

Pupil premium strategy statement - Seabridge Primary School



This statement details our school's use of pupil premium (and recovery 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	435
Proportion (%) of pupil premium eligible pupils	13.8% or 60 pupils
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)	2025-2028
Date this statement was published	December 2025
Date on which it will be reviewed	October 2026
Statement authorised by	Emma Kuffour
Pupil premium lead	Kirsty Edwards
Governor / Trustee lead	Richard Leech

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£97,540.00
Recovery premium funding allocation this academic year <i>Recovery premium received in academic year 2023/24 cannot be carried forward beyond August 31, 2024.</i>	£0
Pupil premium funding carried forward from previous years <i>(enter £0 if not applicable)</i>	£0
Total budget for this academic year <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>	£97,540.00

Part A: Pupil premium strategy plan

Statement of intent

At Seabridge, we strive to ensure that all pupils, irrespective of their background or barriers, make strong progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve their potential, both personally and academically. We do this by providing them with an innovative, inspiring, and inclusive curriculum where all learners become independent and resilient and have the possibility to exceed their potential. We recognise that disadvantaged children can face a wide range of barriers which may impact on their learning. As a result, we target the use of Pupil Premium Grant funding to ensure that our disadvantaged pupils receive the highest quality of education that enables them to thrive.

Our ultimate objectives are to:

- Narrow the attainment gaps between disadvantaged pupils and their non-disadvantaged counterparts both within school and nationally.
- Ensure ALL pupils can read fluently and with good understanding to enable them to access the breadth of the curriculum.
- Enable pupils to look after their social and emotional wellbeing and to develop resilience. Enable them to self-regulate their emotions to have a positive wellbeing.
- Remove barriers to learning created by poverty, family circumstance and background.
- Provide a high-quality teaching and learning, with an intelligently designed inclusive curriculum that responds to the needs of our pupils and enables them to retain what they have learnt.
- Prepare our children to be 'Secondary Ready' both personally and academically.
- Foster a life-long love of learning.

Key Principals:

We will ensure that effective teaching, learning and assessment meet the needs of all pupils through the rigorous analysis of data and monitoring. Class teachers will identify through the class pupil premium plan specific intervention and support for individual pupils which will be reviewed at least termly. Alongside academic support, we will ensure that those pupils that have social, emotional, and mental health needs will access high quality provision from appropriately trained adults.

Challenges

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

Challenge number	Detail of challenge
1	<p>Attendance:</p> <p>There is a gap in attendance between disadvantaged pupils and non-disadvantaged students. This needs to be removed.</p> <p>Attendance for Pupil Premium (PP) pupils is below that of non-PP pupils. Based on 2024-2025 data:</p> <ul style="list-style-type: none">•PP attendance: 93.35%•Non-PP attendance: 95.52%•National attendance benchmark: 95% <p>PP pupils are disproportionately represented in persistent absence.</p> <ul style="list-style-type: none">•PP persistent absence rate: 19.64%•Non-PP persistent absence rate: 10.67% <p>Lower PP attendance results in reduced access to high-quality teaching, targeted interventions, and wider school experiences.</p> <p>Barriers contributing to lower attendance include:</p> <ul style="list-style-type: none">•socio-economic pressures affecting routines, punctuality, and transport•variable parental engagement or confidence in school•health, wellbeing, or anxiety-related issues <p>Current systems require strengthened early identification, timely targeted intervention, and improved follow-up with families to close the attendance gap.</p>
2	<p>Early Communication and Oracy:</p> <p>Many disadvantaged pupils enter EYFS with a gap in oral language skills and vocabulary.</p> <ul style="list-style-type: none">• Based on current data, 17/35 nursery pupils are not on track in C&L (Listening and Attention), 15/35 are not on track in C&L (speaking) <p>2024-2025</p> <p>Only 33% of PP achieved the GLD Benchmark is 75% (by 2028)</p> <p>Socio-economic factors contribute to the gap, including:</p> <ul style="list-style-type: none">•limited access to books, early play resources, and language-rich environments•reduced early learning experiences outside the home <p>Without targeted intervention, the early disadvantage widens as pupils move into</p>

	KS1, affecting long-term attainment and confidence.
3	<p>Attainment: Not all disadvantaged pupils achieve their academic potential or the expected standard in their learning.</p> <p>2024-2025</p> <ul style="list-style-type: none"> Only 33% of PP achieved the GLD. Only 50% of PP achieved EXS in Writing and Reading at the end of KS1. Only 30% of PP achieved 20 or above in the Y4 Multiplication Check. Only 30% of PP achieved EXS in RWM combined in Y6.
4	<p>Wellbeing and Self-Regulation: Disadvantaged pupils to develop resilience, self-confidence and the ability to self-regulate.</p> <p>2024-2025</p> <ul style="list-style-type: none"> 3/3 pupils suspended were PP. 940/4291 negative points accrued in the Summer term 2025 were by PP (68 pupils out of 469). This is disproportionate.

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
<p>Attendance: Attendance of disadvantaged pupils is in line with whole school attendance.</p>	<ul style="list-style-type: none"> A culture of positive attendance is promoted by all stakeholders – it is everyone's responsibility. Pupils feel a sense of connectedness and belonging to the school. School works in partnership with parents and pupils to identify and address any individual barriers. A supportive approach is used to encourage and empower families. Increased attendance to above 95% for disadvantaged pupils. Reduction in the % of persistent absence. Children feel noticed, valued and are able to make a positive contribution to the school as they understand the importance of regular attendance.

<p>Early Communication and Oracy: Disadvantaged pupils make rapid progress in their acquisition of language in EYFS, bridging the gap.</p>	<ul style="list-style-type: none"> Pupils make rapid progress from their starting point and are provided with quality first teaching and targeted support that benefits their language acquisition. Learning environments are language rich.
<p>Attainment: Disadvantaged pupils make strong progress from their starting points in Reading, Writing and Maths.</p>	<ul style="list-style-type: none"> Tracking indicates that pupils have made accelerated progress from their starting points. Pupils will begin to close the gaps when compared to their non-PP peers. QFT has a positive impact on pupil progress. Gaps are identified and rapid intervention matches the needs of each pupil. Appropriate interventions are used to enable pupils to catch up in their learning. Interventions motivate pupils – not bore them or cause them to be anxious. Intervention sessions are well timed and space to avoid fatigue. The timetable is rotated to ensure pupils do not always miss the same subjects. Also, to ensure pupils do not miss lessons promoting pupil's safety online or physical and emotional wellbeing.
<p>Wellbeing and Self-Regulation: Disadvantaged pupils to develop resilience, self-confidence and can self-regulate.</p>	<ul style="list-style-type: none"> Pupils are equipped with strategies to begin to manage their emotions and feel comfortable speaking with adults in school. Pupils have the social and emotional language to use to talk about their feelings and reflect on their actions. Pupils are confident in initiating self-regulation strategies to support their wellbeing. A mixed approach is used to support pupils social and emotional development including whole class, targeted intervention and external specialist support. Pupils are exposed to a wide range of enrichment opportunities, resulting in higher aspirations.

	<ul style="list-style-type: none"> • Staff are confident to support the emotional wellbeing of our pupils and help pupils develop strategies to self-regulate. CPD has a positive impact of staff development.
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Activity in this academic year

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

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £44,260.82

Activity	Evidence that supports this approach	Challenge number(s) addressed
Reading Comprehension Strategies (EEF Toolkit)	Reading Comprehension Strategies (EEF Toolkit)	1, 3
Collaborative learning approaches – working in groups, ensuring that everyone participates	Collaborative Learning Approaches (EEF Toolkit)	1, 3, 4
Live marking at the point of learning	Feedback (EEF Toolkit)	1, 3, 4
Homework	Homework (EEF Toolkit)	3
Teaching Assistants and their development	Teaching Assistant Interventions (EEF Toolkit)	1, 2, 3, 4
Flexible grouping	Flexible grouping Whole School	1, 2, 3, 4
High quality CPD for example: Best in Class Teacher, Middle Leader, Senior Leader NPQ release time Opening Worlds Digital Conference Safeguarding Conference Emotion Coaching DFE EYFS Webinars	Effective Professional Development (EEF	1, 2, 3, 4
Adaptive practice	Whole School Strategy 5 a Day to improve SEND Outcomes (EEF)	1, 2, 3, 4

	Adaptive Learning (ECF)	
Non-teaching DDSL and SENCO role	High quality leadership (EEF A school's guide to implementation)	1, 2, 3, 4
Employment of a Child Protection and Welfare Officer to support families, provide nurture for pupils and support attendance lead to improve attendance of vulnerable pupils. Child protection and welfare officer to provide targeted casework for disadvantaged pupils with declining attendance or persistent absence. Daily check-ins, home visits (in conjunction with the EWO), personalised support plans, barrier analysis, and multi-agency coordination (Early Help, safeguarding, SEND).	High quality leadership (EEF A school's guide to implementation)	1, 2, 3, 4
Use of digital technology as part of adaptive practice and inclusive teaching and learning.	Whole School Strategy 5 a Day to improve SEND Outcomes (EEF) Adaptive Learning (ECF)	1, 3, 4
Purchase of standardised diagnostic assessments.	Assessment and Feedback (EEF) https://educationendowmentfoundation.org.uk/measures-database/national-foundation-for-educational-research- year-6-assessments	3

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

Budgeted cost: £50,794.32

Activity	Evidence that supports this approach	Challenge number(s) addressed

<p>Web-based programmes for targetted support:</p> <p>Nessie</p> <p>Letter Join</p> <p>Numbots</p> <p>TT Rockstars</p> <p>Ed Shed</p> <p>Web based programmed are bespoke to the individual.</p> <p>Assessment is used to tailor programmes to individual need.</p> <p>These programmes support the development of fluency in spelling, handwriting, number sense.</p>	<p>Whole School SEND 5 a day (EEF)</p>	<p>1, 3, 4</p>
<p>Teaching Assistants deployed for targeted interventions</p> <p>1-2-1 support or small</p> <p>Group including EYFS programs</p> <p>Time to Listen and Time to Talk.</p>	<p>EEF –targeted focused support in smaller groups EEF guide to Pupil Premium –tiered approach</p>	<p>1, 2, 3, 4</p>

<p>SALT Intervention 1-2-1 support</p>	<p>Promoted by Speech and Language therapist</p>	<p>1, 2, 3</p>
<p>EP Approach to Reading</p> <p>1-2-1 support</p>	<p>Promoted by the Education Psychologist</p>	<p>1, 3</p>
<p>Rewards, Incentives & Recognition for Attendance.</p> <p>Provide interventions that reinforce positive routines and motivation can contribute to better attendance.</p> <p>Low-cost, high-frequency reinforcement supports habit building</p>	<p>EEF evidence shows that behaviour interventions that reinforce positive routines and motivation can contribute to better attendance. Low-cost, high-frequency reinforcement supports habit building</p>	<p>1</p>

Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: 12,648.68

Activity	Evidence that supports this approach	Challenge number(s) addressed
Member of staff to deliver a nurture group for identified pupils	Mentoring (EEF)	1, 3, 4
Regular engagement with VIP Education (external attendance support).	Social and Emotional Learning (EEF)	1, 4
Member of staff to deliver weekly 'talk time'; sessions to support emotional wellbeing.	Mentoring (EEF)	1, 4
Meet and Greets for targeted pupils	Mentoring (EEF)	1, 4
Purchase of a PSHE scheme 'Jigsaw' to build on children mental health and wellbeing.	Metacognition and Self-regulation (EEF)	1, 4
Emotional coaching to be implemented by VIP Education (wellbeing support).	Social and Emotional Learning (EEF)	1, 2, 3, 4
50% of school trip funded.	Children have the opportunity to learn through immersive learning and this helps to enhance the social, personal and emotional development of all pupils. This also supports to rise pupils aspirations as they experience different real world situations. Aspiration Interventions (EEF)	1, 2, 3, 4
1 extra curricular club 100% funded for and 50% of other extra- curricular clubs to be funded.	Children have the opportunity to experience clubs with a range of activities. They are able to learn new skills and build their communication skills as well as working alongside their peers from different year groups. Aspiration Interventions (EEF)	1, 2, 3, 4

Contingency fund for acute issues.	Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.	1, 2, 3, 4
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Total budgeted cost: £107,703.82

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

End of Year Outcomes 2024-25

Name of School: Seabridge Primary School

EYFS	All (x/y= %)	PP (x/y= %)	SEND (x/y= %)
% GLD	48/61=78.7%	2/6=33%	4/5=80%

Y1 Phonics Pass	All (x/y= %)	PP (x/y= %)	SEND (x/y= %)
Pass mark - 32	46/56=82%	4/6=66.7%	6/15=40%

KS1 (Y2) reported outcomes	ALL (x/y= %)		PP (x/y= %)		SEND (x/y= %)	
	ARE +	GD	ARE +	GD	ARE +	GD
Reading	48/62= 77.4%	13/62 = 21%	3/6 = 50%	1/6 = 16.7%	3/7 = 42.9%	0/6 = 0%
Writing	41/62 66.1%	7/62 11.3%	3/6 50%	0/6 0%	2/7 = 28.6%	0/6 = 0%
Maths	41/62 66.1%	10/62 = 16.1%	6/6 = 100%	3/6 = 50%	3/7 = 42.9%	0/6 = 0%
RWM combined						
Y2 Phonics Retake			-			

KS2	ALL (x/y= %)		PP (x/y= %)		SEND (x/y= %)	
	ARE +	GD	ARE +	GD	ARE +	GD
Y6 Reading	45/60 = 75%	18/60 = 30%	5/10=50 %	0/10 = 0%	2/12 = 16.7%	0/12 = 0%
Y6 Writing	45/60 = 75%	13/60 = 21.7%	3/10=30 %	0/10 = 0%	2/12 = 16.7%	0/12 = 0%
Y6 Maths	47/60 = 78.3%	14/60 = 23.3%	4/10=40 %	0/10 = 0%	3/12 = 25%	0/12 = 0%
Y6 RWM	41/60 =	7/60 =	3/10=30	0/10 =	1/12 =	0/12 =

combined	68.3%	11.7%	%	0%	8.3%	0%
Y6 GPS	44/60 = 73.3%	10/60 = 16.7%	5/10=50 %	0/10 = 0%	1/12 = 8.3%	0/12 = 0%
Y6 Science	51/60 = 85%	N/A	6/10 = 60%	N/A	4/12 = 33.3%	0/12 = 0%

Y4 Multiplication Check	All (x/y= %)	PP (x/y= %)	SEND (x/y= %)
20+ (80% pass)	48/64=73%	3/11=30%	2/12=16.7%
25/25 (100%)	24/64=37.5%	0/11=0%	0/2=0%

<i>Seabridge Primary Attendance</i> 2024-2025	95.2%
<i>Seabridge Primary PP Attendance</i> 2024-2025	93.35%

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.

Programme	Provider
Spelling Shed	Ed Shed
Nessie	Nessie Learning
Zumos	Zumos Wellbeing
TT Rockstars	TT Rockstars

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

The impact of that spending on service pupil premium eligible pupils

Further information (optional)

There are currently 60 pupils in eligible for Pupil Premium funding, and 7 EYPP recipients. Out of those children, 17 are also on the SEND register with 2 of those children being receipt of an Education, Health and Care Plan. 2 of the PP children are LAC, 6 have EAL and the split between boys and girls is relatively even.