

Pupil Premium Statement

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 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	1442
Proportion (%) of pupil premium eligible pupils	16%
Academic year/years that our current pupil premium strategy plan covers	2023-2025
Date this statement was published	November 2023
Date on which it will be reviewed	November 2024
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- predicted	£ 212,175
Pupil premium/Recovery funding- predicted	£ 55, 476
Total budget for this academic year	£267, 651

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 by 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 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 continued whole school recovery, including additional targeted interventions and wellbeing support for pupils, 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 there is an attainment gap between disadvantaged and non-disadvantaged pupils. This gap has been reduced over time, 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. Results from August 2022 showed improvements in progress and attainment. There was a small dip in August 2023 from the unadjusted grades. There were a number of learners who were on roll but not accessing school due to extreme circumstances.</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 although there is an incredibly low suspension and exclusion rate, a disproportionately high % of our disadvantaged pupils received 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>National Indicators show that more vulnerable learners require access to Mental Health and Wellbeing (MHEW) support within the school than those of their counterparts. Impacts on disadvantaged students have seen an increase in poor MHEW and requirement to access services.</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
Vulnerable Learners make positive progress towards academic attainment at all levels.	<ul style="list-style-type: none"> • Increased progress rates. • Decreased gap between disadvantaged groups and whole cohort. • Increase in students achieving target grades at all levels.

Attendance of vulnerable learners is positive	<ul style="list-style-type: none"> • Higher average attendance than previous years • Reducing gap between disadvantaged learners and others attendance headlines.
Vulnerable Learners have reduced episodes of disengagement and consequence.	<ul style="list-style-type: none"> • Reduced rate of consequences for vulnerable learners. • Increased achievement data. • Increase attendance data.
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"> • Increased wellbeing scores • Capacity maintained for referrals
Vulnerable Learners receive support around their future choices at GCSE and for post 16 options.	<ul style="list-style-type: none"> • Low NEET rates of vulnerable learners • Vulnerable learners have increased access to CEIAG and futures support.
<i>Recovery-: To mitigate negative impacts of COVID 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: £93,000

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 positive impact 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 & Provision Map	<p>Raise awareness of strategies to support Vulnerable Learners within the classroom, combined with focused learning walks and subject reviews.</p> <p>Bespoke platform to conduct APDR process on all learners who require additional support.</p>	1 & 2

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

Budgeted cost from PP/Recovery Funding: £ 50,000

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 & 10 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
Intervention Initiatives Fund	Enable and encourage students to attend and engage in interventions.	1 & 3

Period 7 interventions	This is 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
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
Access to technology	Supporting learners to access learning at home. Homework has a positive impact on average (+ 5 months), particularly with pupils in secondary schools.	1
Department Initiatives Fund	Enable departments to provide resources to support the engagement of students in their subjects.	1 & 3
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: £ 122,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Employment of EWO/ Attendance Worker	<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 the DfE's Improving School Attendance advice.</p>	3
External Behaviour Support	<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</p>	2- 4

	<p>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>	
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
Action your Potential	<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> <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>	1-4

	<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>	
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 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).</p>	2 - 4
Summer School	<p>Summer schools provide additional experiences and activities, such as arts or sporting activities. This might be valuable to increase a positive image of themselves or be used to increase engagement alongside academic support.</p>	3 & 4
Contingency and Emerging Needs Fund	<p>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.</p>	1-4
Trip Subsidy	<p>Provide support for learners to access additional experiences and activities, such as arts or sporting activities. This might be valuable to increase a positive image of themselves or be used to increase engagement alongside academic support.</p>	

Total budgeted cost from PP/Recovery funding: £ 265,000

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: £ 2000

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 previous academic years

2021-2022

Measure	Whole School	PP
<i>Progress 8</i>	<i>0.44</i>	<i>0.02</i>
<i>Attainment 8</i>	<i>53.48</i>	<i>42.81</i>

2022-2023

Measure	Whole School	PP
<i>Progress 8</i>	<i>0.37</i>	<i>-0.66</i>
<i>Attainment 8</i>	<i>47.78</i>	<i>32.68</i>

Academic progress

The school has worked hard to develop outcomes for disadvantaged learners, a priority has been given to these learners not only in the classroom, but also through targeted intervention during and after the school day. The impact of the pupil premium strategy linked with other school approaches resulted in the highest positive progress for PP learners in 2021-2022, an area that was previously declining, indicating strong evidence for the support in place. The outcomes for 2022-2023, although slightly lower than the previous year, are strong compared with local and regional figures, with good progress made with a cohort low on entry to secondary school. These successes are being built on by continuing those elements that were effective previously and increasing other provisions such as interventions. Progress dropped in the latest academic year, however a small number of learners who were on roll were unable to access the exams. Due to the low percentage of pupil premium, each learner has a significant impact on the overall results of this cohort. Individual case studies are available for the learners unable to access examinations during this period.

The additional interventions take place across the school for targeted learners to provide support around key focus areas for exam success. GCSE results indicate strongest success in English during 2022-2023. Engagement was positive in compulsory and timetabled intervention,

but less so in after school or voluntary sessions. This is being addressed in 2023-2024 through timetabled Period 7 intervention lessons and effective targeting of learners using specific horizontal data analysis.

There have been stronger results in the current Year 10 cohort in their 2022-2023 examinations including outstanding results in a bespoke German course, which included vulnerable learners, with 4 x 9 grades, 1 x 8 grade, 2 x 7 grade.

Progress and attainment is stronger at the higher grade boundaries indicating success at Grade 6 and above, however further focus is required at the lower grade boundaries.

The progress of vulnerable learners continues to be a whole school priority and their outcomes are an integral element of school and department improvement plans, along with individual appraisal targets focussed on supporting this target group.

In respect of the Further Maths qualification run additionally last year, the outgoing cohort made excellent progress throughout the year and we are predicting a 100% pass rate with 83% achieving grade 9-5 and 42% achieving grades 9-7, with a third of the class expected to achieve a grade 9. Pupil premium learners were targeted specifically for this intervention and of those who engaged there were positive outcomes. In order to increase the engagement this qualification has been embedded into the curriculum during 2023-2024 to give enhanced access to disadvantaged learners.

The HPQ was offered as an additional experience to support learners' wider literacy development. 5 students completed HPQ last year and all are expected to achieve A*-Bs. The continuing cohorts are all disadvantaged learners at Key Stage 4.

Summer School Provision

Since COVID, almost half of new Year 7s engage in a comprehensive 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 was received from parents and students. This has supported successful transition to secondary school shown by positive attendance and engagement of Year 7 learners.

Alongside summer school, a transition worker and family support worker engage with individuals across the town whilst at primary school to support their transition to secondary school. The impact has been seen with increased parental engagement/confidence and in many cases positive engagement at the start of Year 7.

Health & Wellbeing

A significant investment has been made to support young people's mental health and wellbeing. PP funding is used to employ therapy and intervention staff alongside the commissioning of Action your Potential. Vulnerable Learners are prioritised for support and a high proportion were

engaged in sessions around their wellbeing and exam support in 2022-2023, this will continue in 2023-2024. Feedback from 1-1 coaching sessions has been very positive. The therapy interventions have had proven effectiveness with a 20% increase in wellbeing indicators for learners engaged in 2021-2022. Members of the therapy team have also started to develop a whole school group work programme around health and wellbeing that will be increased in 2023-2024 with targeted enhanced groups for vulnerable learners.

Behaviour

School statistics around suspensions and permanent exclusions remain the lowest in the county, showing the support and provision for learners who experience challenging behaviour is effective. The schools Learning Hub has been developed to support learners who struggle to maintain positive engagement in school. Through bespoke personalised provision these learners are engaged within the mainstream school to continue studies towards GCSE outcomes while maintaining positive behaviour and engagement. External provisions and services have been engaged to support learners alongside internal support.

VLSCR

A school wide shared single record of vulnerable learners was extended and utilised to ensure that there was a greater awareness and holistic overview of vulnerable learners. This has been used successfully during the transition meetings held to ensure that we have full information on the learners starting with us.

Attendance

National challenges around attendance have continued post COVID. A range of interventions and support was put in place during the academic year 2022-2023 to support attendance of our most vulnerable. This resulted in a final attendance of 87% for pupil premium learners as shown below. The estimated absence rate nationally in 2022-2023 was 14.7% in secondary schools and in the South East was 16.9% (DfE) during the Year 2022-2023. Average attendance at the school for all pupils was at a higher rate than this. Individual support was effective using extensive pastoral systems and internal provisions to support them to access school. Attendance continues to be an area to focus on during the coming academic year and support is in place with therapeutic and attendance interventions to support with a key focus on pupil premium learners.

Session Attendance Summary (01 Sep 2022 - 20 May 2023) for Attendance

	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12	Year 13	All Years
All (Current)	94.07%	91.29%	91.91%	90.93%	89.32%	92.08%	90.37%	91.49%
Male	94.21%	92.46%	92.03%	92.27%	90.75%	93.11%	90.55%	92.26%
Female	93.92%	90.26%	91.80%	89.14%	87.63%	90.82%	90.13%	90.65%
FSM	88.60%	86.53%	85.99%	85.26%	83.93%	89.96%	89.04%	86.55%
Not FSM	95.27%	92.55%	92.80%	91.81%	90.08%	92.19%	90.54%	92.33%
CLA	96.97%	93.17%	0%	92.99%	92.12%	0%	0%	93.94%
Not CLA	94.01%	91.27%	91.91%	90.88%	89.26%	92.08%	90.37%	91.46%
CLA or FSM	88.92%	86.61%	85.99%	86.70%	85.17%	89.96%	89.04%	87.01%
Not CLA or FSM	95.27%	92.56%	92.80%	91.68%	90.03%	92.19%	90.54%	92.31%
Pupil Premium	89.23%	86.94%	87.70%	86.26%	84.20%	89.96%	89.70%	87.20%
Not Pupil Premium	95.23%	92.53%	92.67%	91.85%	90.26%	92.19%	90.47%	92.34%
PA Middle	0%	0%	0%	0%	0%	0%	89.27%	89.27%
PA High	0%	0%	0%	0%	0%	0%	95.14%	95.14%
EAL	96.54%	94.30%	94.87%	96.69%	91.73%	95.31%	94.64%	94.83%
Not EAL	93.96%	91.14%	91.70%	90.30%	89.12%	91.97%	90.09%	91.26%
SEN	92.01%	83.34%	90.50%	86.29%	86.52%	87.80%	0%	87.78%
Not SEN	94.37%	92.27%	92.07%	91.47%	89.81%	92.53%	90.37%	91.93%

Extra-Curricular

52% of all pupil premium learners engaged in extra-curricular activities during 2022-2023, this has increased from 45% the previous academic year. A strong drive on engagement in extra-curricular activities, with increasing offers, has been a key focus to ensure that learners have a breadth of experiences. This is supported using the school rewards system.

Mentoring

Termly mentoring to support VLs with any issues arising in school. Mentor records show positive engagement in those sessions carried out with good progress to individual targets. To capitalise on this there is an increase in learners being mentored 2023-2024 with over 100 sessions carried out this year to date (November 2023).

Trip Subsidy

All FSM learners have access to a subsidy amount per year off school trips. This was used substantially in its first year and last year to support a high proportion of FSM learners to enhance their capital culture in experiences that they may not usually be able to access.

CEIAG

Vulnerable learners are given priority access to 1-1, the impact of this is positive applications to post 16 destinations. ESCC are still in process of finding out where everyone is registered from the 2022-2023 cohort, however initial data shows only 2.2% of the whole cohort are NEET.

Revision Guides

Last academic year a new process was implemented to support VLs to access revision guides. Every FSM1 student in Year 10 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. During the 2023-2024 academic year, all revision guides will be given out for all subjects.

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.

Programme	Provider
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.