

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.

All data is correct as December 2023

School overview

Detail	Data
Number of pupils in school	1632
Proportion (%) of pupil premium eligible pupils	19.6%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022 to 2025
Date this statement was published	15/12/23
Date on which it will be reviewed	1/11/24
Statement authorised by	Kate Claydon
Pupil premium lead	Alexis Crawford
Governor / Trustee lead	James Tulley/ Jim Henderson

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year £294,275 - FSM & £37,950 - Previously in Care (Financial Year 2023-2024)	£332,225
Recovery premium funding allocation this academic year	£41,262
Total budget for this academic year	£373,487

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 11 are provided with the recommended Revision Guides and workbooks at the start of the academic year.

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 23.9% compared to 12.7% for non PP. EAL for PP is 15.9% compared to 9.7% for non PP.
2	Attendance for PP students (83.8%) is lower than for non PP students (92.6%). Persistent Absence for PP students is 41.4% compared with 19.2% 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 42.6% compared to 74% 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.

All data is correct as December 2023

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 extra curricular activities including attendance at homework club.	The proportion of PP students attending extra curricular 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: £55,748

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>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>	<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>	<p>1, 4</p>
<p>R&P - This ensures teaching staff can focus on strategies that support high quality teaching for PP students.</p>	<p>EEF Guide to the Pupil Premium (2022) tiered approach to school improvement recommends robust identification of barriers with clear implementation, monitoring and evaluation</p>	<p>1, 4</p>
<p>QA - This ensures that planning, teaching and learning, and assessment and feedback are high quality.</p>	<p>EEF Guide to the Pupil Premium (2022) tiered approach to school improvement</p>	<p>1, 4</p>

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

Budgeted cost: £66,846

Activity	Evidence that supports this approach	Challenge number(s) addressed
Tutoring – this may be 1:1, 1:2 or even in small groups	EEF Guide to the Pupil Premium (2022) tiered approach to school improvement promotes tuition as a key strategy for raising attainment. NTP 'Best evidence for tutoring practice in School'(2021). 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)	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: £240,335

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	<p>Uses focussed strategies to support students and families with attendance.</p> <p>Embedding principles of good practice set out in DfE's Improving School Attendance advice 3</p>	2
Assistant Head of Year	<p>Non teaching member of staff available to support students and families with all aspects of education and wellbeing.</p>	2, 3
Alternative Provision	<p>Used where behaviour in school is having an impact on education and wellbeing of themselves and other students with a view to reintegrate.</p>	1, 2
Careers Adviser	<p>Students at KS4 are given guidance to support transition to Post 16 and we ensure PP students have a structured pathway.</p> <p>Post 16 destinations - 2, 3 9 Gatsby Benchmarks 100%</p>	1, 3
Support for Meals	<p>School contribution to supermarket vouchers sent during school holiday periods to vulnerable students</p> <p>School contribution to increased allowance for free school meals as agreed by governors</p>	

Total budgeted cost: £362,929

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

The data for all performance measures shows that the gap has reduced between 2022 and 2023.

	Blatch - all students			Blatch - Pupil Premium			Gap		
	2023	2022	2019	2023	2022	2019	2023	2022	2019
Cohort no.	325	294	288	52	52	48			
Performance measures									
Attainment 8	49.6	50.9	51.6	38.4	34.7	36.6	11.2	16.2	15
Progress 8	0.03	-0.04	0.08	-0.49	-0.78	-0.74	0.52	0.74	0.82
5+ English & Maths	49%	53%	58%	27%	25%	33%	22%	28%	25%
4+ English & Maths	72%	71%	76%	44%	42%	46%	28%	29%	39%
EBacc 5+	18%	24%	30%	8%	4%	6%	10%	20%	24%
EBacc 4+	29%	38%	39%	19%	12%	13%	10%	26%	26%
EBacc entry	55%	57%	51%	44%	38%	31%	11%	19%	20%
EBacc average point score	4.5	4.6	4.7	3.4	3	3.1	1.1	1.6	1.6
Additional measures									
7+ all subjects	23%	30%	28%	16%	11%	10%	7%	19%	18%
4+ all subjects	75%	78%	80%	56%	53%	58%	19%	25%	22%

Unfortunately the attendance and PA figures for PP students for 2023-24 are showing a slight decrease in attendance and a slight increase in PA overall. The gap between PP and non PP students has also increased for all year groups except for Year 7 so attendance continues to remain a significant focus.

	Blatch - PP		Blatch - non PP		Gap	
	Dec 2023	Dec 2022	Dec 2023	Dec 2022	Dec 2023	Dec 2022
Attendance Year 7	89.3%	89.1%	94.4%	95.5%	5.1%	6.4%
PA Year 7	42.4%	35.5%	12.7%	5.9%	29.3%	29.6%
Attendance Year 8	85.0%	88.3%	92.9%	93.0%	7.9%	4.7%
PA Year 8	41.8%	38.1%	17.3%	18.4%	14.5%	19.7%
Attendance Year 9	82.1%	85.0%	92.6%	92.0%	10.5%	7%

PA Year 9	47.6%	41.2%	21.3%	21.0%	26.3%	20.2%
Attendance Year 10	81.9%	82.5%	92.1%	95.1%	10.2%	9.6%
PA Year 10	44.1%	42.4%	21.4%	19.9%	22.7%	22.5%
Attendance Year 11	82.0%	83.9%	90.3%	89%	8.3%	5.1%
PA Year 11	48.3%	48.2%	21.2%	29.6%	27.1%	18.8%

We also need to continue to increase parental engagement with the school as the proportion of parents of PP students attending Parents Evenings has broadly remained the same, with a slight decrease for Year 11.

In 2022-23 attendance of Year 11 PP parents at Parent's Evening was 36% (compared to 68% for all students) and in 2023-24 attendance of Year 11 PP parents was 33% (compared to 74%).

The 2022-23 attendance of PP parents across all Parent's Evening was slightly higher at 47% (compared to 73% for all students). We expect the figures for 2023-24 to show a similar gap so we must find ways to engage and promote attendance for our PP students.

We are currently using NGRT tests to identify students who have literacy issues in Year 7 and then specifically track these students to ensure they are making progress. We will be able to measure progress for these students when they have completed Year 11.

We need to consider further methods for comparing attendance of PP students at extra curricular clubs.

Externally provided programmes

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

Programme	Provider

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Service pupil premium funding (optional)

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

Further information (optional)

<i>Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.</i>
