–24, and further to 245 in 2024–25. Non-PP suspensions have also reduced sharply, from 328 to 112 over the same period. This sustained downward trend reflects the effectiveness of our behaviour interventions and our commitment to creating a safe, supportive learning environment for all students.

Latest data from our IDSR shows sustained improvement and the gap narrowing:

- English & maths grade 4+: school 47.5% vs national disadvantaged 43.4%; the gap to national non-disadvantaged narrowed from -30.6 to -25.3.
- English & maths grade 5+: school 30.0% vs national disadvantaged 25.8%; gap narrowed from -25.8 to -23.1
- Maths grade 4+ (disadvantaged): school 52.5% vs 49.4%; gap narrowed from -30.8 to -24.9
- Maths grade 5+ (disadvantaged): school 37.5% vs 31.0%; gap narrowed from -24.8 to -21.7.
- Mathematics P8 gap (vs national non-disadvantaged) narrowed from -0.78 to -0.68; overall banding remains "close to average".
- Science value-added gap (vs national non-disadvantaged) narrowed from -0.57 to -0.52..html).html)
- Humanities grade 4+ gap (vs national non-disadvantaged) narrowed from -29.2 to -27.5)

Pupil Premium Progress 8 and Attainment 8 scores have shown improvement over time, although gaps remain compared to non-PP students. From 2022–23 to 2023–24, P8 improved from -0.73 to -0.66, while A8 remained stable at 31.58 before a slight dip to 30.75 in 2024–25. To further close this gap, our teaching approach is anchored in evidence-based strategies: lessons follow the I-We-You model, incorporating Teach Like a Champion techniques and Rosenshine's principles. These structures are embedded in whole-school CPD to ensure consistent, high-quality teaching. Every lesson prioritises checking for understanding, enabling teachers to identify misconceptions early

and provide targeted support. Independent practice is a core element, giving students time to apply learning confidently. Regular summative assessments inform intervention planning, ensuring that additional support is directed where it will have the greatest impact.

Our Reading Programme and tailored numeracy sessions have been instrumental in raising literacy and numeracy standards. Reading comprehension have shown consistent improvement from Year 7-9, as reflected in test scores, and reading assessments.

The number of students in year 11 with a formal Access Arrangement increased to over 50% of the year group following whole year group Exact screening.

We are focused on continuing to develop the aspirations of our pupil premium students by offering regular careers advice and guidance, which includes visits to universities, access to the scholar's programme, individual careers appointments and careers fairs. PP students with SEND were supported in these appointments by a Teaching Assistant or Learning Support Lead.

We ran 39 trips last year in total - of which, 12 were for Values Days. These can be seen in the 2024/5 -of these 39 trips, 22 were free A diverse and enriching selection of Extra Curricular clubs have been offered which have reviewed by the students, 389 pupils went on an external trip for Values Days and visited and attended the Values Days external offer. **£8,650.84** to subsidise trips in general e.g. payment for coaches, minibus use/hire. Pupil Premium students were offered a 50% discount on extra-curricular clubs on request. Personal phone calls made to all PP students across the year to ensure we had offered and explored school trips with all PP students. Many parents appreciated this offer as many were able to access trips and barriers were removed. This proactive approach was highly valued by parents and significantly increased engagement, ensuring that disadvantaged students had equal access to diverse and enriching opportunities.

We have reviewed our strategy plan and made changes to how we intend to use some of our budget this academic year. The Further Information section below provides more details about our planning, implementation, and evaluation processes.

### Externally provided programmes

*Please include the names of any non-DfE programmes that you used your pupil premium to fund in the previous academic year.*

Programme	Provider
Coaching Pod	Action Your Potential

### Service pupil premium funding (optional)

<i>For schools that receive this funding, you may wish to provide the following information:</i> <b>How our service pupil premium allocation was spent last academic year</b>
<b>The impact of that spending on service pupil premium eligible pupils</b>

### Further information (optional)

*Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, implementation and evaluation, or other activity that you are delivering to support disadvantaged pupils that is not dependent on pupil premium funding.*