

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	1443
Proportion (%) of pupil premium eligible pupils	17.46%
Academic year/years that our current pupil premium strategy plan covers	2024-2025
Date this statement was published	October 2024
Date on which it will be reviewed	October 2025
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	£ 229,950
Additional Funding	£ 46,000
Total budget for this academic year	£275,950

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all learners, 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 adaptive teaching, careful curriculum design and specialist 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 wider support for vulnerable learners, 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>August 2024 results showed continued improvements in progress and attainment for vulnerable learners. Historically and using our current internal data there is an attainment gap between disadvantaged and non-disadvantaged pupils. This gap has been significantly 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 also seek to increase the amount of learners securing 9-4 grades, specifically for low prior attainers to achieve grade 4s to access further pathways. We continue to seek to ensure students are achieving their target 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 although there is an incredibly low suspension and exclusion rate a disproportionate percentage 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 attainment of our disadvantaged pupils.</p>
4	<p>Sustaining and supporting positive emotional wellbeing and mental health (MHEW)</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"> Continued positive progress of achievement in line with expected grades. Increase learners achieving Grade 9-4 especially in Maths & English.

	<ul style="list-style-type: none"> 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. Reduced attendance gap between disadvantaged and non-disadvantaged learners.
Vulnerable Learners have reduced episodes of disengagement and consequence.	<ul style="list-style-type: none"> Reduced rate of consequences for vulnerable learners. Improved achievement data. Improved 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 Appropriate services available for learners.
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.

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: £

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
HPQ & Scholars Programme.	Potential Plus UK, formerly known as the National Association for Gifted Children (NAGC), maintains that a child's intelligence, talent, and abilities	1 & 2

	<p>need distinct and proactive support in order to fully develop</p> <p>Small group tuition has an average impact of four months' additional progress over the course of a year.</p>	
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:

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
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
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 pupil's 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

Budgeted cost-

Activity	Evidence that supports this approach	Challenge number(s) addressed
Employment of Educational Welfare Officer	Focussed attendance support to monitor and raise attendance of students. Targeted support for PPG pupils with low attendance including embedding principles of good practice set out in DfE's Improving School Attendance advice.	3
Learning Hub Staff	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,	1-5

	<p>substance abuse and general anti-social activities.</p> <p>Both targeted interventions and universal approaches have positive overall effects (+ 4 months).</p>	
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/ELSA	<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 quantitative and qualitative results support the hypotheses that ELSA projects have a positive impact on and children's self-efficacy (Grahamslaw, L, 2010).</p>	2- 4
Mentoring-Academic & Pastoral	<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 positive impact on academic outcomes. 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
LAC Keyworker	<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>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>	2- 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> <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
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	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.	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
Trip Subsidy	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.	

Total budgeted cost from PP/Recovery funding: £

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 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 pupil's progress.
Additional support through interventions as highlighted through mentoring or academic need.	Bespoke approaches to individual support based on a cohort.

Total budgeted cost: £ 1300

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

Overall Results- PP

Measure	2019	2022	2023	2024
Attainment 8	41.03	42.14	36.64	41.35
Progress 8	0	0.07	-0.47	0.07
English and Maths Grade 9 - 7	11	10	7	6
English and Maths Grade 9 - 5	33	35	29	34
English and Maths Grade 9 - 4	50	61	50	53
Ebacc Strong pass	11.11	9.68	10.71	21.88
% 5+ GCSEs at 9 - 5 (Inc Eng/Ma)	33.33	35.48	21.43	28.13
% 5+ GCSEs at 9 - 5	38.89	41.94	21.43	37.5
% 5+ GCSEs at 9 - 7	22.22	9.68	10.71	3.13

Academic progress

The school has worked hard to improve outcomes for disadvantaged learners, a priority has been given to these learners not only in the classroom through developments in quality first adaptive teaching, but also through more precise targeted intervention during and after the school day. The impact of pupil premium strategy with the other school approaches resulted in a continued positive progress score and strong attainment, above national and local averages, indicating strong evidence for the support in place.

Successful strategies that have proved effective in previous years will continue alongside a more precise focus on other provisions such as interventions. The one year drop in progress (2022-2023) was due to a small number of learners who were on roll, but 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 were available for the learners unable to access examinations during this period. The results from this academic year highlight that the holistic whole school approach to educating and supporting vulnerable learners is effective, with a strong return to positive progress and attainment figures.

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 precise individual learner and department foci on supporting this target group.

The Further Maths qualification run showed continued strong results with- 9 – 7 at 68.2%, 9 – 5 at 95.5% and 9 – 4 100%. 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 was 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. All learners achieved a B grade. The continuing cohorts are all disadvantaged learners at Key Stage 4 and we have expanded the project to include a university style scholars programme at Key Stage 3 in the academic year 2024-2025.

Every PP learner in Year 11 engaged in intervention including academic and individual academic mentoring. Alongside a significant number in other year groups through targeted intervention and mentoring.

Summer School Provision

We have continued to fund a comprehensive summer school, with learners mainly from Year 6 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 has been 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 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 is 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- this will continue due to positive impact. 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. Members of the therapy team developed wider whole school group work programmes around health and wellbeing including psychoeducation lessons for all Year 7s and targeted enhanced groups for vulnerable learners.

Conduct

Pupil Premium learners obtained 36,054 positive points in the 2023-2024 academic year. This is in comparison to 100,632 for non-pupil learners which is disproportionately positive in favour of PP learners. 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. VL learners are overrepresented in higher tier sanctions for example suspensions and internal suspensions which does require development, however due to the whole school low rates this represents a very small number of learners. The schools Learning Hub continues to offer support to 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.

Vulnerable Learners Single Central Record

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 and the school has responded by increasing the range of interventions and specific support to promote the positive attendance of our most vulnerable. A new internal EWO has been appointed alongside a town wide family practitioner mid-way through the year to provide specific targeted support. Early indications are showing positive impacts with PP attendance 1.4% higher than the same point last year. The final attendance of 86% for pupil premium learners compared to FFT national average of 85.7%. 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 alongside the new EWO and family worker.

Parental engagement

The Family Partnership programme was launched during 2023-2024, with the aim to provide opportunities for parents/careers to engage in workshops and learning information sessions. A broad range of workshops were delivered by internal staff and with external organisations throughout the year, focussing on academic and holistic themes. Engagement was strong for some workshops specifically in Maths; however, development is required to increase engagement in the sessions especially from vulnerable learner groups.

A blended approach to Parents/Carers Consultation evenings has been fully embedded. Analysis shows that families from vulnerable learner groups are less likely to engage in the events around their child's learning. This area will require specific focus during the next academic year.

Extra-Curricular & Trips

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, supported using the school rewards system.

All free school meal learners have access to a subsidy amount per year off school trips. This was enhanced during the school 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.

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 350 sessions carried out. The mentoring scheme is being refined in 2024-2025 to provide pastoral mentoring alongside focused targeted academic mentoring which will be facilitated by subject specialists, providing intensive regular subject boosters.

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 the process of finding out where everyone is registered from the cohort, however from our data all PP learners left with places offered allowing meetings and written action plans.

Revision Guides

Through an embedded and effective process, every FSM1 and LAC Year 10 student automatically receives Maths, English & Science & option subject revision guides. This has provided key learning resources to students who would be unable to finance these usually.

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

