

Pupil Premium Strategy Statement – Brighton Hill Community School

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 strategy, how we intend to spend the funding in this academic year and the outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	1284
Proportion (%) of pupil premium eligible pupils	252 (19.6%)
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended – you must still publish an updated statement each academic year)	2024/25 – 2026/27
Date this statement was published	December 2025
Date on which it will be reviewed	November 2026
Statement authorised by	Chris Edwards (Headteacher))
Pupil premium lead	Alex Flowers (Assistant Headteacher)
Governor / Trustee lead	Steph Block (Chair of Governors)

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£242,950
Pupil premium funding carried forward from previous years <i>(enter £0 if not applicable)</i>	£0
Total budget for this academic year	£242,950
<i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	

Part A: Pupil premium strategy plan

Statement of intent

Our aim at Brighton Hill Community School is to ensure that *all* of our students, including those where circumstances may put them at a disadvantage to their peers, have a **happy, safe** and **effective** learning environment. From this, we hope they can acquire the knowledge and skills necessary to be successful, both during their time with us and in later life. This ethos of *Making Success Inevitable* for our students is embodied in our four cornerstones, which act as key strategic threads through our Pupil Premium strategy. These cornerstones are Kindness, Commitment, Courage and Collaboration.

Within our strategy, we continue to follow the updated [EEF guidance](#) of taking a “tiered approach” to our use of the Pupil Premium funding. In line with this approach, a range of qualitative and quantitative data has been used to identify the specific needs of our learners, with the overarching aim of ensuring that our disadvantaged students make the same progress as their peers against a range of measures. Regular review of this data will highlight any emerging trends or areas of concern and allow us to tailor the support further if necessary.

A continued commitment to Quality First Teaching across the school remains a key principle within our Pupil Premium strategy as, in line with the above EEF guidance, we believe that high quality teaching is the most impactful way that we can support our students to find success. Through a continued programme of professional development, and a commitment to embedding our [Hallmarks of Success](#), we believe our teachers will be in the best position possible to support our disadvantaged students.

Below is a visual summary of the key areas which we allocate our funding to:

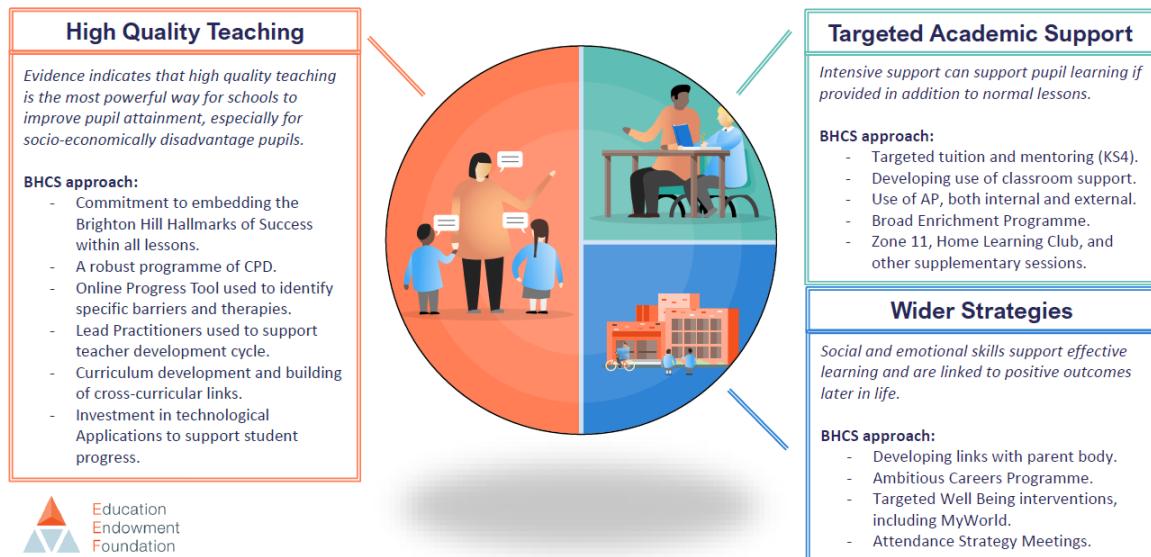
Brighton Hill Community School



Pupil Premium: Tiered Implementation Strategy

Intended outcomes of the BHCS Pupil Premium Strategy:

To increase the overall attendance of disadvantaged students.	To improve the average attitude to learning of disadvantaged students.	To ensure disadvantaged students feel happy, safe and supported with their wellbeing.	To advance the reading and language capabilities of disadvantaged students.	To achieve sustained improvement in the outcomes of disadvantaged students at KS4.
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However, we recognise that a totally inclusive approach is needed, and this requires us to have a culture where all staff understand that it is everyone's responsibility to provide support for Pupil Premium students, and not just the role of the Pupil Premium Lead or where specific interventions are used.

Therefore, another key focus of our strategy continues to be embedding out four **Key Principles**, based on having an *equitable* approach to the support we offer and ensuring we go above and beyond to give our disadvantaged students the best chance of success. This approached, taken from Elliot-Major and Briant's *Equity in Education* (2023), is founded on the following principles, which will be central to the whole-school approach to supporting our disadvantaged students:

- **Equity, not equality** – showing a commitment to going above and beyond to overcome the barriers learners experience
- **Having a Capacity Mindset** – taking a collaborative approach, working with students and families, to make our curriculum work for them and their needs
- **Building Rich Relationships** - developing authentic individual relationships with pupils that are built on kindness and compassion
- **Celebrating Multiple Talents** – having the courage to acknowledge that human talents come in many forms.

Brighton Hill Community School

Whole-School Approach to Pupil Premium



The BHCS approach to addressing the barriers faced by many of our disadvantaged students is underpinned by the following key principles, outlined in [Equity in Education \(2023\)](#), and embodied in our 4 cornerstones:

Equity, not Equality	Capacity Thinking	Building Rich Relationships	Celebrate Multiple Talents
<p>Showing commitment to understanding and addressing the barriers that our disadvantaged students may face is routed in taking an 'equity-first' approach. Without stereotyping, it is important to recognise that even the highest quality teaching often isn't enough for our disadvantaged students, and they are usually in need of more varied and personalised support, above and beyond that of their peers.</p> 	<p>Having a capacity mindset, as opposed to a deficit mindset, means trying to tailor our delivery of the curriculum to suit the knowledge and skills that our disadvantaged students do have, not just trying to fit them into a 'one size fits all' model. This means working in collaboration with these students, their families and our colleagues to find creative approaches to unlocking the curriculum in an engaging way.</p> 	<p>Building rich relationships with our disadvantaged students and their families, that are rooted in kindness, compassion and understanding, will provide a more detailed insight into the individual challenges that they might face. From this, we can hope to provide evidence-informed support and foster a love of learning among our disadvantaged students, helping them to find success at school and in later life.</p> 	<p>Appreciating that our disadvantaged students come with a broad range of talents is crucial when trying to recognise and value success in all its forms. By having the courage to look more broadly than at solely traditional, academic measures of success, and celebrating all achievements for our students, we hope to show that we value them, promoting a cycle of future success, both academically and beyond.</p> 

Intended outcomes of the BHCS Pupil Premium Strategy:

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[EEF Guide to Pupil Premium](#)
[BHCS full Pupil Premium overview](#)

This will be achieved by working to remove specific barriers faced by students, providing a range of targeted pastoral interventions where necessary, and allowing students to access their education in a positive way. Where our disadvantaged students are identified as performing below their expected pathway or in comparison to their non-disadvantaged peers, meaningful and specific academic support will complement the QFT, and ensure that our Pupil Premium students are making the progress expected.

The support and interventions detailed in this strategy document give an overview of the primary ways we are hoping to address the gaps evident between our Pupil Premium and non-Pupil Premium students. However, we are committed to having this as a priority throughout everything we do at Brighton Hill and, therefore, there are likely to be a number of other interventions that aren't explicitly listed below and aren't directly part of the Pupil Premium funding allocation.

By the end of the three-year cycle of this updated strategy plan, we hope that our Pupil Premium students not only have academic outcomes that are in line with their non-disadvantaged peers, but that the evidence also shows they have a more positive school experience, highlighted through active engagement in their education, increased attendance and attitude to learning, and improved overall mental wellbeing.

Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

Challenge number	Detail of challenge
1 Attendance	<p>Benchmark data from 2023/24:</p> <p>On average, PP students have lower overall attendance than their non-PP peers. Additionally, review of headline attendance figures for the academic year 2023/24 show that this gap increases as students' progress through school, as below:</p> <ul style="list-style-type: none"> ○ Year 7: gap of -4.22% ○ Year 8: gap of -4.8% ○ Year 9: gap of -5.5% ○ Year 10: gap of -7.8% ○ Year 11: gap of -11.6% <p>Furthermore, evidence suggests there is a correlation between attendance and where students live, the local areas with high deprivation and levels of PP students generally having lower attendance than those from areas of lower deprivation.</p> <p>http://dclgapps.communities.gov.uk/imd/iod_index.html</p> <p>As has been the trend in previous years, a disproportionately high number of our persistently absent and severely absent students are disadvantaged students. For the academic year 2023/24, 32.17% of PA students and 39.53% of SA students were disadvantaged students.</p>
2 Attitude to learning	<p>Benchmark data from 2023/24:</p> <p>Through analysis of strategic data reviews, it is evident that teachers tend to identify PP students as having a lower level of positive engagement in lessons, tracked by their average attitude to learning, with all year groups from intake19 to intake23 showing a negative gap between PP and non-PP (ranging from -0.03 to -0.34 of a level difference).</p> <p>Additionally, data trends suggest that PP student become increasing disengaged in their learning through their time at school, with the gap between average attitude to learning increasing between KS3 and KS4.</p>
3 Mental Health and Wellbeing	<p>Benchmark data from 2023/24:</p> <p>PP students make up a disproportionately high percentage of BHCS students who access additional mental health and wellbeing support at school. For example, of all students who have had a Time Out card, the percentage who are PP has risen from 39.5% to 45.2% from 2021/22 to 2023/24. Additionally, of all the students who required a mental health triage, the percentage of those that are PP has remained disproportionately high, ranging from 26.5%-34.5% across the last 3 years.</p>

4 Reading and language comprehension	<p>Benchmark data from 2023/24:</p> <p>When assessed, PP students are identified as having significantly lower reading ages on average than their non-PP peers, with the negative difference between these groups ranging from 0.9 years to 2.5 years of difference in reading age.</p> <p>At GCSE level, the increased gap in the percentage of PP and non-PP students achieving level 4 in English and Maths has grown significantly (see below), and teaching staff/Heads of Faculty analysis suggesting there is a lack of ability among PP students to decode and comprehend the questions, making the exam papers inaccessible.</p>
5 Progress and attainment	<p>Benchmark data from 2023/24:</p> <p>The Progress 8 of disadvantage students is lower than that of non-disadvantaged peers, and the gap between the two has grown over time. Pre-COVID, in the academic year 2018/19, the P8 gap between PP and non-PP students was -0.32, which increased to -0.77 in 2022/23 and -1.19 in 2023/24.</p> <p>Additionally, the gap is also increasing at headline measures, such as 4+ in English and Maths, where the difference between percentages of PP and non-PP students achieving this matched pair has gone from +2.6% in 2018/19, to -22.8% in 2022/23 and -24.3% in 2023/24. This highlights that, while non-disadvantaged students are making sustained progress, disadvantaged students are not progressing at the same level.</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
To increase the overall attendance of disadvantaged students.	By the end of the current strategy plan (2024/25-2026/27) the overall attendance percentage of PP students will have increased, moving towards the whole-school target of 96%, with a reduction in the gap between PP-students and their non-PP peers.

	<p>Evidence of early interventions and processes to support PP students who are struggling to attend regularly.</p> <p>Reduction in the percentage of persistently and severely absent students who are PP.</p>
<p>To achieve sustained improvement in the overall attitude to learning of PP students.</p>	<p>Teacher assessments will show improve overall attitude to learning for PP students across all faculties and year groups, and a closing of the gap between PP students and their non-PP peers.</p> <p>Evidence of interventions to support with and address poor behaviour for students, including those that are at a disadvantage, will be clearly visible through use of behaviour strategies such as SSPs, PSPs, and use of external agencies.</p> <p>Increased positive engagement in school, such as increased PP attendance at extra-curricular events, highlighting positive engagement in school culture.</p>
<p>To ensure all PP students feel happy and safe at school and are supported with their mental health and wellbeing.</p>	<p>Evidence of proactive interventions to education and support all students, including those that are at a disadvantage, to manage their mental health and wellbeing effectively.</p> <p>Qualitative data from student and parent voice sessions, and from teacher feedback, to show improvements in the mental health and wellbeing of PP students.</p> <p>Improved attendance for vulnerable students, including PP, to evidence increased resilience and ability to manage the feelings of overwhelm.</p>
<p>To advance the reading and language capabilities of disadvantaged students.</p>	<p>Improvement of the average reading age of PP students. moving to bring it in line with age related expectations and to close the gap in reading age between PP students and their non-PP peers.</p> <p>Improved attainment and assessment outcomes to evidence increased levels of comprehension among PP students.</p> <p>Evidence of targeted strategies and interventions to address reading and language comprehension barriers, observed during learning walks and lesson looks.</p>

	<p>Focus on early interventions and improving the language capabilities for KS3 students in the hope of building strong foundational skills.</p>
To achieve sustained improvement in the outcomes of disadvantaged students at KS4.	<p>By the end of this strategy plan, there will have been a noticeable improvement in the progress of PP students (evidenced in the P* score) and a closing of the progress gap between PP students and their non-PP peers.</p> <p>PP students' attainment to be in line with school targets and averages at headline measures, including 4+, 5+ and 7+.</p> <p>Focus given to ensuring PP students achieve passes in English and Maths, and an increase in the number of students achieving their EAP.</p>

Activity in this academic year

This details how we intend to spend our pupil premium funding **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £124,475

Activity	Evidence that supports this approach	Challenge number(s) addressed
(Continued) Implementation of Lead Practitioners and the improvement to the development cycle for	“High-quality teaching has a long-term positive effect on pupils’ life chances, particularly for children from,	3, 4, 5

<p>teaching staff, including regular lesson looks, a coaching/mentoring programme (including for ECTs) and targeted CPD, set against the newly introduced 'Hallmarks of Success'.</p>	<p>disadvantaged backgrounds" - Early Careers Teacher framework</p> <p>"Mentoring can lead to a range of positive outcomes for mentees, including improved teaching practice, confidence and self-belief, enhanced teacher-student interactions, and an improved classroom environment" - NIT Mentoring and Coaching for Teachers</p>	
<p>Continuing Professional Development (CPD) programme for staff, including T&L CPD, pastoral CPD 'briefings', and faculty led enquiries, all underpinned by the SIP. Commitment to embedding our Hallmarks of Success across all subject areas.</p>	<p>"Supporting high quality teaching is pivotal in improving children's outcomes. Indeed, research tells us that high quality teaching can narrow the disadvantage gap" - EEF Effective Professional Development</p> <p>"Evidence indicates that high quality teaching is the most powerful way for schools to improve pupil attainment, especially for socio-economically disadvantaged students" - EEF Guide to Pupil Premium (Evidence brief)</p>	<p>1, 2, 3, 4, 5</p>
<p>Developing use of classroom support, introducing Faculty Learning Supports and Specialist Learning Supports to provide high quality in-class support as well as targeted interventions.</p>	<p>"There is good emerging evidence that TAs can provide noticeable improvements to pupil attainment... Research on TAs delivering targeted interventions in one-to-one or small group settings shows a consistent impact on attainment of approximately three to four additional months' progress" - EEF Making the Best Use of Teaching Assistance</p>	<p>1, 2, 3, 4, 5</p>
<p>Use of additional technological applications, such as Century tech and Seneca and developing use of AI strategies to support student</p>	<p>"The opportunities [using technology in the classroom] offers us to improve education are truly exciting" - EEF Using Digital Technology to Improve Learning</p> <p>"To improve learning, schools should consider the specific barriers technology is addressing – particularly for disadvantaged students" - EEF Guide to Pupil Premium (Evidence brief)</p>	<p>4, 5</p>
<p>Use of our bespoke Online Progress Tool (OPT) to identify barriers to progress and apply specific, targeted in-class interventions. Middle and senior leader analysis of the</p>	<p>"Gaining a thorough knowledge of your disadvantaged pupils' levels of attainment and progress is the first step to developing an effective Pupil Premium strategy." - EEF Guide to Pupil Premium</p>	<p>1, 2, 3, 4, 5</p>

<p>data allows for larger scale monitoring of disadvantaged pupils' progress to inform necessary therapies.</p> <p>Addition of the Pupil Premium Assist tool in 2024/25. This gives individualised advice for teachers, based on a range of indicators for the student, including behaviour points, progress, SEN need and more.</p>		
<p>Curriculum development, including improving cross-curricular links and broadening the curriculum to include a more diverse range of vocational and academic subjects.</p>	<p>“Schools should focus on building teacher knowledge and pedagogical expertise, curriculum development, and the purposeful use of assessment. This could include the selection of high-quality curriculum materials and standardised assessments.” - EEF Guide to Pupil Premium (Evidence brief)</p>	4, 5
<p>Dedicated Literacy Lead and Literacy Lead Practitioner to oversee literacy interventions, and whole school approach to embedding disciplinary literacy across all faculties.</p>	<p>“Over 120,000 disadvantaged students made the transition from primary to secondary school below the expected standard for reading. The educational prospects for this group are grave. Literacy is key to academic success across the curriculum and is more important than ever as curriculum reforms place new demands on students and teachers.” - EEF Improving Literacy in Secondary School</p> <p>“The average impact of reading comprehension strategies is an additional six months' progress over the course of a year.” - EEF Reading Comprehension Strategies</p>	4, 5

Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £56,117

Activity	Evidence that supports this approach	Challenge number(s) addressed
Curriculum intervention sessions for KS3 student where it's recognised that their SEN need or other vulnerabilities are having an impact on their ability to make expected progress.	<p>"It is likely that some pupils will require additional support in the form of high quality, structured interventions to make progress." EEF - SEN in mainstream schools.</p> <p>"Small group tuition has an average impact of four months' additional progress over the course of a year." - EEF Small Group tuition</p>	4, 5
Use of in-school targeted academic tuition for KS4 learners, particularly for students whose circumstances put them at a disadvantage to	"Small group tuition has an average impact of four months' additional progress over the course of a year." - EEF Small Group tuition	4, 5

<p>their peers, resulting in below expected progress.</p>	<p>“On average, one to one tuition is very effective at improving pupil outcomes. One to one tuition might be an effective strategy for providing targeted support for pupils that are identified as having low prior attainment or are struggling in particular areas.” - EEF One to One tuition</p> <p>EEF Making a Difference with Effective Tutoring</p>	
<p>Curriculum Access pathway resulting in the reduction of student curriculum pathway by 1 GCSE to increase curriculum time in English, Maths & Life Skills.</p>	<p>“Pupils with Special Educational Needs and Disability (SEND) have the greatest need for excellent teaching and are entitled to provision that supports achievement at, and enjoyment of, school. The attainment gap between pupils with SEND and their peers is twice as big as the gap between pupils eligible for free school meals and their peers. However, pupils with SEND are also more than twice as likely to be eligible for free school meals. Closing the disadvantage gap means finding better ways to support pupils with SEND.” - EEF Special Educational Needs in Mainstream Schools</p>	<p>1, 4, 5</p>
<p>Use of Alternative Provision, such in person/online tutoring, small group support, and bespoke educational packages, for students who face barriers significant enough to make accessing mainstream education extremely challenging.</p>	<p>“Small group tuition has an average impact of four months’ additional progress over the course of a year.” - EEF Small Group tuition</p> <p>“On average, one to one tuition is very effective at improving pupil outcomes. One to one tuition might be an effective strategy for providing targeted support for pupils that are identified as having low prior attainment or are struggling in particular areas.” - EEF One to One tuition</p> <p>EEF Making a Difference with Effective Tutoring</p> <p>“Small-group and one-to-one interventions can be a powerful tool.</p>	<p>1, 2, 3, 5</p>

	<p>High quality teaching should reduce the need for extra support, but it is likely that some pupils will require high quality, structured, targeted interventions to make progress.” - EEF Special Educational Needs in Mainstream Schools</p>	
Development of on-site alternative pathways and interventions to support disadvantaged students who are struggling to access mainstream education.	<p>“Wherever possible, the LA believes that suitable provision to meet need should be ‘in-house’. It is recognised that transition and change can be challenging for many children. The LA therefore encourages all schools to, wherever possible, use alternative provision within a blend of offer which includes continued contact with education in the home school setting.”</p> <p>- ISS Alternative Provision Guidance for Schools</p> <p>“Outdoor adventure learning studies report wider benefits in terms of self-confidence and self-efficacy.” - EEF Outdoor Adventure Learning</p>	1, 3, 5
Developing use of classroom support , introducing Faculty Learning Supports and Specialist Learning Supports to provide high quality in-class support as well as targeted interventions.	<p>“There is good emerging evidence that TAs can provide noticeable improvements to pupil attainment... Research on TAs delivering targeted interventions in one-to-one or small group settings shows a consistent impact on attainment of approximately three to four additional months’ progress” - EEF Making the Best Use of Teaching Assistance</p>	1, 2, 3, 4, 5
KS4 Student-Teacher Mentoring programme, focused primarily on addressing ‘matched pairs’ students to improve chances of securing 4+/5+ in English and Maths at GCSE.	<p>“Evidence suggests that some pupils from disadvantaged backgrounds show low engagement with or have low expectations of schooling. Mentoring interventions may be more beneficial for these pupils, as the development of trusting relationships with an adult or older peer can provide a different source of support.” - EEF Mentoring</p>	1, 2, 3, 5

<p>Zone 11, Home Learning Club and other supplementary sessions are offered to increase the contact time students have with their teachers outside of the usual school hours.</p>	<p>“The average impact of approaches involving extending school time is about an additional three months’ progress over the course of a year. The average impact is influenced by the targeted use of before and after school programmes, which have higher impacts on average.” - EEF Extending School Time</p>	<p>4, 5</p>
<p>A broad and varied Enrichment Programme is offered to students to compliment the learning taking place in lessons, including educational trips and visits, external speakers and interventions and school-led House Cup Competitions.</p>	<p>“There is intrinsic value in teaching pupils creative and performance skills and ensuring disadvantaged pupils access a rich and stimulating arts education.” - EEF Arts Participation</p> <p>“Pupils from disadvantaged backgrounds may be less likely to be able to benefit from sport clubs and other physical activities outside of school due to the associated financial costs (e.g. equipment). By providing physical activities free of charge, schools give pupils access to benefits and opportunities that might not otherwise be available to them.” - EEF Physical Acitvty</p> <p>“Outdoor adventure learning studies report wider benefits in terms of self-confidence and self-efficacy.” - EEF Outdoor Adventure Learning</p>	<p>1, 2, 3, 5</p>
<p>Use of our bespoke Online Progress Tool (OPT) to identify barriers to progress and apply specific, targeted in-class interventions. Middle and senior leader analysis of the data allows for larger scale monitoring of disadvantaged pupils’ progress to inform necessary therapies.</p> <p>Addition of the Pupil Premium Assist tool in 2024/25. This gives individualised advice for teachers, based on a range of indicators for the student,</p>	<p>“Gaining a thorough knowledge of your disadvantaged pupils’ levels of attainment and progress is the first step to developing an effective Pupil Premium strategy.” - EEF Guide to Pupil Premium</p>	<p>1, 2, 3, 4, 5</p>

including behaviour points, progress, SEN need and more.		
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £62,358

Activity	Evidence that supports this approach	Challenge number(s) addressed
Appointment of an Outreach Coordinator , to provide support for students struggling to access school (of which a disproportionate amount are disadvantaged.	<p>“Targeted intervention may be needed for persistent or particularly challenging causes of pupil absence. These should be based on knowledge of your pupils, exploration of relevant data, and diagnosis of need.” EEF – Supporting School Attendance</p> <p>“Severely absent pupils may find it more difficult to be in school or face bigger barriers to their regular attendance and as such are likely to need more intensive support across a range of partners. A concerted effort is therefore needed across all relevant services to prioritise them.” Working together to improve school attendance</p>	1, 5
Recruitment of a Behaviour Support Manager to oversee a twilight alternative provision and provide targeted support and mentoring for student who struggle to regulate their emotions and behaviour.	<p>“A tailored approach to support an individual’s behaviour should complement the school’s behaviour policy without lowering expectations of any pupil’s behaviour.” EEF – Improving Behaviour in Schools</p> <p>“Some pupils will need more support than others and this should be provided as proactively as possible. It will often be necessary to deliver this support outside of the classroom, in small groups, or in one-to-one activities.” Behaviour in Schools</p>	2, 3, 5
Increasing levels of parental engagement , especially for	“By designing and delivering effective approaches to support parental	1, 4, 5

<p>students from disadvantage families, through targeted parental engagement events, regular opportunities for parental feedback and close liaison with the Parent Teacher Association.</p>	<p>engagement, schools and teachers may be able to mitigate some of these causes of educational disadvantage, supporting parents to assist their children's learning or their self-regulation, as well as specific skills, such as reading." - EEF Parental Engagement</p>	
<p>Regular Attendance Strategy Meetings with the Attendance Officer, used to track and monitor student attendance and provide individualised support for those students whose attendance is below the school target or national averages (including PA and SA students).</p>	<p>"Pupils from socio-economically disadvantaged backgrounds were nearly twice as likely to be persistently absent than their classmates. With clear links between poor attendance and poor attainment and behaviour, tackling persistent absence is an important part of improving outcomes for all pupils." - EEF Attendance context</p> <p>"Some pupils find it harder than others to attend school and therefore at all stages of improving attendance, schools and partners should work in partnership with pupils and parents collaboratively to remove any barriers to attendance by building strong and trusting relationships and working together to put the right support in place." - DfE Working Together to Improve School Attendance</p>	<p>1, 5</p>
<p>Development of on-site alternative pathways, including our <i>Future Focus</i> provision, and interventions to support disadvantaged students who are struggling to access mainstream education in a positive way.</p>	<p>"Wherever possible, the LA believes that suitable provision to meet need should be 'in-house'. It is recognised that transition and change can be challenging for many children. The LA therefore encourages all schools to, wherever possible, use alternative provision within a blend of offer which includes continued contact with education in the home school setting." - ISS Alternative Provision Guidance for Schools</p> <p>"Outdoor adventure learning studies report wider benefits in terms of self-</p>	<p>1, 3, 5</p>

	confidence and self-efficacy." - EEF Outdoor Adventure Learning	
Targeted wellbeing intervention , as well as a broad and impactful SEMH curriculum (through the MyWorld programme, assemblies and Personal Development sessions) to designed to equip students, especially those at a disadvantage to their peers who are more likely to experience SEMH challenges, with the tools to find success.	<p>“Evidence suggests that children from disadvantaged backgrounds have, on average, weaker SEL skills at all ages than their more affluent peers. These skills are likely to influence a range of outcomes for pupils: lower SEL skills are linked with poorer mental health and lower academic attainment.”</p> <p>“SEL interventions in education are shown to improve SEL skills and are therefore likely to support disadvantaged pupils to understand and engage in healthy relationships with peers and emotional self-regulation, both of which may subsequently increase academic attainment.” - EEF Socieal and Emotional Learning</p>	1, 3, 5
An ambitious and wide-ranging Careers programme , including careers curriculum, targeted careers interventions from the Careers Lead, and work placements for key students.	“Good career guidance helps inspire pupils towards further study and enables them to make informed decisions whenever choices are open to them. It helps them to understand enough about the world of work to know what skills they need to succeed. It is important for social mobility because it helps open pupils’ eyes to careers they may not have considered” - Gatsby Good Career Guidance	1, 3, 5
A broad and varied Enrichment Programme is offered to students to compliment the learning taking place in lessons, including educational trips and visits, external speakers and interventions and school-led House Cup Competitions.	<p>“There is intrinsic value in teaching pupils creative and performance skills and ensuring disadvantaged pupils access a rich and stimulating arts education.” - EEF Arts Participation</p> <p>“Pupils from disadvantaged backgrounds may be less likely to be able to benefit from sport clubs and other physical activities outside of school due to the associated financial costs (e.g. equipment). By providing physical activities free of charge, schools give pupils access to benefits and opportunities that might not</p>	1, 2, 3, 5

	<p>otherwise be available to them." - EEF Physical Acitvity</p> <p>"Outdoor adventure learning studies report wider benefits in terms of self-confidence and self-efficacy." - EEF Outdoor Adventure Learning</p>	
<p>Use of our bespoke Online Progress Tool (OPT) to identify barriers to progress and apply specific, targeted in-class interventions. Middle and senior leader analysis of the data allows for larger scale monitoring of disadvantaged pupils' progress to inform necessary therapies.</p> <p>Addition of the Pupil Premium Assist tool in 2024/25. This gives individualised advice for teachers, based on a range of indicators for the student, including behaviour points, progress, SEN need and more.</p>	<p>"Gaining a thorough knowledge of your disadvantaged pupils' levels of attainment and progress is the first step to developing an effective Pupil Premium strategy." - EEF Guide to Pupil Premium</p>	1, 2, 3, 4, 5
<p>Continuation of specific 'Hardship' spending for disadvantaged students who are in need of individual support, such as for school uniform, transport, breakfast, equipment or other specifically identified needs.</p>	<p>"Staff identify each pupil's challenges and interests. They seek the best strategies to help each pupil make the next step in his or her learning. Schools provide individual support for specific learning needs and group support for pupils with similar needs." - DfE Effective ways to support disadvantaged pupils' achievement</p>	1, 2, 3, 4, 5

Total budgeted cost: £ 242,950

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

1. Attendance:

Over the last academic year, the average percentage attendance of PP students has risen from 85.2% to 86.7%. This positive trend is reinforced by the fact that the average attendance of Pupil Premium students at BHCS was 0.5% higher than the FFT national, where it was below the national percentage for 2023/24.

Additionally, improvement can be seen in the gap between BHCS Pupil Premium and Non-Pupil Premium students between 2022/23 2024/25. This improvement is highlighted below:

- 2022/23: Gap of - 8.2%
- 2023/24: Gap of – 7.7%
- 2024/25: Gap of – 7.1%

2. Attitude to Learning:

Although the average attitude to learning is yet to show a significant improvement, there are some key indicators of progress towards improving the levels of positive engagement disadvantaged students show while in school. When assessing individual behaviours that would suggest our disadvantaged students engage in the reflective and restorative behaviour processes, it is evident that the number of disadvantaged students as a percentage of all students displaying these behaviours has decreased. This is true for the following, where there was an improvement from the 2023/24 figures:

- Truancy from lesson/leaving class without permission
- Missed After School Reflection
- Failure to meet the expectations of the Personal Reflection Room

This provides early evidence that, through an improved staff culture and targeted interventions for Pupil Premium students, our disadvantaged students are likely to show improved attitude to learning over time as they are engaging more effectively in the behaviour processes in school. Staff culture and approaches to supporting Pupil Premium students with their attitude to learning has been improved through regular CPD for staff in T&L briefings and Middle Leader meetings, as well as the addition of the Pupil Premium assist tool on the OPT to connect causal factors with the behaviours that are being displayed.

3. Mental Health and Wellbeing:

Since COVID, the number of disadvantaged students (as a proportion of all students) that were accessing our internal Wellbeing support reach a peak, with over 46% of all time out cards issued in 2023-24 being for Pupil Premium students.

Last year, in the first year of this 3-year cycle, we saw a significant improvement in this area. Thanks to the continuously improving rigour within the wellbeing centre processes, as well as

increased CPD for staff to provide ‘front-line’ support for student in tutor time and lessons, there has been a significant reduction (7.04%) in the proportion of timeout cards issued to disadvantaged students. This is also demonstrated in the proportion of mental health triages which were for Pupil Premium students (5.3%).

Parent feedback to the question “my child is happy at school” remains consistently high on average for 2024/25, 88% of parents agreeing with the statement.

4. Reading and Language Capabilities:

Where the starting point for the range of benchmark data we had was lower than in other areas, the progress towards this target has been ‘task based’, focusing on improving the systems we have for monitoring attendance and embedding the key literacy programmes in school.

With the appointment of a Lead Practitioner who has oversight of literacy development across the school, progress has been made in the following ways:

- Creation of a bespoke BHCS literacy level scale, based on a range of data (CAT scores, reading age, KS2 data).
- Literacy action plan, linked to EEF guidance.
- Faculty specific literacy audits and subsequent developmental targets.
- CPD for staff on implementing the 4-step reading process.

Although the gap in reading ages between disadvantaged students and their non-disadvantaged peers remains, the foundations have been laid in the 2024-25 academic year for significant development in coming years.

5. Progress and Attainment:

The 2024/25 GCSE outcomes show significant improvements for Pupil Premium students in key areas, which suggests significant advancements have been made towards achieving the target or having Pupil Premium student outcomes being in line with those of the non-disadvantaged peers.

A primary indicator of this is in the student progress made towards their Expected Attainment Pathway (EAP). This measures how they are performing based on the FFT 20 predicted outcomes during their time at Brighton Hill. Although the historic gap between Pupil Premium and non-Pupil Premium students’ EAP difference compared to actual outcomes persist, the gap is closing overtime, as below:

- 2022/23: Average EAP gap of -2.5
- 2023/24: Average EAP gap of -1.5
- 2024/25: Average EAP gap of -1.1

There are other key headline measures that show progress towards achieving this goal too, such as:

- Average total Attainment 8 increase by 3.54% for disadvantaged students from the 2023/24 exam series and is the highest it's been for a number of years.
- Disadvantaged students achieving 4+ in English and Maths increased by 0.9%
- Disadvantaged students achieving 5+ in English and Maths has increased significantly, by 9.3%, and is at the highest it's been since the COVID pandemic.

Externally provided programmes

Programme	Provider
FFT Aspire	Fisher Family Trust (FFT) Education Ltd
CAT4 Assessments	GL Assessments
Sisra Analytics	Juniper Education
Unifrog Careers Platform	Unifrog
Century Tech	Century Tech
SchoolCloud	SchoolCloud

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information: How our service pupil premium allocation was spent last academic year

Increasing our Pastoral Support capacity, behaviour interventions and onsite/offsite pathways for student, we seek to ensure we are providing the most appropriate and targeted support for our students. Our family support worker is on hand to support and liaise with our service family pupils and where required provide a range of Well Being Centre interventions.

The impact of that spending on service pupil premium eligible pupils

Within the current strategy plan, no service children were identified as requiring significant additional support beyond having access, if required, to the Pastoral teams referred to throughout the strategy document.

Only 1 student in the 2025 cohort were record as being in receipt of the Service Pupil Premium.

Further information (optional)

Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium, or recovery premium as follows:

- While the plan covers aspects of how we are developing student literacy there is also a whole school focus on literacy that is not specifically covered by the plan but will benefit disadvantaged students, this literacy strand is detailed in the School Impact Plan.
- Offering a wide range of high-quality enrichment activities to boost wellbeing, behaviour, attendance, and aspirations.
- Engaging with the Uni-Connect Southern Universities Network (SUN) funding programme to develop essential employability skills that align to our Careers Programme focus on the 'Skills Builder Partnership's' 8 essential employability skills. Students meeting the Uni-Connect criteria are also often disadvantaged or vulnerable students.
- Appointment of a dedicated Careers Leader to implement strategic planning of the school's careers programme to cater for all students including disadvantaged to support raising of motivation and aspirations.