

Pupil premium strategy statement for Blatchington Mill School

This statement details our school's use of pupil premium (and recovery 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
Number of pupils in school	1624
Proportion (%) of pupil premium eligible pupils	19%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022 to 2025
Date this statement was published	16/12/22
Date on which it will be reviewed	1/11/23
Statement authorised by	Kate Claydon
Pupil premium lead	Alexis Crawford
Governor / Trustee lead	Peter Sowrey

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year £262,995 - FSM & £31,330 Previously in Care (Financial Year 2022-2023)	£294,325
Recovery premium funding allocation this academic year	£31,102.50
Pupil premium (and recovery premium*) funding carried forward from previous years (<i>enter £0 if not applicable</i>) <i>*Recovery premium received in academic year 2021 to 2022 can be carried forward to academic year 2022 to 2023. Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.</i>	£0
Total budget for this academic year <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>	£325,427.50

Part A: Pupil premium strategy plan

Statement of intent

Blatchington Mill is committed to ensuring that all students make good progress and achieve high attainment across our curriculum, especially those students who have been identified as disadvantaged. We recognise that students who are identified as Pupil Premium may face multiple barriers to learning so when we consider additional support we also consider factors that include Special Educational Needs, English as an Additional Language, CiC/PiC, Social Worker involvement and students who are also Young Carers.

There are three key areas on which we focus in order to achieve improved outcomes for those who receive Pupil Premium and are underachieving.

High Quality Teaching

High Quality teaching is the most important factor in ensuring that students make the most progress. We ensure that those students identified as Pupil premium are made known to their teachers and provide easy to access information about their learning needs so teachers can carefully allocate seats and plan lessons that are both engaging and challenging. For PP students who not making good progress we specifically ask teachers to focus on the following strategies:

- check in on them **first** in lessons and then regularly throughout the lesson
- check that they are on task as much as possible
- check they have completed homework each week and ensure they receive personalised feedback to help them improve
- provide support and resources for students to plan and do revision
- keep in touch with parents or carers (we have calendared time for teachers to make regular academic phone calls)

Our Assessment, Review and Planning process is well embedded and is carried out twice a year. As part of this teachers are asked to analyse and reflect upon assessment performance and progress for PP students. For each PP student not making good progress they are asked to detail a specific set of actions they will put in place to support them.

A robust process of QA is being embedded across subject teams to ensure that planning, teaching and learning and assessment are in place for all classes and especially those students with barriers to learning.

We have a CPD programme which develops and embeds strategies that will support all students and especially PP students in the classroom. Our CPD programme this year focuses on identifying and solving disciplinary learning problems and in particular for students who have identified barriers to learning. This focuses on the use of the Great Teaching Toolkit to identify strategies and use of the Teacher Walkthrus to deliver them. It also requires training for staff in instructional coaching.

Targeted academic support

Assessment and pastoral data for Pupil Premium students is regularly reviewed and allows us to provide targeted academic intervention when required. Outside of the classroom we use tutors and teachers to provide extra support lessons for students, particularly for numeracy and literacy. Some students who are identified early on with literacy difficulties have been given a place on IDL which is an online digital support programme in order to support them across a range of subjects. We also provide a supported Homework club for our students each day after school

and PP students are strongly encouraged to attend. All PP students in Year 10 are provided with the recommended Revision Guides and workbooks

Wider strategies

All PP students have regular 1:1 mentoring sessions with their form tutor in which both academic and pastoral targets are set and reviewed.

We also employ a counsellor and engage other charities and organisations such as Concordia and Off the Fence to support attendance and wellbeing, and prioritise PP students for this.

PP students are also prioritised for Careers Guidance and support.

Costs for trips and activities are also subsidised for PP students in order to encourage attendance and participation.

We also use a range of other strategies to support Pupil Premium students. These include:

- An attendance strategy to support improved attendance.
- Use a normative behaviour management approach to create a calm, purposeful school environment and tackle issues that prevent students who are Pupil Premium from excelling.
- Use of Assistant Heads of Year who are full time pastoral staff dedicated to the support of students, especially those who are Pupil Premium.
- Use of Google Classroom to ensure that all students have access to each lesson and its resources even if they are learning remotely.
- The use of Alternative Provision where necessary to support students who need support beyond our school environment.

Here is a link to our behaviour policy: <https://www.blatchingtonmill.org.uk/assets/Uploads/Behaviour-Policy-Nov-2022.pdf>

Here is a link to our attendance policy: <https://www.blatchingtonmill.org.uk/assets/Uploads/Attendance-and-Punctuality.pdf>

These whole school approaches have been developed to ensure that all students make good progress and ensure that all staff take responsibility for the outcomes for all students but especially those who are disadvantaged. We choose to focus on strategies that have a record of success or that are likely to improve pupil outcomes based on evidence which may include:

- research into approaches in other relevant contexts (e.g. EEF's Teaching and Learning Toolkit, EEF' Guide to the Pupil Premium, relevant educational publications, educational journals and blogs),
- in school behaviour and conduct data,
- the observations of fellow professionals,
- local and school academic performance data,
- our own quality assurance processes

Challenges

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

Challenge number	Detail of challenge
1	The proportion of PP students who are SEN/EAL is greater than the proportion across non PP students. SEN for PP is 19.7% compared to 12.7% for non PP. EAL for PP is 14.6% compared to 9.9% for non PP.
2	Attendance for PP students (87.3%) is lower than for non PP students (92.5%). Persistent Absence for PP students is 37.8% compared with 21.5% for non PP.
3	Engagement with the school by parents of PP students is lower than for non PP. Attendance at Year 11 Parents' Evening for PP parents was 36.6% compared to 71% for non PP parents.
4	Data from NGRTs show that PP students tend to have a lower reading age compared to non PP students.
5	We know that the parents/carers of PP students may struggle to provide resources and a suitable environment to work in.

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
To improve progress for PP students.	The gap between progress made by PP students and non PP students will start to close.
To improve attendance for PP students	The gap between attendance of PP students and attendance of non PP students will start to close.
To improve engagement with the school so that parents of PP students attend school events	The gap between attendance of PP parents at school events and attendance of non PP parents at school events closes.
To improve literacy skills for PP students so that they have improved reading comprehension skills, improved use of high quality vocabulary and are better able to apply their knowledge to questions that require extended writing	The gap between progress made by PP students in English and other literacy based subjects and progress made by non PP students will start to close.
To improve participation in extracurricular activities including attendance at homework club.	The proportion of PP students attending extracurricular activities increases.

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: £ 65 000

Activity	Evidence that supports this approach	Challenge number(s) addressed
CPD – Identifying and solving disciplinary learning problems. This focuses on the use of the Great Teaching Toolkit to identify strategies and the use of Teacher Walkthru's to deliver them. This approach also requires training in instructional coaching.	<p>This focus will support high quality teaching especially for PP students.</p> <p>EEF Guide to the Pupil Premium (2022) tiered approach to school improvement recommends CPD to support High Quality Teaching (EEF Guide to professional development) (2021)</p>	1, 4
R&P - This ensures teaching staff can focus on strategies that support high quality teaching for PP students.	EEF Guide to the Pupil Premium (2022) tiered approach to school improvement recommends robust identification of barriers with clear implementation, monitoring and evaluation	1, 4
QA - This ensures that planning, teaching and learning, and assessment and feedback are high quality.	EEF Guide to the Pupil Premium (2022) tiered approach to school improvement	1, 4
Assessment - Principles of assessment reviewed and used to ensure assessments are fit for purpose and best quality. EEF Guide to the Pupil Premium (2021) tiered approach to school improvement	EEF Guide to the Pupil Premium (2022) tiered approach to school improvement	1, 4

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

Budgeted cost: £ 180 000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Tutoring – this may be 1:1, 1:2 or even in small groups	<p>EEF Guide to the Pupil Premium (2022) tiered approach to school improvement promotes tuition as a key strategy for raising attainment.</p> <p>NTP 'Best evidence for tutoring practice in School' (2021).</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 and in groups. One to one tuition EEF (education endowment foundation.org.uk)</p>	1, 4
Structured Interventions to support literacy and numeracy including the use of digital online programmes such as IDL.	EEF Guide to the SEND (2022) promotes interventions for literacy and numeracy as a key strategy for raising attainment.	1, 4
Homework club	Provides a supportive learning environment with teachers who can provide general and subject specific expertise.	5
GCSE Revision Guides and Workbooks	Use of recommended revision guides to support study.	5

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

Budgeted cost: £ 85 000

Activity	Evidence that supports this approach	Challenge number(s) addressed
1:1 Mentoring with Form tutor to set and review pastoral and academic targets	Addressing Educational disadvantage - Social, Emotional and mental Health (Rowland, 2021)	1, 2, 3, 4

Structured Interventions to support attendance and wellbeing. For example: Counsellor from Dialogue, Emotional Resilience support from Concordia, Off the Fence, Anxiety support groups	These support students using staff trained to support with Mental Health and Wellbeing issues. EEF 'Putting evidence to work'(2019) guidance document recommends a staged implementation of interventions with robust diagnosis processes. Addressing Educational disadvantage -Social, Emotional and mental Health (Rowland, 2021)	2
Subsidised costs for trips and activities	This encourages participation and involvement.	3
Attendance Officer	Uses focussed strategies to support students and families with attendance. Embedding principles of good practice set out in DfE's Improving School Attendance advice 3	2
Assistant Head of Year	Non teaching member of staff available to support students and families with all aspects of education and wellbeing.	2, 3
Alternative Provision	Used where behaviour in school is having an impact on education and wellbeing of themselves and other students with a view to reintegrate.	1, 2
Careers Adviser	Students at KS4 are given guidance to support transition to Post 16 and we ensure PP students have a structured pathway. Post 16 destinations - 2, 3 9 Gatsby Benchmarks 100%	3

Total budgeted cost: £ 330 000

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

The Progress 8 score for PP students is -0.79 and Attainment 8 is 34.5 compared to -0.04 and 50.7 for all students. The % of PP students achieving English and Maths at Grade 5+ is 21% compared to 52% for all students.

We recognise that the outcomes for disadvantaged students need to improve and are committed to developing practice that will support this.