



## **PUPIL PREMIUM PLAN**

### **Our Strategy to Make Every Child Empowered to Succeed**

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 £417,335. This plan has been amended during this academic Year as a result of the two national school lockdowns and has last been updated in March 2021.

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

- Catherine Davies– Executive Principal (PP Champion)
- Mr Jesse White– Business Manager (PP funding for strategy)
- Mrs Sara Attwood – named board member

#### **What we want:**

- Every child to feel valued and proud of their skills, qualities and potential
- For every child to have high personal ambition and develop high level 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

### What we care about:

- Every student motivated to 'Be Brilliant Everyday'
- A culture and every day lived experience where all students have tailored support so they can make strong progress in all aspects of learning and personal development
- Every student enabled to be the best version of themselves
- Ambition and empowerment for every child

### Key data:

Year	Total number in year group	Number of PP	Number of PP who are FSM	Number of PP who are LAC
7	337	115	94	4
8	318	94	85	4

9	280	96	80	3
10	307	101	85	2
11	222	76	62	3
Total	1464	482	406	16

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). 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).

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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 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 mindset, 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 current pandemic, two recent lockdowns 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 – July 2020) and 2 (January – March 2021), it has been identified that poor patterns of sleep and engagement with learning can escalate and gaps widen eg: 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 removal 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.

<https://teachlikeachampion.com/blog/mastering-remote-teaching-intro-two-types-of-learning/> Doug Lemov Mastering Remote Learning

**What we are doing to realise our high aspirations for EVERY Student**

Bexhill Academy is committed to consistency in delivering the highest quality of learning and impact in every lesson or learning episode. 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.

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Our Actions	Details	Our Desired Impact	Costs
<p><b>Quality First Teaching - in class tailored support</b>  <b>Tailored CPD</b> 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>All disadvantaged students are known to staff and</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>PP students have fair priority support in lessons.</p>	<p>£12,000</p>

	<p>therefore the following strategies are able to be implemented across the school.</p> <p>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. Teachers mark the work of disadvantaged students first.</p> <p>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 PP</p>	<p>Whole school literacy CPD focus on closing the vocab gap, extended quality writing and sticky learning. Teachers mark the work of disadvantaged students first.</p> <p>Language development and comprehension.</p>	<p>£9,000</p>
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	<p>Champions (team of 6 staff) 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>PP Champions for each year group with a focus this year on Y11 lead the work of tutors to track and coach specific underperforming PP students identified for tailored intervention.</p> <p>Strategy lead groups have been set up for each Year group to track and strategically act with a tailored package of support for individuals who are failing to thrive or engage consistently during lockdown and at other times of the academic year.</p> <p>Data tracking manager time to produce bespoke tracking documents for use by PP champions and strategic lead groups for each Year group.</p> <p>Additional time for careers and employability workshops, 1-1 sessions and disadvantaged Employability Raising Aspirations events with local businesses.</p>		
<p><b>Additional wider learning opportunities</b></p>	<p>YR11 period 6 additional lesson created to target closing the gap learning in all</p>	<p>Support progress towards target grades</p>	

	<p>subjects on a rota – gives additional 3 hours of learning time weekly.</p> <p>Planned Saturday focus for deep learning days in Maths and English – students targeted to attend</p> <p>Additional range of engagement strategies involving parents and communicating home daily with updates on progress and engagement with awards and recognition</p>		
<p><b>Attendance and punctuality initiatives to improve attendance</b></p>	<p>Increased capacity and dedicated attendance officer.</p> <p>EWO paid support 2 days a week</p> <p>Rewards</p> <p>Increased contacts in addition to first day calling.</p> <p>Increased ESBAS external support.</p>	<p>Improved attendance/punctuality and strong positive relationships with families. Closing the attendance gap between groups.</p> <p>Providing holistic wellbeing support for families during lockdown through regular contact and wide support with links to other agencies.</p>	<p>£25,200</p> <p>£4,000</p> <p>£24,000</p>
<p><b>Additional Literacy support</b></p>	<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 – Test?</p> <p>New library resource system to raise positive profile of reading.</p> <p>Number of literacy activities such as breakfast with books etc.</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>	<p>£120,000</p>

<p><b>Additional Numeracy support</b></p>	<p>Appointment of 5 additional coaches to provide tailored support 50% 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>	
<p><b>Nurture provision</b></p>	<p>Provide daily nurture support and space to check wellbeing and readiness for learning. Set up and staffed additional nurture class in Year 7 – recruited a primary school trained practitioner.</p>		
<p><b>Family engagement with school and other agencies</b> <b>Home visits through lockdown (doorstep, garden welfare checks)</b></p>	<p>Additional capacity added with a fulltime member of staff New Year 6 Parents Evening / mornings to support induction processes</p>	<p>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.</p>	<p>£30,000</p>
<p><b>Review and enhancement of reading and literacy strategies</b></p>	<p>Set up a Literacy Strategy Group to identify emerging needs through lockdown and tailor effective strategies.</p>	<p>Literacy strategies improve outcomes and engagement with access and enjoyment of reading. This will build confidence in the classroom and promote strong</p>	<p>£6,835.57  £5,000</p>

	<p>Establish a new library access system that engages and stimulates interest in reading for all. Transition reading scheme</p> <p>2 Additional Transition days for PP students.</p>	<p>engagement and progress for all – gaps closing.</p>	
<p><b>Improving outcomes in Maths and English</b></p>	<p>Maths mastery and additional resources purchased.</p> <p>Maths coaching – 5 additional staff employed to deliver in-class and small group interventions.</p> <p>Department CPD.</p> <p>Diagnostic testing regularly</p>	<p>Targeted intervention and support such as pre-teaching and identified bespoke strategies suited to student needs.</p> <p>Mentoring and coaching supports strong progress.</p>	<p>£50,000</p>
<p><b>ACE</b></p>	<p>Head of Centre – Assistant Principal Staffing English, maths and wider enrichment curriculum offer bespoke to student needs and interests.</p> <p>Priority employability and mental wellbeing staff time.</p> <p>Dedicated support worker.</p> <p>Addressing metacognition and self-regulated learning development.</p> <p>Social, emotional and mental health strategies alongside academic small group work.</p>	<p>Specialist ambition centre to provide tailored support at the right time to enable engagement and wellbeing.</p> <p>Support worker to assist and coach for mainstream success on transition between Ambition Centre ACE and mainstream.</p> <p>Students have healthy and positive decision-making and make increasingly successful choices.</p> <p>Students have positive and productive connections with staff and this supports progress.</p>	<p>£200,000</p>
<p><b>Food parcels</b></p>	<p>Travel and delivery resources and staff time.</p> <p>Food and packaging.</p>	<p>Weekly food parcels and food bank during lockdown to families on furlough or in need.</p>	<p>£6,000</p>

<b>Stationary</b>	Packs of additional stationary provided both in school and during lockdown.	To ensure that no student is disadvantaged by not having access to basics whether at home learning or in school.	£1,500
<b>Level 2 Key Worker</b>	Case support flexible	Effective and timely interventions in complex cases.	£5,995
<b>WISE Groups</b>	Support for vulnerability and exploitation		
<b>Mental Health Support</b>	<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>	Promote resilience and strong mental health to overcome barriers.	<p>£30454 £30,000 £9954 £14929</p>
<b>Additional SEND Leadership Support for sig% DA SEND students</b>	1 Year fixed term Deputy SENCO enhancement for an existing member of support staff to improve in class effectiveness of Passport strategies to support in-class engagement and learning	All pupil premium students get the right level of support tailored to their holistic needs in class – to fully embed therapeutic approach in every lesson.	£4,854
<b>Additional Pastoral manager/ TA appointed to support this process and establish positive relationships with identified PP parents.</b>		Interventions are timely and well suited to student emerging needs.	£29,317

STRATEGY	Cost
The Year Leader and Pastoral Manager in each Year Group have as one their priorities a key role in the monitoring of the academic progress of PP students and addressing improvements in the gap between them and non-PP students.	£10750
The KS3 curriculum has begun to embed a skills and knowledge 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, currently both YR 7 and 8 have these. Parents are able to use these and on-line curriculum maps to see journey and support students in their next steps learning pathway.	£4000
Rewards through Classcharts system – PP focus development of independent learning, skills for life and wider employability skills such as resilience, independent learning.	£2160
Deployment and loan of electronic devices and laptops for use at home Access to wi-fi and dongle devices to support remote access and learning Additional coaching time and contact to improve skills using remote learning and resilience for independent learning.	£11,390 In addition to gov funded devices during lockdown.
YR11 period 6 additional lesson created to target closing the gap learning in all subjects on a rota – gives additional 3 hours of learning time weekly. Planned Saturday focus for deep learning days in Maths and English – students targeted to attend Additional range of engagement strategies involving parents and communicating home daily with updates on progress and engagement with awards and recognition	£3000
Text books ( loan scheme) available to all PP YR 11 students free of charge for use at home	£1500

Provision of 'learning packs' where needed with pens, pencil case, calculator and other items necessary for home study.	
Facility set up to support most vulnerable mainly PP students – Academic Centre of Excellence ACE <ul style="list-style-type: none"> <li>Supported college placement for YR10 and 11 PP students ESBAS support</li> </ul>	£264355

**Total Spend £615,439**  
**Pupil Premium Grant £417,335**  
**School contribution £198,104**