

SUPPORTING DISADVANTAGED STUDENTS AT BEXHILL ACADEMY
Pupil Premium Funding Strategy: 2018-2019 Academic Year

The Government gives schools additional funding to help raise the achievement of disadvantaged pupils to close the attainment gap between them and their peers. This year Bexhill Academy was awarded an additional £367,528.

Headship members and Attwood Board Member (Governor) with responsibility for PP:

- Ms H L Simon– Assistant Principal (PP Champion)
- Mr J Sale – Finance Director (PP funding for strategy)
- Mrs S Attwood – named board member

Key data:

Year	Total number in year group	Number of PP	Number of PP who are FSM	Number of PP who are SEN (K&E)	Number of PP who are CLA
7	283	112 (40%)	61	29 (62%)	3
8	299	115 (38%)	57	23 (66%)	-
9	224	78 (35%)	38	11 (48%)	3
10	215	76 (35%)	36	17 (23%)	3
11	224	79 (35%)	40	20 (49%)	3

Several institutions have researched the challenges facing students from disadvantaged families. These publications include reports from: The Sutton Trust (Cracking the Code), The Fair Education Alliance, The Social Mobility Commission, Tackling Child Poverty (West Sussex)

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General Findings

Many of the report's findings are common knowledge among schools. They include statements that are relevant to Bexhill Academy:-

- Low income White British groups make the least progress.
- The progress gap is widest in the South East and narrowest in London.
- Pupils' achievement is linked to commitment to independent study and low income parents are less likely to be able to help with this given the more complex secondary curriculum.
- SEND and mental health are particularly likely to adversely affect progress. These factors are also more likely to affect low income pupils.
- Low income students are four times more likely to be permanently excluded. 50% of exclusions are for pupils with SEND.
- Academically enriching activities may help to support attitudes to school and learning but low income pupils are less likely to participate.
- Nationally the gap in literacy and numeracy levels at the end of primary education is 8.2 months.

The reports encourage schools to invest in best practice which includes the following points:

- Promote quality first teaching to ensure literacy and numeracy gaps are closed.
- Provide students with a broad educational experience.
- Promote skills that enable self-supported study.
- Ensure good attendance records for disadvantaged students.
- Promote the high profile of disadvantaged students.

By referring to research undertaken by the authors of these publications and by regularly referring to research published by the EEF, we are confident that our planning for the removal of barriers for disadvantaged students will become effective. Strategies from previous academic years are also evaluated to ensure that resources are deployed where they can have maximum impact.

The key intervention and support strategies used to close the gap this year are:

Quality First Teaching

Teaching and Learning

Bexhill Academy continues to develop high standards in teaching and learning across all subjects and all year groups. Staffing levels are strategically high in core subject areas to ensure that high levels of personalised teaching and learning and intervention are delivered throughout the academic year across all year groups.

All disadvantaged students are known to staff and therefore the following strategies are able to be implemented across the school.

- Whole staff INSET on effective feedback/metacognition practices.
- Whole school literacy CPD focus on closing the vocab gap.
- Teachers mark the work of disadvantaged students first.
- Feedback is given to disadvantaged students in lessons as a priority.
- One to one support for students in lesson is an integral part of teachers' lesson planning.
- An Assistant Head PP Champion coordinates the work of the Pastoral teams as well as evaluating the whole school teaching and learning approach through regular learning walks.
- Tracking of PP student progress across the school by PP Champion and specific underperforming PP students identified for subject specific intervention.
- Tracking of YR 8 engagement grades to 3ensure PP students' graduate.
- The Head of House and Pastoral Manager in each House have as one their priorities a role in the monitoring of the academic progress of PP students.
- An Assistant Head has the overall role of 'PP Champion' and coordinates the work of the Pastoral teams as well as evaluating the whole school teaching and learning approach through regular learning walks.
- The KS3 curriculum has begun to adopt a 'knowledge based' approach with supporting 'Knowledge Organisers' aimed at filling the knowledge gap predominately experience by PP students. The use of the Knowledge organisers by staff ensures that PP students in particular are benefitting from this initiative. These Knowledge organisers will grow to all year groups over time.
- YR11 starting points document addresses subject specific technical vocab – given to all YR11 but aimed primarily at PP students.

Specific additional Interventions

PP Plan for 2018-2019

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Transition 6 into 7 Additional Pastoral manager appointed to support this process and establish positive relationships with PP parents.	Additional Transition/Year 7 Pastoral Manager appointment			Pastoral Manager Transition school visits begin. Additional Transition project begins.		Transition reading scheme 2 Additional Transition days for PP students.
Yr.7 Pastoral managers PP/HoH focus includes - additional parental support, uniform, equipment and trips Attendance Team support PP students through – minibus pickups for PA students and home visits. VP Ms Gordon – Organisation of 1 day a week programme at FIRS.	Year 7 Knowledge Journals ‘Get up and read’ project – attendance /literacy	SWh – Vulnerable students bowling trip (December)	Glyndebourne (February)HSi/ Matt Kidzania – Careers programme - THi			Year 7 Camp – focus on PP student attendance Eastbourne Town Gallery/ Eastbourne Tennis Championship trip
Yr.8 Pastoral managers PP/HoH focus includes - additional parental support, uniform, equipment and trips Attendance Team support PP students through – minibus	HoH Breakfast reading club (15 students)	The Woman in Black theatre trip Bespoke mentoring students for Options process				



pickups for PA students and home visits. VP Ms Gordon – Organisation of 1 day a week programme at FIRS.						
Yr.9 Pastoral managers/HoH PP focus includes - additional parental support, uniform, equipment and trips Attendance Team support PP students through – minibus pickups for PA students and home visits. VP Ms Gordon – Organisation of 1 day a week programme at FIRS.	Gyndebourne Singing coach – (30 students /17 PP)	Hastings Direct - Be the Change programme Glyndebourne – singing practitioner (30 students 17 PP)	PGo – Compact plus – First Generation University programme. Op-en door – work based visits (20 students)	Hastings Direct -Be the Change programme		Hastings Direct -Be the Change programme
Yr.10 Pastoral managers/ HoH PP focus includes - additional parental support, uniform, equipment and trips. Attendance Team support PP students through – minibus pickups for PA students and home visits.	Book and revision Loan scheme PGL – Maths weekend				Art Show – Jerwood Gallery Exhibition	
Yr.11 Pastoral managers / HoH PP focus includes - additional parental support, uniform, equipment and trips. Act as mentors to specific PP students.	Book and revision Loan scheme PGL – Maths weekend	Assertive Mentoring programme – all PP students History trip – Ballantynes	PGL – English weekend			



Bexhill Academy

<p>Attendance Team support PP students through – minibus pickups for PA students and home visits.</p>	<p>Starting Points documents Equipment packs</p>	<p>Photography trip 12 students</p> <p>Pastoral managers – PP trip to colleges</p>				
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