

Pupil premium strategy statement – Blatchington Mill School

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
Number of pupils in school	1624
Proportion (%) of pupil premium eligible pupils	23.3
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended – you must still publish an updated statement each academic year)	2025 to 2028
Date this statement was published	19/12/2025
Date on which it will be reviewed	30/11/2026
Statement authorised by	Kate Claydon
Pupil premium lead	Alexis Crawford
Governor / Trustee lead	James Tulley

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£355,825 FSM £21,040 Post LAC £1,750 Service Children
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£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>	£378,615

Part A: Pupil premium strategy plan

Statement of intent

At Blatchington Mill we want to ensure that disadvantaged students make good progress and achieve GCSE results in line with our students who are not disadvantaged. In working towards this outcome we are also working to ensure that our PP students are achieving more highly than national non PP students. Ultimately we want all PP students to be able to access appropriate but aspirational Post 16 placements.

Our whole school approach has been developed to ensure all students make good progress and is based on evidence based strategies that are likely to improve educational outcomes. All staff understand that the academic progress and wellbeing of PP students is a collective responsibility. We work together to ensure that PP students experience a sense of belonging at our school because we know this will have the most significant impact.

There are three strands which underpin our strategy:

- **High quality teaching**

High quality planning, teaching, feedback and assessment is essential for all students but should have maximum impact for PP students. Middle Level Leaders and SLT carry out rigorous quality assurance to ensure this is the case. CPD is used to develop and embed strategies which are effective for all students but especially effective for PP students.

[Brilliant Blatch - Lessons for Disadvantaged learners](#)

- **Targeted Academic Support**

Academic phone calls are used to target PP students in order to support academic progress and build stronger relationships with families. We provide a teacher supported homework club each night after school that we encourage PP students to attend. We also encourage PP students to attend subject revision sessions. We provide all PP students with Revision Workbooks.

- **Wider strategies**

Pastoral phone calls are used to target PP students in order to support attendance and build stronger relationships with families. We prioritise places and subsidise the cost of trips and activities in order to encourage attendance and participation. We prioritise PP students for Careers guidance and advice to ensure all students have an appropriate Post 16 placement when they leave us.

Evidence based research includes:

DFE Using Pupil Premium: Guidance for School Leaders

EEFs Teaching and Learning Toolkit

EEFs Guide to Pupil Premium

Other relevant educational publications, journals and blogs.

Challenges

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

Challenge number	Detail of challenge
1. Attainment	The GCSE attainment of disadvantaged pupils at GCSE is lower than non-disadvantaged pupils. 51% of PP students achieved 4+ Eng/Maths compared to 84% of non PP students. 33% of PP students achieved 5+ Eng/Maths compared to 68% of non PP students in 2024/25. There are wide attainment gaps at 4+ in English and Humanities where literacy and background knowledge is lower than their peers and in Maths and science where problem solving skills need further development. The A8 average score is less than 4 for PP students which means that accessing Post 16 courses at level 3 is unlikely.
2. Attendance	Data shows that over the last 3 years there is a gap of 5 - 10% between the attendance of PP and non PP students. This year the attendance for PP students is 84% and for non PP is 93%. The gap is less significant in Year 7 but becomes much more significant by Year 9. This is similar for persistent absence which is currently 38% for PP students which is significantly higher than for non PP students. PA for PP students is much lower in Year 7. This data reflects the higher proportion of EBSA students who are also PP students.
3. Reading/ Literacy/ Oracy	Data from NGRTs and observation shows that PP students in general arrive with lower levels of reading comprehension, literacy and oracy skills and this gap continues through to GCSE years. Our current Y7 intake shows 24% of PP students are reading 2+ years below their chronological age compared to 6% of non-PP students. Our current Y10 upon entering GCSE shows 31% of PP students are reading 2+ years below their chronological age compared to 12% of non-PP students. This is as the role of wider reading, background knowledge and vocabulary comes into play and becomes more important to achieving success across the curriculum.
4. Dysregulation	Our data on behaviour shows a disproportionate representation of disadvantaged pupils. PP students have 38% of Behaviour Points across the school but the proportion of PP students is less than 25%. The majority of Behaviour Points awarded to PP students are for disrupting the learning, homework, refusing a reasonable request and unacceptable effort in class. PP students have only been awarded 21% of all Achievement Points. Many of these pupils are low-prior attaining pupils and that many lack self-regulation strategies to cope with challenging tasks and situations, which has a negative impact upon their learning.
5. Belonging and engagement	Data from a range of school events show that participation of PP students is lower than participation of non PP students. Engagement of PP families at Subject Consultation Evenings is 61% compared to engagement of non PP families which is 84%. In the last academic year, 85% of our PP students attended at least one trip, whereas 93% of non-PP students attended at least one. For the DofE Bronze Award only 8% of those who have signed up are PP. Within Senior Student Leadership only 9% of our Senior Students are PP. We want to support pupils to build deeper relationships with

	teachers in more informal settings and for further opportunities outside of lessons to connect with friends and the wider school community.
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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 outcomes for PP students.	2026/27 GCSE results to show that PP students are making improved achievement compared to non PP students nationally in EN/Ma 4+, En/Ma 5+ and A8 measures.
To improve attendance levels for PP students	2026/27 Attendance gap between PP students and attendance of non PP students to be reduced with Persistent absence to be no more than 30% in any year.
To improve literacy and oracy 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.	2026/27 observations to show improved literacy and oracy skills evident for PP students in lessons. 2026/27 GCSE results for English Language to show that PP students are making improved achievement compared to non PP students nationally.
To improve positive participation in lessons through better self regulation.	In 2026/27 observations to show improved participation of PP students. In 2026/27 PP students to achieve no more than 30% of Behaviour Points.
To improve levels of wellbeing and belonging through improved engagement with school.	2026/27 data for participation for Parent Evenings, trips, DofE and Senior Student Leadership to show an increase for PP students. 2026/27 student voice to show greater sense of belonging.

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: £11,400

Activity	Evidence that supports this approach	Challenge number(s) addressed
CPD – Literacy and Oracy training on improving the use of oracy in lessons through 'Think, Pair, Share'. CPD - Behaviour training to support consistency and self regulation in lessons.	This focus will support high quality teaching especially for PP students. EEF Guide to the Pupil Premium (2025) tiered approach to school improvement recommends CPD to support High Quality Teaching EEF Effective Professional Development Guidance	1, 3, 4
Tutor Time reading activities designed to improve their reading ability and develop their knowledge and vocabulary.	Improving reading comprehension, vocabulary development and fluent reading are strongly correlated to attainment outcomes at GCSE. Developing reading strategies has a strong evidence base for improving outcomes EEF Reading Comprehension Strategies	3

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

Budgeted cost: £8,600

Activity	Evidence that supports this approach	Challenge number(s) addressed
Reading Buddies Scheme - Year 8/9 PP students with low reading ages paired with Year 10/11 students who have received Reading Leaders training.	Improving reading comprehension, vocabulary development and fluent reading are strongly correlated to attainment outcomes at GCSE. Developing reading strategies has a strong evidence base for improving outcomes EEF Reading Comprehension Strategies	3
Speak Out and Brighton and Hove Young Speakers Challenge to support oracy.	Developing oracy skills supports the development of spoken language and verbal interaction for learning. EEF Oral Language	3
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	1

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

Budgeted cost: £358,615

Activity	Evidence that supports this approach	Challenge number(s) addressed
Structured Interventions to support attendance and wellbeing such as a Counsellor from Dialogue, Off the Fence,	These support students using staff trained to support with Mental Health and Wellbeing issues. EEF 'Putting evidence to work (2024) guidance document recommends a staged implementation of interventions with robust diagnosis processes. Addressing Educational disadvantage -Social, Emotional and mental Health (Rowland, 2021)	2, 5
Subsidised costs for trips and activities	This encourages participation and involvement.	5
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.	4
Careers Adviser	Students at KS4 are given guidance to support transition to Post 16 and we ensure PP students have a structured pathway.	1, 5

Total budgeted cost: £378,615

Outcomes for disadvantaged pupils

Overall Outcomes

When we compare our PP students with our non PP students we can see that the gap in key measures has increased this year and the gap between our PP students and National Non PP students remains significant. However we can see that Attainment 8 and 5+ En/Ma for our PP students were the second highest in Brighton and Hove.

PP Results	Blatch - non PP students		Blatch - Pupil Premium		Gap	
	2025	2024	2025	2024	2025	2024
Cohort no.	262	262	67	53		
Performance measures						
Attainment 8	54.17	54.09	38.54	42.23	-15.63	-11.86
5+ English & Maths	69%	64%	34%	40%	-35%	-24%
4+ English & Maths	85%	82%	51%	62%	-34%	-20%
Additional measures						
7+ all subjects	28%	29%	19%	14%	-9%	-15%
4+ all subjects	83%	84%	60%	67%	-23%	-17%

School name	Type of school	Number of pupils at end of key stage 4	Attainment 8 score	Grade 5 or above in English & maths GCSEs	Entering EBacc	EBacc average point score	Staying in education, or entering apprenticeships or employment (2023 leavers)
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Cardinal Newman Catholic School	Maintained school	74	40.1	29.7%	16.2%	3.4	84% (53 of 63 pupils)
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Blatchington Mill School	Maintained school	66	38.3	33.3%	39.4%	3.41	90% (44 of 49 pupils)
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School name	Type of school	Number of pupils at end of key stage 4	Attainment 8 score	Grade 5 or above in English & maths GCSEs	Entering EBacc	EBacc average point score	Staying in education, or entering apprenticeships or employment (2023 leavers)
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Varndean School	Maintained school	75	33.7	36.0%	46.7%	3.03	91% (53 of 58 pupils)
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Blatchington Mill School	Maintained school	66	38.3	33.3%	39.4%	3.41	90% (44 of 49 pupils)
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Brighton and Hove other (non-disadvantaged) pupils	1758	51.1	55.9%	59.6%	4.73	95% (1775 of 1865 pupils)
England other (non-disadvantaged) pupils - state-funded schools	449566	50.3	52.8%	45.0%	4.49	94% (421814 of 447782 pupils)

In Summer 2024 all Year 11 students, including PP, had a Post 16 offer unless they were not available for us to support. Destination Data for all students in Nov 2024 showed that only three students were NEET and two further students were unknown.

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
Support for HPA Maths students	Axiom

Service pupil premium funding (optional)

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

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.