

## ANNEX 2d: Pupil premium strategy statement (secondary)

1. Summary information					
School	Seaham High School				
Academic Year	2020/21	Total PP budget	£457,840	Date of most Recent PP Review	Nov 2020
Total number of pupils	1156	Number of pupils eligible for PP	459	Date for next internal review of this strategy	Sept 2021

2. Current attainment			
	<i>Students eligible for PP 2019-20</i>		<b>Pupils not eligible for PP 2019-20</b>
% achieving Basics (English and Maths) 4+	39.7%		77.3% (37.6% gap widened)
% achieving Basics (English and Maths) 5+	23.8%		57.3% (33.5% gap widened)
% achieving EBACC (Standard pass) 4+	17.5%		37.3% (19.8% gap)
Progress 8 score average	-0.17		0.22 (-0.39 gap widened)
Attainment 8 score average	40.95		53.94 (11.75)

3. Barriers to future attainment (for pupils eligible for PP)	
<b>In-school barriers (issues to be addressed in school, such as poor literacy skills)</b>	
A.	Poor literacy and numeracy skills at KS3
B.	Attainment and progress at KS4 is lower than expected for all PP but especially HA and MA on entry
C.	Higher frequency of poor behaviour, which results in more exclusions
D.	Accessibility of the curriculum for a small number of students
E.	Social, Emotional and Mental Health difficulties which impact on behaviour
<b>External barriers (issues which also require action outside school, such as low attendance rates)</b>	
F. Increased frequency of Persistent Absence	
G. Lower attendance rates of PP students	

4.Outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	<b>To develop students' abilities to read, write and communicate verbally in order to access both the Curriculum and each pupil's potential. In addition, attitudes to reading will be targeted to promote an ethos of reading for pleasure. Levels of basic literacy and numeracy are developed across KS3.</b>	<ul style="list-style-type: none"> <li>• Reading ages of PP students will have improved by more than expected and be in line with NPP peers.</li> <li>• Reading ages of PP students will have increased faster than in 2018/19 cohort of Y7.</li> <li>• More students will make or exceed expected progress in English and maths at the end of KS3.</li> </ul>
B.	<b>Improve attainment and progress of PP students in 2020-21 especially HA and MA on entry through Quality First Teaching – A8 and P8 scores from FFT aspire for PP HA and MA students compared to NPP in school.</b>	<ul style="list-style-type: none"> <li>• HA PP students will close the gap in school with HA NPP students for A8 and P8.</li> <li>• MA PP students will close the gap in school with MA NPP students for A8 and P8.</li> <li>• All PP students will close the gap with National PP and National Others.</li> </ul> <p><i>Based on 2019 outcomes Y11 made +0.4 P8 score on 2018 fig. 37.3% achieved 9-4 EM, all others achieved 54.5%. 20.9% achieved 9-5EM and all others achieved 32.7%. Figs improved for PP and NPP.</i></p>
C.	<b>Reduced frequency of poor behaviour leading to FTE. Fixed term exclusions are lower in 2019-20 for PP students.</b>	<ul style="list-style-type: none"> <li>• Both number of events and total days are reduced for PP students.</li> </ul> <p><i>In 2019-20 45/55 (81.8%) disadvantaged pupils had FTE which is higher than previous year 37/49 (75.5%).</i></p>
D.	<b>Provide further opportunities for students to have access to appropriate curriculum subjects.</b>	<ul style="list-style-type: none"> <li>• Increased levels of engagement and motivation of the 'at risk students' to succeed.</li> </ul>
E.	<b>Ensure all PP students have a wide range of extra-curricular activities available to them to support progress and enrich their education and raise aspirations.</b>	<ul style="list-style-type: none"> <li>• Enriched curriculum that provides a wide range of extracurricular activities for PP students to engage with.</li> <li>• PP students to visit HE establishments.</li> <li>• PP students to visit enriching activities such as theatre and art galleries.</li> <li>• Ensure PP students are represented in the Ambassador Scheme.</li> <li>• All PP students to meet with career advisor.</li> </ul>

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F.	Develop students resilience and self-control.	<ul style="list-style-type: none"> <li>Reduction in referrals to student guidance and number of negative behaviour incidents.</li> <li>Number of relocations and detentions reduced.</li> <li>Fewer referrals to school councillor.</li> </ul> <p><i>In 2019-20 a smaller number of disadvantaged pupils ?? received an exclusion in comparison with other pupils in the same time period 2018-19. More did!!!</i></p>
G.	Reduced frequency of PA from PP students in all year groups. Gap between NPP and PP PA school will reduce.	<ul style="list-style-type: none"> <li>PA or PP will reduce in 2019-2020.</li> <li>Gap in school between PA of PP/NPP will reduce in 2019-20.</li> </ul> <p><i>In 2019-20 92.33% of disadvantaged students had PA which is down on 2018-19 fig of 93.56%.</i></p>
H.	Increase attendance rates of PP students over the course of the year. Gap between NPP and PP attendance to decrease in school	<ul style="list-style-type: none"> <li>Attendance of PP students will rise in 2019-20.</li> <li>Gap in school between PP/NPP will close.</li> <li>Reduce the number of persistent absentees among students eligible for PP to 10% or below.</li> </ul>

**DUE TO COVID AND LACK OF EXTERNAL ASSESSMENT DATA IN 2020 THE PUPIL PREMIUM STRATEGY FOR SEAHAM HIGH SCHOOL IS CARRIED FORWARD FOR THE ACADEMIC YEAR 2020-21.**

5 Planned Expenditure					
Academic Year		2020/2021			
The three headings below enable schools to demonstrate how they are using the pupil premium to improve classroom pedagogy, provide targeted support and support whole school strategies					
Universal Provision					
Desired Outcome	Chosen action / approach	What is the evidence and rationale for this choice	How will you ensure it is implemented well?	Staff lead	When will you review implement action?
To develop pupils' abilities to read, write and communicate verbally in order to	Improve reading age to chronological age by implementation of the	Evidence from EEF suggests that reading every day improves literacy skills in	Daily reading activity and reading log. Trained peer mentors.	OBR, JSO	Termly

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<p>access both the Curriculum and each pupil's potential. In addition, attitudes to reading will be targeted to promote an ethos of reading for pleasure. Levels of basic literacy and numeracy are developed across KS3</p>	<p>Lexia/Power Up reading programme. Implementation of the reading log and home/school partnership. Literacy and numeracy taught in reg time to improve basic skills. PP reading intervention programme. Paired reading – Y7&amp;8 x 2 reg times targeting &lt;95. Reading is prioritised through reg time and silent time reading in class.</p>	<p>disadvantaged students which is high impact for a low cost.</p>	<p>Parent engagement evenings. Parental toolkit to support at home.</p>		
<p>Improve attainment and progress of PP students in 2020-21 especially HA and MA on entry through Quality First Teaching – A8 and P8 scores from FFT aspire for PP HA and MA students compared to NPP in school</p>	<p>Size of classes and support from HLTAs. Consistent monitoring and tracking of progress. Academic mentors (qualified teachers) to be introduced to expand the capacity of the team to promote academic progress, motivation and positive behaviour. Homework club open for KS3 and KS4</p>	<p>All teachers aware of progress targets for PP students. Lessons are planned to meet the individual needs of students. Timely intervention and support is carefully directed making best use of HLTAs and support staff. Homework club is currently well used by a number of students.</p>	<p>New assessment cycle with timely progress meetings. Learning walks and lesson observations. Student support and consolidation. Regular CPD to ensure that quality of teaching within the school is consistently good. Focus on T&amp;L – quality that PP boys are receiving.</p>	<p>CAA/SCP</p>	<p>Timely calendar of monitoring (see whole school calendar for Faculty Reviews, Data link meeting, Extended SLT Meetings)</p>

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	<p>students out of school hours x4 evenings per week.</p> <p>T&amp;L CPD promoting progress and engagement of PP boys.</p> <p>Improving T&amp;L using Thinking Hard and Coaching strategies.</p> <p>Use of GCSE Pod and PiXL Apps.</p>	<p>Use of internal and external exam data shows the gap is narrowing in Basics measure for PPvNPP. Especially EBACC bucket.</p>	<p>Monitor the effectiveness of intervention.</p> <p>Monitor new cycle of assessment and feedback to ensure that this improves lesson planning.</p> <p>New SOW in place for all subject areas.</p>		
<p>Reduced frequency of poor behaviour leading to FTE. Fixed term exclusions are lower in 2019-20 for PP students</p>	<p>Student Guidance mentor targeted students.</p> <p>New patrol system supports colleagues BIPs, CIEPs and key workers</p> <p>Refined stepped behaviour system.</p> <p>Reg time PHSE consisting of new Ethos Programme 1 day per week to raise aspirations of ALL.</p> <p>Cabinet meetings to start in Sept 2020 to support behaviour.</p> <p>Stepped Discipline reviewed every month rather than half-termly to allow earlier</p>	<p>2019-20 saw a reduction in FTE. Compared to LA and NA Seaham is lower.</p>	<p>Staff CPD to ensure consistency of behaviour policy.</p> <p>Fortnightly tracking and monitoring.</p> <p>QA reg time activities.</p>	<p>HEJ, THD HAC, REM</p>	<p>Weekly and termly</p>

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	identification of PP issues				
Provide further opportunities for students to have access to appropriate curriculum subjects	Introduce new courses to promote high levels of engagement. In-house Alternative Curriculum to be offered to 'at risk students'.	Evidence from SV suggests this will encourage greater love for learning and experience success at school. Provide vocation courses linked to the local area needs.	Curriculum review. Learning walks and lesson observations.	HEJ/CAA/LAD	Termly
Develop students resilience and self-control	Staff CPD. Appointment of Lead Teacher for Careers and PHSCE. Increase the enrichment activity provision. PMNW activity for all. Further development of PHSCE curriculum.	Evidence form EEF suggests that relationships are improved for low cost.	Monitoring of activities offered. Time designated to run theses evets in Reg Time and Enrichment Week. PHSCE TT 1 discrete hour per week.	HAC, REM, HEJ	
Reduced frequency of PA from PP students in all year groups. Gap between NPP and PP PA school will reduce	Employment of EWO 3 days per week in Seaham, 2 days per week in partner primary schools to build relationships. Weekly meeting re most vulnerable students. Cabinet meetings to start in Sept 2020 to support attendance	EEF support high impact and low cost from 1:1 meetings with families. Greater engagement with families.	Monitoring and tracking. Follow up attendance meetings. Cabinet meetings.	HEJ, LYP, THD, WHI	Weekly and Termly

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Increase attendance rates of PP students over the course of the year. Gap between NPP and PP attendance to decrease in school	Appointment of new EWO 3 days per week with a specific focus on attendance. New data management system will enable identification of PA, PP and SEND. Breakfast club every day. Homework club 4 nights a week. Engagement with external agencies. Cabinet meetings to start in Sept 2020 to support attendance	Greater support for families with students whose attendance is poor. PP students have a quiet place in school to complete homework and receive support.	Weekly attendance meetings. Consistent weekly monitoring with new tracking system. Staff employed to run breakfast and homework clubs.	HEJ	Termly
Total budgeted cost					£275,683

Targeted Provision					
Desired Outcome	Chosen action / approach	What is the evidence and rationale for this choice	How will you ensure it is implemented well?	Staff lead	When will you review implement action?
Students not secondary ready are caught up to ensure accelerated progress in KS3 and KS4	Mentoring 1:2:1 or small group.	Successful in previous years to move students up to target grades.	Mentors embedded in Eng and maths depts. So intervention matches the needs of PP students.	OBR, LTH, MIT	Termly
Provide further opportunities for students to have access	Alternative in-house provision to be offered to 'at risk' students. A bespoke curriculum to	Targeted group of students to be taught in small group. Students	Careful selected and targeting key students	HEJ	Termly

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to appropriate curriculum subjects	be offered including a blend of academic and vocational subjects. Transport to Alt Ed for more specialised provision. Closer working with EDBP to support PP students to access appropriate AP	perform well in nurture groups – blue pathway. Meeting local context needs for employment.	Data tracking and monitoring QA conducted termly		
Develop students resilience and self-control	New PHSCE programme, school councillor and working with external agencies where appropriate. Social and Emotional interventions, assemblies and nurse. Personal support plans managed by YM	SEMH needs are increasing in school. EEF suggests that SM interventions are high impact for cost.	Monitoring of students receiving interventions by WHI.	WHI/HEJ	
Improve attainment and progress in the Open and EBACC Buckets	Vocational Boost sessions. Students will be targeted for small group intervention. Learning mentors to work with key students. Specific focus on PP group in E, M, Sc. Increased time allocation in humanities Cabinet meetings to start in Sept 2020 to support attainment	CTs and HLTAs to work with discrete groups of learners to boost grades by +1. Success with this strategy was seen in 2018-19 outcomes. Bespoke interventions introduced this year to meet the needs of individuals through careful tracking and monitoring	OBR will coordinate HLTAs. CAA and SCP to monitor and evaluate the progress and achievement. GRA to manage LMs and work closely with them to identify students requiring support.	OBR CAA and SCP	Termly



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HAoE PP students to make accelerated progress	HAoE PP to receive an individual challenge plan C2S laying out strategies to meet their personal needs in all subjects.	Key students will benefit from the individualised support.	Internal data boosting progress to monitor impact and implement new targets and timely intervention.		
Reduced frequency of PA from PP students in all year groups. Gap between NPP and PP PA school will reduce	Year manger focus on PP PAs, home calls made and chase up poor attendance. Cabinet meetings to start in Sept 2020 to support attendance	Key students targeted using data. Building relationships with the family to improve support from home.	Monitored by SL. Minutes of meetings.	YMs, HEJ, DTH, LTH	Weekly and daily.
Increase the attendance of students eligible for PP funding	Introduction of school EWO to work with identified students and families. Year Manger interventions implemented as and when necessary. Improved identification system. Cabinet meetings to start in Sept 2020 to support attendance	Success strategies used 2018-19 saw an improvement in attendance.	EWO provide weekly reports to track attendance which identifies these falling under 95% All interventions are tracked and monitored by DHT B&S. These are evaluated over time	DHT B&S YL EWO	Weekly
Total budgeted cost					£164,157

Specialist Provision					
Desired Outcome	Chosen action / approach	What is the evidence and rationale for this choice	How will you ensure it is implemented well?	Staff lead	When will you review implement action?

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<p>Improve literacy of KS3 students</p> <p>Provide further opportunities for students to have access to appropriate curriculum subjects</p> <p>Improved mental well-being of targeted students</p> <p>Improve attainment and progress in the Open Bucket to ensure that all PP students make progress in-line with others</p>	<p>Bespoke arrangements for students including – uniform costs, trips, extra-curricular experience, music lessons, resources and materials to support the above interventions (IT)</p> <p>Dedicated councillor on site.</p> <p>Focus on getting difficult to reach PP parents into school through phone calls and meetings after parent’s evenings.</p> <p>Host preparing for success evenings and family support evenings.</p> <p>Prepare revision toolkits to promote the learning of PP students at home.</p> <p>Ensure all faculties have in place quality assessments that result in accurate data tracking and provide information regarding gaps in knowledge.</p>	<p>An unallocated budget has been available to support specific interventions for a number of years in the school. This has proved to be a highly effective strategy and supporting PP students and closing the gap. This has ensured that PP students are offered the same opportunities as NPP students. 2019-2020 strategy is revision guides for ALL. Improved attendance and attainment of individual students.</p>	<p>The student guidance team work closely with key staff and external providers to ensure effective support is received for the individual student. Monitor the progress of all PP students at each data entry point.</p>		<p>Termly and following calendared cycle of school events.</p>
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	Ensure all PP students have a wide range of extra-curricular activities available to them to support progress and enrich their education. LACs receive 1:1 weekly intervention.				
Increase the attendance of students eligible for PP funding  Reduced frequency of PA from PP students in all year groups. Gap	YM to deliver personalised support programmes of work. Continue to monitor the work of the YM and EWO regarding PP students. Back to school follow up meetings to ensure missed work is completed. HLTA to deliver personalised programmes of work. Bespoke arrangements for key students to provide tailored support. Cabinet meetings to start in Sept 2020 to support attendance	Reintegration and back to school interviews have proven beneficial in another school within the MAT.	Staff CPD to launch new system.	SCP, YM, HEJ	
				Total budgeted cost	£18,000

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	<i>Desired outcomes and how they will be measured</i>	<i>Evaluation</i>
A.	To develop students' abilities to read and communicate verbally in order to access both the curriculum and each student's potential. In addition, attitudes to reading will be targeted to promote an ethos of reading for pleasure.	<p>Cohort average reading age at start of Y7 = 10.25 years compared to 10.98 years at the end of Y7 (0.73 years increase)            PP - Cohort average reading age at start of Y7 = 10.24 years compared to 10.96 years at the end of Y7 (0.72 years increase)            NPP - Cohort average reading age at start of Y7 = 10.25 years compared to 10.90 years at the end of Y7 (0.74-year increase)</p> <p>PP/NNP Reading age Gap at START of Y7 = 0.01 years            PP/NNP Reading age Gap at END of Y7 = -0.03 years</p> <p>2018/19 Y7 Cohort – PP students – 60.3% increased their reading age by 9 months or more. NPP students – 62.8% increased their reading age by 9 months or more</p>
B.	Attainment and progress at KS4 is better than 2018/19 for all PP but especially HA and MA on entry	<p>KS2 gap PP 4.61, NPP 5.02, Gap -0.41            2020 cohort PP 4.58, NPP 5.02, Gap -0.44            P8 PP -0.47, NPP -0.32, Gap -0.14            2020 PP -0.17, NPP +0.22, Gap -0.39            P8 maths PP -0.85, NPP -0.51, Gap -0.34            2020 PP -0.54, NPP 0.05, Gap -0.59            P8 English PP -0.85, NPP -0.72, Gap -0.13            2020 PP -0.65, NPP -0.09, Gap -0.56            P8 Ebacc PP -1.05, NPP -0.87, Gap -0.18            2020 PP -0.85, NPP -0.38, Gap -0.47            P8 Open PP 0.46, NPP 0.58, Gap -0.12            2020 PP 0.96, NPP 1.15, Gap -0.19</p> <p>PP 9-5 Basics improved 20.9% (+9.5%) but the in school gap increased 21.6%. In-line with Nat average 2018 = 21.6%. 2020 23.8%, school gap increased 33.5%.</p>

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		<p>PP 9-4 Basics increased to 37.3% (+1.6%) Nat average 2018 = 40%. Gap with National PP has closed (2018 = 4.3%). <b>2020 39.7%, school gap increased 37.6%.</b></p> <p>PP EBACC (Standard Pass) has not improved (2017 = 10.1%, 2018 = 11.4%, 2019 10.4%, <b>2020 17.5%</b>). Gap in school has increased with NPP (Gap in 2017 = 25.2%, 2018 = 16.3%, 2019 17%, <b>2020 19.8%</b>)</p>
C.	Reduced frequency of poor behaviour leading to exclusions –Fixed term exclusions are lower than in 2017/18 for PP students.	<p>Reduced FTE for PP 2017/18 = total whole school 39 (190days) of which 26 (130days) were PP students</p> <p>2018/19 = total whole school 49 (185.5days) of which 37 (156.5days) were PP students</p> <p><b>2019/20 = total whole school 55 (201 days) of which 45 (164 days) were PP students</b></p>
D.	Reduced frequency of PA from PP students in all year groups.	<p>Reduced PA PP (Easter Census) = 2017/18 - PP PA 17.46%</p> <p>2018/19 PP PA 17.18%</p> <p><b>Week 25 (Due to school closure) = 2019/20 – PP PA 21.56%</b></p>
E.	Higher attendance rates of PP students over the course of the year. Gap between NPP and PP attendance to decrease in school.	<p>Higher attendance rates (Easter Census) of PP = 2017/18 - PP 6.12%</p> <p>NPP/PP gap = -3.04% 2018/19 - PP 6.18% NPP/PP gap = -3.06%</p> <p><b>Week 25 (Due to school closure) = 2019/20 PP 7.67% NPP/PP gap - 3.11%</b></p>
<b>Total budgeted cost</b>		
<b>The progress and achievement of the disadvantaged students at Seaham High School continues to be a key priority.</b>		