

SUPPORTING DISADVANTAGED STUDENTS AT BEXHILL ACADEMY
Pupil Premium Funding Strategy: 2021-2022 Academic Year (Working document
4/11/21)

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 £463,175.

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

- Catherine Davies– Executive Principal (PP Champion)
- Daniel Russell – Raising Progress Lead
- Mrs Michelle Hercock – Finance Director (PP funding for strategy)
- Mrs S Attwood – named board member

Our aims:

- Raise ambition and employability skills
- To raise self-confidence and provide opportunities to develop higher level independent learning skills, attitudes and habits
- Provide literacy and numeracy catch-up and life coach mentoring
- Enable students to catch-up quickly to reach target levels for their age and support academic progress
- Provide access to additional resources to enable fair equitable access to wider opportunities and enrichment
- Increase attendance and engagement for key students
- Support mental health and resilience support for students who have complex needs
- Provide tailored curriculum interventions to enable strong progress
- Creates an aspirational, high achievement culture for all
- Allows everyone to experience success and have hope and a pathway to a great future

Key data:

Year	Total number in year group	Number of PP	Number of PP who are FSM	Number of PP who are LAC
7	305	83	86	
8	332	122	106	
9	304	91	81	
10	276	89	72	
11	303	104	79	
Total:	1520	489	424	

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), Education endowment fund (EEF). Extensive research has been carried out including access and review of the latest literature eg: Addressing Educational Disadvantage by Marc Rowland (2021) and The Secret of Literacy by David Didau (2021).

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 nationally – areas of particular disadvantaged and coastal towns remain a focus where outcomes and progress for disadvantaged students remains a priority for improvement and Bexhill-On-Sea near Hastings. A significant proportion of our children are commuting from Hastings to attend our school.
- The progress gap is widest in the South East and narrowest in London where students often have lower aspirations and live in communities where low expectations are the norm.
- Pupils' achievement is linked to commitment to independent study (growth mind-set, resilience, perseverance etc.) 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. Given the pandemic and isolation faced by all learners, there is a pattern of particular concern around students who may be learning from home without parental support at secondary level to support engagement. From our recent survey of behaviours during lockdown 1 (March 2020) and 2 (January 2021), it has been identified that poor patterns of sleep and engagement with learning can escalate and gaps widen e.g.: students sometimes spend mornings in bed emerging from 1pm and find it difficult to commence home learning timetables as work can seem overwhelming (January 2021).
- 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 – enhanced access to cultural capital activities.
- Promote skills that enable self-supported study – google classroom and deep learning remote days (during both lockdowns).

- Ensure good attendance records for disadvantaged students – enhanced resourcing of attendance strategies.
- Promote the high profile of disadvantaged students to enable their specific needs to be met in the core teaching classroom.

By referring to research undertaken by the authors of these publications, by regularly referring to research published by the EEF and reviewing evidence from our own context here in Bexhill Academy, we are confident that our planning for the overcoming of barriers for disadvantaged students will become effective. We are really keen to learn from the latest research findings on remote learning and what works well to engage our disadvantaged so draw from the Ofsted (2021) and wider research findings about how to make this new mode of learning as effective and engaging as possible. 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 SUPPORT DISADVANTAGED STUDENTS THIS YEAR ARE:

STRATEGY	Details	Desired Impact	Costs
<p>Quality First Teaching - in class tailored support Tailored CPD to enable classroom practice to deliver effective strategies to support progress for the specific needs of these students.</p>	<p>Strong focus on CPD to meet all students' needs within mainstream lessons – use of passports and tailored adjustments to learning and behaviour strategies. Leadership strongly focused on measuring consistency of impact across the academy.</p> <p>A whole school focus on the 'three E's'. These enable all students to get the correct level of challenge and support in their learning. Each student has their correct 'E' identified on the front of their books, ensuring they receive the relevant challenge in their lessons.</p> <p>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 learning and how to measure impact and provide quality feedback</p> <p>Whole school literacy CPD focus on closing the vocab gap, extended quality writing and sticky learning.</p>	<p>All students have the right level of support and challenge within mainstream lessons. Consistency in meeting needs of students in every lesson – right support at the right time.</p>	<p>£12,000</p>

	<p>Teachers mark the work of disadvantaged students first. Disadvantaged students get priority access to enrichment, motivational, personal development and careers opportunities as well as bespoke tailored provision created exclusively for them.</p> <p>Feedback is given to disadvantaged students in lessons and remotely via google classroom as a priority.</p> <p>One to one support for students in lesson is an integral part of teachers' lesson planning.</p> <p>We have also invested in the appointment of additional high quality tutors in maths and English to provide mentoring and coaching alongside wellbeing support (four staff)</p> <p>Executive Principal directly coordinates the work of the Raising progress leads as well as evaluating the whole academy learning and impact approach through regular quality assurance systems for both in-school learning and remote provision via google classroom.</p> <p>Raising progress leads for each key stage focus on implementation and strategy for raising the progress of our disadvantaged pupils.</p> <p>Additional time for careers and employability workshops, 1-1 sessions and disadvantaged Employability Raising Aspirations events with local businesses.</p>		
<p>Attendance and punctuality initiatives to improve attendance</p>	<p>Increased capacity and dedicated attendance officer. EWO paid support 2 days a week</p>	<p>Improved attendance/punctuality and strong positive relationships with</p>	<p>£20,000</p>

	<p>Rewards Increased contacts in addition to first day calling.</p> <p>Identification of PP students with 80-94% attendance every term. Tutors will monitor and mentor these students in order to increase their attendance. This will be reviewed bi-termly.</p>	<p>families. Closing the attendance gap between groups. Providing holistic wellbeing support for families during lockdown through regular contact and wide support with links to other agencies.</p>	<p>£4,000</p> <p>£24,000</p>
Additional Literacy support	<p>Appointment of 5 additional coaches to provide tailored support 50%</p> <p>Setting up a Literacy Strategy group to deliver resources where best impact and need is.</p> <p>Bought and implemented additional baseline diagnostic testing using external resources.</p> <p>New library resource system to raise positive profile of reading.</p>	<p>To provide additional capacity for tailored strategies: in-class support, 1-1 coaching, supporting at the point of need.</p> <p>To develop a positive culture and habits of reading for pleasure and for success.</p>	£120,000
Additional Numeracy support	<p>Appointment of 5 additional coaches to provide tailored support 50%</p> <p>Over recruited in maths to provide additional capacity for tailored support both in class and in groups.</p> <p>Setting up a Numeracy Strategy group to deliver resources where best impact and need is located.</p> <p>Introduced and implemented additional resources for maths such as White Rose and other supplementary packages as well as baseline diagnostic tests.</p>	<p>To provide additional capacity for tailored strategies: in-class support, 1-1 coaching, supporting at the point of need.</p>	
Nurture provision	<p>Provide daily nurture support and space to check wellbeing and readiness for learning.</p>		

	Set up and staffed additional nurture class in Year 7 – recruited a primary school trained practitioner.		
Family engagement with school and other agencies Home visits through lockdown (doorstep, garden welfare checks)	Additional capacity added with a fulltime member of staff	To provide additional capacity to do home visits, welfare checks and phone contacts (during lockdown). Deliver food packages and provide links with other support agencies for families.	£30,000
Promoting the high profile of disadvantaged students	This year Bexhill Academy is dedicated to raising the profile of disadvantaged students across the whole school. This will be achieved through the addition of aspirational passports for our most disadvantaged students. These passports will be created by the students' tutors and will reflect; their learning style, their hobbies and interests, areas they may need support, and challenges they face in their learning. These passports are designed, firstly, to give our most disadvantaged students an opportunity to think about the way they learn. Secondly, the passports are designed to promote the profile of these students to their teachers. Teachers can then use the information on the aspirational passports to deliver personalised, quality first, teaching.	To promote the profile of disadvantaged students in our school, so that every child in every lesson is catered too. Improving the progress of our disadvantaged students.	
Improving outcomes in Maths and English	Maths mastery and additional resources purchased. Maths coaching – 5 additional staff employed to deliver in-class and small group interventions. Department CPD. Diagnostic test		

Stationary	Packs of additional stationary provided both in school and during lockdown.	To ensure that no student is disadvantaged by not having the correct equipment.	£1,500
Level 2 Key Worker	Case support flexible		£6,000
WISE Groups	Support for vulnerability and exploitation		
Mental Health Support	<p>Full time Mental Health First Aid with priority for pupil premium students 3 days a week Counsellor CLA case worker</p> <p>Review and implement a therapeutic approach to ensure staff understand and enable students from their varying starting points</p> <p>Trailblazers</p>		<p>£35,000 £30,000 £8,000 £5,000</p>

Whole School Teaching and Learning strategies – Focus on Quality first Teaching 2021-2022

STRATEGY	Costs
<p>All disadvantaged students are known to staff and therefore the following strategies are able to be implemented across the school.</p> <ul style="list-style-type: none"> • Whole staff INSET on effective feedback/metacognition practices. • Whole school literacy CPD focus on closing the vocab gap, focusing on tiered language in lesson and on displays in all rooms. • Teachers mark the work of disadvantaged students first, with a focus on giving students detailed, quality feedback. • 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. • Raising progress leads (one for each key stage) evaluate whole school teaching approach through learning walks, book looks, attendance, student voice, implementing aspirational passports. • Heads of House and pastoral managers in each year group have, as part of their roles, a priority to monitor academic progress of PP students. • Executive head to deliver assemblies every 3 weeks, focussing on aspirations for our students. • Executive head to be visible day to day, consistently talking to students around aspirations and the importance of their schooling • A whole school focus on employability, within lessons the topics will be linked to jobs students can aspire to become. This will aid in disadvantaged students seeing the relevance of their schooling to life and work after school. • A whole school focus on the 3 'E's' (Expected, Exceeding, Excelling). This aids targeted work and differentiation as well as promoting growth mind-set to our disadvantaged students. • Whole school focus on literacy and numeracy, with a consisted approach to the marking and teaching of literacy. • 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. • The KS3 curriculum has begun to embed a 'knowledge and skills 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 	<p>Classroom support staff £77216</p> <p>Raising progress leads £5000</p> <p>£10750</p> <p>£2000</p>

initiative. These Knowledge Organisers will grow to all year groups over time, currently both YR 7 and 8 have these.

- Rewards through class charts points, and attendance rewards
- Facility set up to support most vulnerable mainly PP students - ACE
- Supported college placement for YR10 and 11 PP students ESBAS support

£2160

£130 363

SPECIFIC ADDITIONAL INTERVENTIONS

Additional interventions to take place 2021-2022

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
<p>Transition</p> <p>Additional Pastoral manager appointed to support this process and establish positive relationships with PP parents.</p>				<p>Pastoral Manager Transition school Visits begin.</p>		<p>Transition reading scheme 2 Additional Transition days for PP students.</p> <p>New Year 6 Parents Evening 22nd June</p>
<p>Yr.7 Raising progress lead/HoH focus includes - additional parental support, uniform, equipment and trips Attendance Team support PP students. Tutors monitor the attendance of PP students that have an attendance of between 80-94%. This is monitored weekly and reviewed bi-termly. Culture of Learning Appointment of two Assistant Principals to develop and embed systems to support positive Learning habits and sustain close</p>	<p>Year 7 Knowledge Organisers implemented every term.</p> <p>Scholarship scheme applied for by students. Scholarships available for many subjects with added benefits included within scholarships.</p>	<p>Year 7 Knowledge Organisers implemented every term.</p> <p>Remembrance Service</p> <p>Aspirational passports to be created and trialled</p> <p>Scholarships given out. Aspiring</p>	<p>Year 7 Knowledge Organisers implemented every term.</p> <p>– Careers programme - THo</p> <p>Red carpet events throughout the year to recognise and praise</p>	<p>Year 7 Knowledge Organisers implemented every term.</p> <p>Scholarships continue, aspiring scholar scheme continues.</p> <p>Learning Lead for the year group to implement a trip exclusively for PP students in order to increase their aspirations.</p>	<p>Year 7 Knowledge Organisers implemented every term.</p> <p>Scholarships continue, aspiring scholar scheme continues.</p>	<p>Year 7 Camp – focus on PP student attendance</p> <p>Scholarships continue, aspiring scholar scheme continues.</p>

<p>effective relationships and communication with parents</p>		<p>scholars scheme available to disadvantaged students who are unsuccessful</p>	<p>outstanding students</p> <p>Scholarships continue, aspiring scholar scheme continues.</p> <p>Aspirational passports to be rolled out</p>			
<p>-Yr.8 Pastoral managers/Raising progress leads/HoH focus includes - additional parental support, uniform, equipment and trips</p> <p>Attendance Team support PP students. Tutors monitor the attendance of PP students that have an attendance of between 80-94%. This is monitored weekly and reviewed bi-termly.</p> <p>Culture of Learning Appointment of two Assistant Principals to develop and embed systems to support positive Learning habits and sustain close effective relationships and communication with parents</p>	<p>Year 8 Knowledge Organisers implemented every term.</p> <p>Scholarship scheme applied for by students. Scholarships available for many subjects with added benefits included within scholarships.</p>	<p>Year 8 Knowledge Organisers implemented every term.</p> <p>Aspirational passports to be created and trialled</p> <p>Scholarships given out. Aspiring scholars scheme available to disadvantaged students who are unsuccessful</p>	<p>Year 8 Knowledge Organisers implemented every term.</p> <p>Scholarships continue, aspiring scholar scheme continues.</p> <p>Red carpet events throughout the year to recognise and praise outstanding students</p>	<p>Year 8 Knowledge Organisers implemented every term.</p> <p>Scholarships continue, aspiring scholar scheme continues.</p> <p>Learning Lead for the year group to implement a trip exclusively for PP students in order to increase their aspirations.</p>	<p>Year 8 Knowledge Organisers implemented every term.</p> <p>Scholarships continue, aspiring scholar scheme continues.</p>	<p>Year 8 Knowledge Organisers implemented every term.</p> <p>Scholarships continue, aspiring scholar scheme continues.</p>

			Aspirational passports to be rolled out			
<p>Yr.9</p> <p>Pastoral managers/HoH PP focus includes - additional parental support, uniform, equipment and trips</p> <p>Attendance Team support PP students. Tutors monitor the attendance of PP students that have an attendance of between 80-94%. This is monitored weekly and reviewed bi-termly.</p> <p>Culture of Learning Appointment of two Assistant Principals to develop and embed systems to support positive Learning habits and sustain close effective relationships and communication with parents</p>	<p>Hastings Direct - Be the Change programme – 27th September</p> <p>Glyndebourne – Trip</p> <p>Scholarship scheme applied for by students. Scholarships available for many subjects with added benefits included within scholarships.</p>	<p>Hastings Direct -Be the Change programme</p> <p>Aspirational passports to be created and trialled</p> <p>Scholarships given out. Aspiring scholars scheme available to disadvantaged students who are unsuccessful</p>	<p>Red carpet events throughout the year to recognise and praise outstanding students</p> <p>Aspirational passports to be rolled out</p> <p>Scholarships continue, aspiring scholar scheme continues.</p>	<p>Hastings Direct -Be the Change programme</p> <p>Scholarships continue, aspiring scholar scheme continues.</p> <p>Learning Lead for the year group to implement a trip exclusively for PP students in order to increase their aspirations.</p> <p>Duke of Edinburgh award.</p>	<p>Scholarships continue, aspiring scholar scheme continues.</p>	<p>Hastings Direct Be the Change programme</p> <p>Scholarships continue, aspiring scholar scheme continues.</p>
<p>Yr.10</p> <p>Pastoral managers/HoH PP focus includes - additional parental support, uniform, equipment and trips.</p> <p>Attendance Team support PP students. Tutors monitor the attendance of PP students that have an attendance of between</p>	<p>PE – GCSE Trip to Yorkshire 16th October</p> <p>Scholarship scheme applied for by students. Scholarships available for many subjects with added</p>	<p>Aspirational passports to be created and trialled</p> <p>Scholarships given out. Aspiring scholars scheme available to disadvantaged</p>	<p>Aspirational passports to be rolled out</p> <p>Red carpet events throughout the year to recognise and</p>	<p>Scholarships continue, aspiring scholar scheme continues.</p> <p>Learning Lead for the year group to implement a trip exclusively for PP students in order to</p>	<p>Scholarships continue, aspiring scholar scheme continues.</p>	<p>Scholarships continue, aspiring scholar scheme continues.</p>

<p>80-94%. This is monitored weekly and reviewed bi-termly.</p> <p>Culture of Learning Appointment of two Assistant Principals to develop and embed systems to support positive Learning habits and sustain close effective relationships and communication with parents</p>	<p>benefits included within scholarships.</p>	<p>students who are unsuccessful</p>	<p>praise outstanding students</p> <p>Scholarships continue, aspiring scholar scheme continues.</p>	<p>increase their aspirations.</p>		
<p>Yr.11 Pastoral managers / HoH PP focus includes - additional parental support, uniform, equipment and trips. Act as mentors to specific PP students.</p> <p>Attendance Team support PP students. Tutors monitor the attendance of PP students that have an attendance of between 80-94%. This is monitored weekly and reviewed bi-termly.</p> <p>Culture of Learning Appointment of two Assistant Principals to develop and embed systems to support positive Learning habits and sustain close</p>	<p>All year 11 students given progress cards that include their progress scores in each of their subjects. These are explained to them in an assembly by the Head of School.</p> <p>Scholarship scheme applied for by students. Scholarships available for many subjects with added benefits included within scholarships.</p>	<p>Scholarships given out. Aspiring scholars scheme available to disadvantaged students who are unsuccessful</p> <p>Aspirational passports to be created and trialled</p>	<p>Red carpet events throughout the year to recognise and praise outstanding students</p> <p>Aspirational passports to be rolled out</p> <p>Scholarships continue, aspiring scholar scheme continues.</p>	<p>Scholarships continue, aspiring scholar scheme continues.</p> <p>Learning Lead for the year group to implement a trip exclusively for PP students in order to increase their aspirations.</p>	<p>Scholarships continue, aspiring scholar scheme continues.</p>	<p>Scholarships continue, aspiring scholar scheme continues.</p>

	Behaviour:	Behaviour:	Behaviour:	Behaviour:	Behaviour:	Behaviour:
Year 9	Culture and standard:					
	Progress:	Progress:	Progress:	Progress:	Progress:	Progress:
	Attendance:	Attendance:	Attendance:	Attendance:	Attendance:	Attendance:
	Student voice feedback:					
	Behaviour:	Behaviour:	Behaviour:	Behaviour:	Behaviour:	Behaviour:
Year 10	Culture and standard:					
	Progress:	Progress:	Progress:	Progress:	Progress:	Progress:
	Attendance:	Attendance:	Attendance:	Attendance:	Attendance:	Attendance:
	Student voice feedback:					
	Behaviour:	Behaviour:	Behaviour:	Behaviour:	Behaviour:	Behaviour:

Year 11	Culture and standard:					
	Progress:	Progress:	Progress:	Progress:	Progress:	Progress:
	Attendance:	Attendance:	Attendance:	Attendance:	Attendance:	Attendance:
	Student voice feedback:					
	Behaviour:	Behaviour:	Behaviour:	Behaviour:	Behaviour:	Behaviour: