

# Pupil premium & Recovery strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium and recovery strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

## School overview

Detail	Data
School name	Seaford Head School
Number of pupils in school	1405
Proportion (%) of pupil premium eligible pupils	14.35%
Academic year/years that our current pupil premium strategy plan covers	2021-2023
Date this statement was published	December 2021
Date on which it will be reviewed	November 2022
Statement authorised by	Bob Ellis
Pupil premium lead	Sam Whittaker
Governor / Trustee lead	Margaret Rooms

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 183,837
Recovery premium funding allocation this academic year including school led tuition funding	£27,985 £23,490
Pupil premium/Recovery funding carried forward from previous years	£58,300
<b>Total budget for this academic year</b>	<b>£293, 612</b>

## Part A: Pupil premium strategy plan

### Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, make strong progress and achieve positive attainment across the curriculum in order to successfully transition to the next stage of their life. We are committed to ensuring that all our students achieve their full potential, not only by achieving academic success but also being healthy, resilient and keen to make a positive impact on society.

High-quality teaching, curriculum design and carefully targeted intervention support is at the heart of our approach, with a focus on areas in which vulnerable learners require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside improving progress for their disadvantaged peers.

The focus of our pupil premium strategy is to support vulnerable learners to achieve their best potential alongside with the whole school community. Our targeted approaches seek to support all learners who in some way may be vulnerable (educationally, socially or emotionally), regardless of whether they are disadvantaged or not. The strategy places strong emphasis on the wider needs of our learners by supporting their social, emotional and mental health needs along with engagement in school through positive behaviour and attendance. We truly believe that building a positive healthy approach will ensure the best outcomes for our young people.

Our strategy also includes our plans around whole school recovery, including additional targeted interventions and wellbeing support for pupils whose educational and emotional wellbeing has been worst affected, including non-disadvantaged pupils.

## Challenges

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

Challenge number	Detail of challenge
1	<p>Making academic progress in line with peers and achieving target grades at all ability levels</p> <p>Historically and using our current internal data (2020-21) there is an attainment gap between disadvantaged and non-disadvantaged pupils. This gap has been reducing but we continue to seek to reduce it further. There is an attainment gap between disadvantaged and non-disadvantaged pupils with more vulnerable learners less likely to secure their target grades. We seek to ensure students are achieving the FFT5 grades at all ability levels.</p>
2	<p>Successfully supporting, securing and maintaining appropriate future pathways.</p> <p>To continue to support a high success rate of vulnerable learners engaging in future pathways appropriate to their needs both at GCSE and Post 16.</p>
3	<p>Maintaining positive behaviour and attendance</p> <p>Analysis shows that a disproportionately high % of our disadvantaged pupils received more serious consequences as a result of poor behaviour. Vulnerable Learners also have a lower average attendance compared to their counterparts. This will have an impact on pupil's ability to access the full curriculum and the lower attainment of our disadvantaged pupils.</p>
4	<p>Sustaining and supporting positive emotional wellbeing and mental health</p> <p>Analysis shows that more vulnerable learners require access to MHEW support within the school than those of their counterparts. Impacts on disadvantaged students especially during COVID have seen an increase in poor MHEW and requirement to access services.</p>
<i>Recovery</i>	<i>Impacted learning, engagement and wellbeing of students due to COVID</i>

## 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
Vulnerable Learners make positive progress towards academic attainment at all levels.	<ul style="list-style-type: none"> <li>Increased progress rates.</li> <li>Decreased gap between disadvantaged groups and whole cohort.</li> <li>Increase in students achieving target grades at all levels.</li> </ul>
Attendance of vulnerable learners is positive	<ul style="list-style-type: none"> <li>Higher average attendance than previous years (notwithstanding COVID absence)</li> </ul>

	<ul style="list-style-type: none"> <li>Reducing gap between disadvantaged learners and others attendance headlines.</li> </ul>
Vulnerable Learners have reduced episodes of disengagement and consequence.	<ul style="list-style-type: none"> <li>Reduced rate of consequences for vulnerable learners.</li> <li>Increased achievement data.</li> <li>Increase attendance data.</li> </ul>
Students receive timely support around their emotional wellbeing and mental health to minimise escalations of poor health and disengagement	<ul style="list-style-type: none"> <li>Increased wellbeing scores</li> <li>Capacity maintained for referrals</li> </ul>
Vulnerable Learners receive support around their future choices at GCSE and for post 16 options.	<ul style="list-style-type: none"> <li>Low NEET rates of vulnerable learners</li> <li>Vulnerable learners have increased access to CEIAG and futures support.</li> </ul>
<i>Recovery-: To mitigate negative impacts of school closures on learning, engagement and wellbeing of students.</i>	

## 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: £ 69.840

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional teaching staff in English and Maths to create 5 groups for each subject at Key Stage 4.	International research evidence suggests that reducing class size can have positive impacts on pupil outcomes when implemented with socioeconomically disadvantaged pupil populations. Reducing class size has a small positive impacts of +2 month, on average.	1, 2 & 5
Further Maths qualification	Potential Plus UK, formerly known as the National Association for Gifted Children (NAGC), maintains that a child's intelligence, talent, and abilities need distinct and proactive support in order to fully develop Small group tuition has an average impact of four months' additional progress over the course of a year.	1 & 2

Independent Study Policy and IS spaces + supported sessions	<p>Homework refers to tasks given to pupils by their teachers to be completed outside of usual lessons.</p> <p>Homework has a positive impact on average (+ 5 months), particularly with pupils in secondary schools.</p> <p>Some pupils may not have a quiet space for home learning – it is important for schools to consider how home learning can be supported (e.g. through providing homework clubs for pupils).</p> <p>Homework that is linked to classroom work tends to be more effective. In particular, studies that included feedback on homework had higher impacts on learning.</p>	1 & 2
Progress Teaching	Raise awareness of strategies to support Vulnerable Learners within the classroom, combined with focused learning walks and subject reviews.	1 & 2

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

Budgeted cost from PP/Recovery Funding : £ 49,898

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional Year 11 Maths & English weekly intervention	Small group tuition has an average impact of four months' additional progress over the course of a year.	1 & 2
Year 11 After School Subject Intervention	Small group tuition has an average impact of four months' additional progress over the course of a year.	1 & 2
Additional Year 11 Science weekly intervention	Small group tuition has an average impact of four months' additional progress over the course of a year.	1 & 2
Additional Year KS4- Year 9 & 10 Maths, & English weekly intervention	Small group tuition has an average impact of four months' additional progress over the course of a year.	1 & 2
Additional Year KS3 – Year 7 & 8 Maths, & English weekly	Small group tuition has an average impact of four months' additional progress over the course of a year.	1 & 2

Numeracy Intervention Recovery Role	Targeted deployment, where teaching assistants are trained to deliver an intervention to small groups or individuals has a higher impact.	1
Intervention Initiatives Fund	Enable and encourage students to attend and engage in interventions.	1 & 3
Use of My tutor & Action Tutoring to provide tuition	On average, one to one tuition is very effective at improving pupil outcomes. One to one tuition might be an effective strategy for providing targeted support for pupils that are identified as having low prior attainment or are struggling in particular areas. Small group tuition has an average impact of four months' additional progress over the course of a year.	1 & 2
IRP HPQ	Small group tuition has an average impact of four months' additional progress over the course of a year. Potential Plus UK, formerly known as the National Association for Gifted Children (NAGC), maintains that a child's intelligence, talent, and abilities need distinct and proactive support in order to fully develop	1 & 2
Department Initiatives Fund	Enable departments to provide resources to support the engagement of students in their subjects.	1 & 3
Metacognition Peer Project	Metacognition and self-regulation approaches to teaching support pupils to think about their own learning more explicitly, often by teaching those specific strategies for planning, monitoring, and evaluating their learning. The potential impact of metacognition and self-regulation approaches is high (+7 months additional progress)	1 & 2
Ensure disadvantaged pupils have the learning resources they need to access the full curriculum	Evidence shows that removing barriers to accessing activities and resources supports pupils progress.	1-3
Additional support through interventions as highlighted through mentoring or academic need.	Bespoke approaches to individual support based on a cohort.	1-4

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

Budgeted cost from PP/Recovery Funding : £ 139,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Employment of EWO	<p>Focussed attendance support to monitor and raise attendance of students.</p> <p>Targeted support for PPG pupils with low attendance including embedding principles of good practice set out in DfE's Improving School Attendance advice.</p>	3
ESBAS Units	<p>Behaviour interventions seek to improve attainment by reducing challenging behaviour in school. This entry covers interventions aimed at reducing a variety of behaviours, from low-level disruption to aggression, violence, bullying, substance abuse and general anti-social activities</p> <p>Both targeted interventions and universal approaches have positive overall effects (+ 4 months).</p> <p>Focussed attendance support to monitor and raise attendance of students.</p>	3
Learning Hub Staff	<p>Behaviour interventions seek to improve attainment by reducing challenging behaviour in school. This entry covers interventions aimed at reducing a variety of behaviours, from low-level disruption to aggression, violence, bullying, substance abuse and general anti-social activities</p> <p>Both targeted interventions and universal approaches have positive overall effects (+ 4 months).</p>	1-5
Family Support Practitioner	<p>Parental engagement refers to teachers and schools involving parents in supporting their children's academic learning</p> <p>Parental engagement has a positive impact on average of 4 months' additional progress. It is crucial to consider how to engage with all parents to avoid widening attainment gaps.</p>	3 &4

Therapeutic Staff	<p>Social and emotional learning approaches have a positive impact, on average, of 4 months' additional progress in academic outcomes over the course of an academic year.</p> <p>EIF's report on adolescent mental health found good evidence that CBT interventions support young people's social and emotional skills and can reduce symptoms of anxiety and depression: Adolescent mental health: A systematic review on the effectiveness of school-based interventions   Early Intervention Foundation (eif.org.uk)</p>	2- 4
Mentoring	<p>Social and emotional learning approaches have a positive impact, on average, of 4 months' additional progress in academic outcomes over the course of an academic year.</p> <p>Both targeted interventions and universal approaches have positive overall effects (+ 4 months).</p> <p>On average, mentoring appears to have a small positive impact on academic outcome. Studies have found more positive impacts for pupils from disadvantaged backgrounds, and for non-academic outcomes such as attitudes to school, attendance and behaviour. Programmes which have a clear structure and expectations are associated with more successful outcomes.</p>	1-4
Behaviour & Inclusion Support Practitioner	<p>Behaviour interventions seek to improve attainment by reducing challenging behaviour in school. This entry covers interventions aimed at reducing a variety of behaviours, from low-level disruption to aggression, violence, bullying, substance abuse and general anti-social activities</p> <p>Both targeted interventions and universal approaches have positive overall effects (+ 4 months).</p>	2- 4
Transition Manager	<p>Success in navigating transition cannot only affect children's academic performance, but also their general sense of well-being and mental health (Waters et al. 2012; Zeedijk et al. 2003).</p> <p>Personal factors, such as socioeconomic status (SES) seem to be predictive factors for the perceived</p>	2 - 4

	threat to the transition to secondary school (Sirsch 2003). A lower SES may lead to lower achievement (Vaz et al. 2014). Among children from low socio-economic (SES) households, 72% did not get used to the routines at secondary school and 58% did not settle in very well (Evangelou et al. 2008).	
Summer School	Summer schools provide additional experiences and activities, such as arts or sporting activities. This might be valuable in and of themselves or be used to increase engagement alongside academic support.	3 & 4
Contingency and Emerging Needs Fund	Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.	1-4

**Total budgeted cost from PP/Recovery funding: £ 257,738**

## Service pupil premium funding

Activity	Evidence that supports this approach
Mentoring	<p>Social and emotional learning approaches have a positive impact, on average, of 4 months' additional progress in academic outcomes over the course of an academic year.</p> <p>On average, mentoring appears to have a small positive impact on academic outcome. Studies have found more positive impacts for pupils from disadvantaged backgrounds, and for non-academic outcomes such as attitudes to school, attendance and behaviour.</p> <p>Programmes which have a clear structure and expectations are associated with more successful outcomes.</p>
Additional CEIAG opportunities	Additional CEIAG meetings to ensure appropriate options and pathways for post 16 are secured.
Revision Guides in Year 10	Evidence shows that removing barriers to accessing resources supports pupils progress.
Additional support through interventions as highlighted through mentoring or academic need.	Bespoke approaches to individual support based on a cohort.

**Total budgeted cost: £ 1240**

## Part B: Review of outcomes in the previous academic year

### Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2020 to 2021 academic year.

*Due to COVID-19, performance measures have not been published for 2020 to 2021, and 2020 to 2021 results will not be used to hold schools to account, however the information below shows our internal results.*

Measure	Whole School actual	PP Actual
Attainment 8	53.74	51.8
Grade 4+ in English and Maths	79.4	80.7
Grade 5+ in English and Maths	61.9	53.7
Grade 7+ in English and Maths	19.5	17.1
EBACC strong pass	22.9	14.6
SISRA progress score	+0.65	+0.55

#### **Lockdown Provision- Keyworker, Learning Hub & Therapy**

TOTAL VLS	Pupil Premium	Uniconnect	FSM	SEND -EHCP& K
118	40	31	23	46

Priority ratings added to the VLSCR for lockdown support used from start of lockdown to regularly contact those students who are of concern. A specific contact log was created with over 120 VL being specifically contacted regularly by inclusion and pastoral teams. This is in addition to other specifically targeted communication resulting in over 390 VL being directly contacted by year group pastoral, Hub and inclusion teams throughout lockdown.

TOTAL VLS	Pupil Premium	Uniconnect	FSM	SEND
390	148	114	82	18

The Learning Hub offered face to face support for KS4 students on the Evolve pathway and other key VL. Evolve students also offered regular online support via TEAMS by the inclusion team.

Year 10 Evolve students received three days of support with 2-hour slots for literacy, numeracy and supported study. 5 of the students remain in the Hub for the whole day to engage in

remote learning offer. Year 9 Evolve students received two days of support with 2 hour slots for literacy, numeracy and supported study. Year 11 Evolve students received a weekly drop in slot and additional provision has provided for several other VL.

10 other students also had face to face engagement in the Hub either for remote learning support or as welfare/therapy interventions due to their vulnerabilities. In total the Hub provided face to face support for 35 VL through lockdown excluding therapy.

### **Vulnerable Learner (VL) Single Central Register**

<b>TOTAL VLS</b>	<b>Pupil Premium</b>	<b>Uniconnect</b>	<b>FSM1</b>	<b>SEND</b>
<b>688</b>	238	232 (Yr. 10-13)	121	118

Upon return key staff continued to monitor and engaged with afore mentioned VL to ensure successful re-engagement in school. Initial attendance of VL students upon return was very positive.

### **VL Mentoring**

Mentoring continued as check-ins during lockdown with a focus to offer support and maintain relationships during lockdown period. Many students also invited in for face to face session prior to return to ease transition back into school. Engagement of VL via regularly contact/mentoring throughout lockdown resulted in very positive attendance upon the return. Mentoring continued for the rest of the school year. With 400 being carried out in total

<b>TOTAL VLS</b>	<b>Pupil Premium</b>	<b>Uniconnect</b>	<b>FSM1</b>	<b>SEND</b>
<b>214</b>	144	45 (Yr. 10-13)	163	89

### **Zenith**

Contact with all Year 10 students around work organisation and motivation throughout lockdown. 6 x Year 8 students had individual TEAMS appointments to support options process.

Catch up sessions one to one in school with Year 8 & 10 students to check on welfare after lockdown

Year 10 focus around careers discussion with interested students, including requirements, career path etc.

### **Numeracy Boosters**

- Two Year 11 students attending Thursday and Friday after school, looking at fractions and ratio
- One Year 11 student attending Monday and Wednesday after school, gathering evidence for Grade 1 GCSE
- Two Year 10 students attending Friday before school, looking at fractions and ratio
- All Year 10 students entered for Entry Level Maths and English successfully completed the qualifications.

## **Tutoring**

Year 11 Action Tutoring continued in school- 16 x Year 11 students completed the tuition with positive engagement from most.

Year 11 MyTutor re-commenced upon return, 5 students completed the tuition.

Year 10 MyTutor sessions continue. 30 students engaged in 3:1 sessions to run until July targeted to support Grade 4-6. Sessions take place during unallocated study lessons.

Year 7 Action Tutoring started to run until July with 16 students.

All tutoring with the exception of Year 11MT is via the NTP at heavily subsidised rate allowing for increase in capacity.

<b>TOTAL VLS</b>	<b>Pupil Premium</b>	<b>Uniconnect</b>	<b>FSM</b>	<b>SEND (K)</b>
<b>44</b>	21	15	7	4

## **Literacy Scholars- funded by PP/Uniconnect**

- Students have continued to engage in the project. Due to TAG process and changes to entry, all students will be entered for the qualification next year.

<b>TOTAL VLS</b>	<b>Pupil Premium</b>	<b>Uniconnect</b>	<b>FSM</b>	<b>SEND (K)</b>
<b>21</b>	6	10	4	2

## **Revision Guides**

New process now in place to support VLs to access revision guides. Every FSM1 in Year 10 student has automatically received Maths, English & Science revision guides- also give access to complete a form to request free options guides in addition to this. LAC students with funding also received revision guides free at this point.

## **Summer School Provision**

Over 130 young people engaged with summer school, enjoying a range of activities over the course of the week. Positive relationships developed with staff who attended the course and especially the students meeting their new year group peers. Positive feedback received from parents and students. Evaluation review video produced.

<https://www.seafordhead.org/summerprovision>

## Externally provided programmes

*Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England*

<b>Programme</b>	<b>Provider</b>
Tutoring	My Tutor
Tutoring	Action Tutoring
Personalised provision	Academy 21

## Recovery Plan

At Seaford Head School we have made the conscious decision to intertwine our Pupil Premium Funding and Recovery Allocations to create a whole school approach to not only supporting those who are deemed disadvantaged but all learners and those that may display other vulnerabilities. Our plan is a combined approach looking at whole school, targeted and wider interventions to support all students and specifically our most vulnerable.

Please see the following pages for our overarching plan to support recovery and vulnerable learners.

**SECTION: Recovery Strategy**  
**MONITORING: SWI/BE**

<p><b>PRIORITY OBJECTIVES:</b></p> <ol style="list-style-type: none"> <li>1. Analysis of progress</li> <li>2. Planned Recovery</li> <li>3. High quality first teaching</li> <li>4. Accountability</li> <li>5. Strategy development and awareness raising for VL</li> <li>6. Interventions to support achievement and progress</li> <li>7. Bespoke Evolve Pathway development</li> <li>8. Monitoring of VL Need</li> <li>9. Mentoring VL</li> <li>10. Development of Family Support</li> <li>11. Mental Health &amp; Emotional Wellbeing Structure and Support</li> <li>12. Character and Culture Development</li> <li>13. Whole Town approach to supporting VL</li> <li>14. Summer Provision to support transition</li> <li>15. Attendance and Behaviour Support for key students</li> </ol>	<p><b>REASONS FOR IDENTIFICATION:</b></p> <ul style="list-style-type: none"> <li>- Subject losses through COVID</li> <li>- Reading and Numeracy losses through COVID</li> <li>- Increase in poor MHEW, resilience and socialisation</li> <li>- PP Progress- 3 year decline &amp; below national average (17-19)</li> <li>- SEND Progress-3 year decline+ &amp; below national average</li> <li>- Increased focus on Open Bucket &amp; EBACC Progress</li> <li>- Attendance Gap- 3.59% (PP), 4.50% (EHCP) &amp; 6.72% (K)</li> <li>- VL overrepresented in 'serious' consequences</li> </ul>
--	---

	FUNDING STREAM	
	· Pupil Premium Allocation (of which £1240 in service premium)	£183,837
	· Recovery Funding '20-21 Carry Over	£58,300
	· Recovery Funding 2021-2022	£27,985
	· Recovery Tuition Funding 2021-2022	£23,490
	· Uniconnect Funding	£3,000

Area of Development	Follow Up/ Actions	Staff i/c Involved	Timing	Intended Impact
<u>Plan</u>	Department Plans- Outlined Departmental Recovery intent based on data highlighted that is adapted to gap fill while retaining sequenced curriculum.	HODS + Department	October '21	Clear sequenced plan for the recovery of curriculum to ensure progress and attainment of all students.
<u>Teaching &amp; Learning</u>	Ensure T&L is of high quality to support VLs with strategies put in place -Subject Reviews- Focus on VL impact of QFT -Progress Teaching Platform- identifying need/strategies -Feedback- consider how to engaging LPA VLs	JWH	Ongoing Sept '21  Sept '21	To ensure strategies are put into place in order to raise engagement and progress specific focus on SEND and PP.

	-Independent Study- differentiation/access to H/W for VL & Access to homework support spaces			
<b>Analysis</b> of data to identify underachievement of VL in specific subjects	<p>Analysis of Year 11 (new) PP/SEND data Data for HODS to share with departments for review</p> <p>Year 7 (new)- Year 6 Data, CATS September E-Spelling and Reading Test</p> <p>All Year group assessments focus on PP/SEND students Data for HODS to share with departments for review</p>	<p>JMH/SWI</p> <p>ESP ACM/GRE</p> <p>JMH/SWI HODS</p>	<p>July '21</p> <p>Ongoing</p>	Raise progress of all students with specific focus on SEND and PP.
<b>Accountability</b>	<p>2021-2022- SIP more specific to include SEN/PP progress and attainment.</p> <p>2021-2022- DIP more specific to include SEN/PP progress and attainment</p> <p>Teachers appraisal target – 5 x VL from a range of SEND/PP students of all abilities. Target to achieve FFT5/20/MEG</p> <p>HOD appraisal target –Focus on VLs to achieve subject FFT5/20 for SEND/PP.</p> <p>Student facing support staff target- KPI to include specific VLs relevant to field with indication of support towards FFT target</p>	<p>SLT</p> <p>HODS</p> <p>JWH/LMs</p> <p>SLT LMs</p> <p>LMs</p>	<p>Nov '21</p> <p>Nov '21</p> <p>Sept '21</p> <p>Sept '21</p> <p>Sept '21</p>	To ensure a higher focus and priority on the progress and attainment of VLs.
Sharing of <b>strategies</b> to support VL engagement and progress.	<p>Strategies shared for (new) Year 11 at briefing- HPA, MPA, LPA focus of who are underachieving, what strategies are there in place, learning walk focus + student voice- what helps me learn.</p> <p>Explore 'one stop shop' for easily accessing strategies for all VLs in one place according to classes</p>	<p>SWI/JWH</p> <p>JWH</p>	<p>Term 3-4</p> <p>2021-2022</p>	To ensure a higher focus and priority on the progress and attainment of VLs.

	Focused SEND Year group observations and sharing of need	ACM/JSI		
<b>Additional Interventions</b> to secure target grades and support missed learning due to COVID				
	<u>Key Stage 3</u> a) Literacy assessment & intervention b) Action Tutoring Term 5-6 2022 c) English Intervention PP MPA/HPA during tutor d) Maths Intervention PP MPA/HPA tutor time e) IRQ Project	a) GRE b) SWI c) CDE d) CCM/FRZ e) ABE		Raise progress of all students with specific focus on SEND and PP.
	<u>Year 9 &amp; 10</u> a) Intervention/HPQ b) English Intervention PP MPA/HPA during tutor time c) Maths Intervention PP MPA/HPA tutor time for d) Further Maths Qualification e) Core Numeracy Boosters f) Sound Training Programme g) Revision Guides for FSM1 h) Explore Year 12 to deliver PP HPA tutoring in their A Level Subject in tutor time for options Year 10 from Term 3-4	a) RFE b) RFE c) EBM d) DBM e) EMZ f) JSI- DVZ/EPZ g) SWI/KD h) RHS	Easter '22	Raise progress of all students with specific focus on SEND and PP.
	<u>Year 11</u> a) MyTutor Sessions (Term 3-6 '21) b) English Tutor Groups x2- : Grade 3-4 Focus+ Grade 6-7 2xterms, Grade 4-5-2xterms c) Science Tutor Group grade boost HPA PP+5- Triple d) Funded Subject Interventions Afterschool with incentives for PP attend e) Core Numeracy Boosters f) Maths Tutor Groups x2 -: Grade 3-4 Focus + Grade 6-7 2 terms , Grade 4-5 2 terms	a) SWI b) BME/JGE  c) MGS d) SWI/JMH  e) EMZ f) EBM/DMM		Raise progress of all students with specific focus on SEND and PP.

	g) Action Tutoring boost Grade 3-4 Maths & English Monday Period 6 Term 1-4 cohort	g) SWI		
<b><u>Evolve</u></b>	<ul style="list-style-type: none"> <li>- Increase in Outdoor Learning</li> <li>- Parental Engagement F2F PCE for non-attendees</li> <li>- Increased time for new Year 9 Numeracy &amp; Literacy 3 x 30min</li> <li>- Bespoke lesson choice for Year 7 &amp; 9</li> <li>- Mentoring – every Evolve student to have a mentor</li> <li>- Nurtured KS4 exams via HUB</li> <li>- Evolve students to have a Boxall Profile (Year 7 &amp; 9)</li> <li>- Sound Training Programme</li> <li>- Use of data to monitor effectiveness of programme</li> </ul>	DVZ ACM/JSI EMZ/EPZ  JSI/ACM/SWI JSI JMH/JSI/SWI ACM/DVZ DVZ JMH/SWI/JSI		To provide suitable academic pathway to support the engagement, progress and attainment of VLs.
<b><u>Awareness of VL Need</u></b>	<u>Updates to VLSCR</u> <ul style="list-style-type: none"> <li>- Year Group Tabs for easier viewing Year 7-13</li> <li>- New scaled areas of VL updated termly 0-5 rating.</li> <li>- Exclusive Uniconnect students removed and monitored by TLR post holder separately</li> <li>- Attendance/Behaviour/Academic measures included &amp; reviewed x 3</li> </ul> <ul style="list-style-type: none"> <li>- Regular Meeting to update each Year Group</li> <li>- Focus on Red students termly with impact</li> <li>- Those delivering intervention update intervention categories</li> </ul> <ul style="list-style-type: none"> <li>- Shared student voice to all staff/teachers for VLS</li> </ul>	SWI SWI KHS  SWI/Data  SWI/DOL/AYOH DOL/AYOH Pastoral, Inclusion, Hub Teams SWI	Sept '21 Sept '21 21-22  3 x year  Termly  Ongoing	To ensure that the academic, social and health needs of VL's are met.  To ensure that students are able to achieve their potential.
<b><u>Mentoring</u></b>	<ul style="list-style-type: none"> <li>- Focus for KS4&amp;5 K, EHCP and PP student to have a mentor.</li> <li>- Uniconnect TLR Post holder to mentor</li> <li>- CEIAG 1-1 appointments for all VL</li> <li>- Specific SEND 'case worker' at KS4</li> </ul>	SWI/JSI  KHS KS/RHS DVZ	Sept '21 Sept '21 Year 10-13 July '21	To ensure that the academic, social and health needs of VL's are met.  To ensure that students are able to achieve their potential.

<b><u>Increased support for families</u></b>	<ul style="list-style-type: none"> <li>- Appointment of Intensive Family Support Practitioner</li> <li>- Service Specification and referral process for 1-1 family support</li> <li>- Caseload of family support</li> <li>- Workshops for parents 3 times a year</li> </ul>	<p style="text-align: center;">BE/SWI SWI/IFSP+ Primary</p> <p style="text-align: center;">IFSP IFSP</p>	<p>July '21 Sept '21</p> <p>21-22 21-22</p>	<p>To ensure that the academic, social and health needs of VL's are met.</p>
<b><u>MHEW</u></b>	<ul style="list-style-type: none"> <li>- New support &amp; referral structure/process</li> <li>- New 1-1 logging process</li> <li>- Extended Capacity - AAZ/LFZ/LKZ/TYCP/EMHP</li>   <li>- MHEW Audit</li>   <li>- Consider and plan for support around a growing 6<sup>th</sup> form</li>   <li>- Development of pastoral skills to support at Tier 1 and early 2 <ul style="list-style-type: none"> <li>• Therapeutic Input</li> <li>• Zones of Regulation</li> <li>• LGBTQ+</li> <li>• MHFA</li> <li>• ANP Training</li> <li>• Regular Clinical Supervision for pastoral staff</li> </ul> </li> </ul>	<p>SWI/AAZ SWI/AAZ</p> <p>SWI + Primary</p> <p>SWI/RHS</p> <p>SWI/LKZ AAZ/SWI JSI Allsorts LKZ IWG AAZ</p>	<p>Sept '21 Sept '21 Sept '21</p> <p>April '22</p> <p>Ongoing</p> <p>Ongoing</p> <p>July '21</p> <p>From Sept '21</p>	<p>To ensure that the academic, social and health needs of VL's are met.</p> <p>To ensure that negative wellbeing is addressed and overcome to ensure healthy and successful outcomes.</p>
<b><u>Therapeutic Engagement Support</u></b>	<p>New intervention- therapeutic engagement support- Tier 2/3 around-:</p> <ul style="list-style-type: none"> <li>• Attendance &amp; Behaviour</li> <li>• MHEW</li> <li>• Group Work Program</li> </ul>	<p>LKZ/EMZ/SWI/LFZ</p>	<p>From Sept '21</p>	<p>To ensure that negative behaviour, attendance and wellbeing is addressed and overcome to ensure healthy and successful outcomes.</p>
<b><u>PSHE/Character &amp; Culture</u></b>	<ul style="list-style-type: none"> <li>- Development Year 6-8 Smart Moves</li> <li>- Compulsory Requirement Mapping</li> <li>- Student Curriculum/Lesson review</li> <li>- Tutor Time Programme</li> </ul>	<p>SWI + Primary SWI SWI/IWG IWG/ESP/SWI</p>	<p>July '22 Term 4 '22 Term 4-6 Sept '21</p>	<p>To ensure that all students have access to an age appropriate, relevant curriculum in order to develop their personal, social, health and economic growth.</p>

<p><b><u>Develop Whole Town Approach to support of VLs</u></b></p>	<ul style="list-style-type: none"> <li>- Seaford IFSP</li> <li>- Seaford Partnership VL SCR</li> <li>- Seaford MHEW Audit &amp; Plan</li> <li>- Shared MHEW support</li> <li>- All through PSHE Plan</li> </ul>	<p>SWI with Primary</p> <p>SWI SWI SWI</p>	<p>From Sept By July '22 By April '22 Ongoing For Sept'22</p>	<p>To ensure that the academic, social and health needs of VL's are met as a town community.</p> <p>To ensure that negative wellbeing is addressed and overcome to ensure healthy and successful outcomes.</p>
<p><b><u>Summer Provision</u></b></p>	<ul style="list-style-type: none"> <li>- Year 6 into 7 Transition Activity Week</li> <li>- Focussed workshops Year 7-13</li> <li>- Explore contracted activity provision August 2022</li> </ul>	<p>SWI/Steps Up SWI/RHS SWI</p>	<p>August'21 August '21 August '22</p>	<p>To ensure a successful transition and develop relationship to support a successful transition to secondary school</p>
<p><b><u>Attendance &amp; Behaviour</u></b></p>	<ul style="list-style-type: none"> <li>- EWO additional sessions</li> <li>- ESBAS</li> <li>- Therapeutic Thinking Model</li> <li>- Educative Consequences</li> <li>- Behaviour Case work Practitioner</li> </ul>	<p>ESP IWG/ESP IWG IWG/SWI IWG</p>		<p>Increase PP/SEND attendance Decrease in negative behaviours Enhanced support for students with SEMH and behavioural needs.</p>