

# 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	451
Proportion (%) of pupil premium eligible pupils	13.7%
Academic year/years that our current pupil premium strategy plan covers ( <b>3-year plans are recommended – you must still publish an updated statement each academic year</b> )	2023-2024
Date this statement was published	January 2024
Date on which it will be reviewed	August 2024
Statement authorised by	Sally Sanders
Pupil premium lead	Kirsty Edwards
Governor / Trustee lead	Richard Leech

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£93,037
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>	£8,990
Pupil premium funding carried forward from previous years ( <i>enter £0 if not applicable</i> )	£0
<b>Total budget for this academic year</b> <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>	£102,027

# Part A: Pupil premium strategy plan

## Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve their goals, including progress for those who are already high attainers and to meet their needs both academically and pastorally.

We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers. The activities we have outlined in this statement are also intended to support their needs, regardless of whether they are disadvantaged or not.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- teaching, learning and assessment is effective in meeting the needs of all pupils.
- ensure disadvantaged pupils are challenged in the work that they're set.
- pupils will be supported to develop their wellbeing (social and emotional) through appropriate provision.
- act early to intervene at the point need is identified.
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve.

## Challenges

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

Challenge number	Detail of challenge
1	Attendance data indicates that the attendance of disadvantaged pupils needs to remain a focus to build a higher percentage of attendance.
2	Upon entry, baseline assessments and observations identified that many disadvantaged pupils presented as being underdeveloped with their oral language skills with noticeable vocabulary gaps. This is more prevalent amongst our disadvantaged pupils in Reception and KS1 compared to their peers.
3	From their starting points, for pupils to make at least expected progress in Reading, Writing and Maths within their year group whilst being aware of closing the gap between their peers.
4	For disadvantaged pupils to become more resilient, have good levels of self-confidence and can self-manage from an early age using strategies to support their own mental health and wellbeing (with a focus on communication skills).
5	To reduce displays of challenging behaviour including low-level disruptions for disadvantaged children.

## 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
Attendance of disadvantaged pupils is in line with whole school attendance.	<ul style="list-style-type: none"> <li>Increased attendance to above 95% for disadvantaged pupils.</li> <li>Reduction in the % of persistent absence.</li> <li>Children feel part of a team and understand the importance of regular attendance.</li> </ul>
Improved progress for Reading, Writing and Maths for disadvantaged pupils to show expected progress.	<ul style="list-style-type: none"> <li>A higher percentage of disadvantaged pupils make expected progress regardless of their starting point.</li> <li>Pupils will begin to close the gaps when compared to their non-PP peers.</li> <li>QFT has a positive impact on pupil progress.</li> </ul>

To promote displays of positive behaviour to engage disadvantaged pupils to support greater engagement in learning.	<ul style="list-style-type: none"> <li>• Behaviour incidents will occur less frequently.</li> <li>• Pupils will engage more positively with their learning activities.</li> <li>•</li> </ul>
Increased self-confidence, resilience and self-management of disadvantaged pupils.	<ul style="list-style-type: none"> <li>• Pupils are equipped with strategies to begin to manage their emotions and feel comfortable speaking with adults in school.</li> <li>• Pupils are confident in initiating self-regulation strategies to support their wellbeing.</li> </ul> <p>Pupils are exposed to a wide range of enrichment opportunities, resulting in higher aspirations</p>

## 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: £35,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Member of staff to deliver a nurture group for identified pupils	EEF Guidance Report: <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mentoring">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mentoring</a>	4, 5
Teachers are funded to further develop their teaching and learning approach through the use of CPD.	EEF Guidance Report: <a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development</a>	2, 3
Purchase of standardised diagnostic assessments. CPD for staff to ensure	EEF Guidance Report: <a href="https://educationendowmentfoundation.org.uk/guidance-for-teachers/assessment-feedback">https://educationendowmentfoundation.org.uk/guidance-for-teachers/assessment-feedback</a> <a href="https://educationendowmentfoundation.org.uk/measures-database/national-foundation-for-educational-research-year-6-assessments">https://educationendowmentfoundation.org.uk/measures-database/national-foundation-for-educational-research-year-6-assessments</a>	2, 3

assessments are interpreted and administered correctly.		
Additional TA/T intervention for English and Maths to support the closing of gaps and to challenge across the ability range, providing feedback at the point of learning.	EEF Guidance Report: <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback</a> <a href="https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/embedding-formative-assessment/">https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/embedding-formative-assessment/</a>	2, 3

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

Budgeted cost: £27,750

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional small group for reading, writing and maths where appropriate to help close the gaps and allow for classroom learning is applied.	EEF Guidance Report: <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/collaborative-learning-approaches">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/collaborative-learning-approaches</a> <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</a> <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</a>	2, 3
Additional/small group phonics sessions targeted at disadvantaged pupils who require further phonics support	EEF Guidance Report: <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</a> <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</a> <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions</a>	2

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

Budgeted cost: £30,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Regular engagement with VIP Education (external attendance support).	EEF Guidance Report: <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</a>	1
Member of staff to deliver weekly 'talk time'; sessions to support emotional wellbeing.	EEF Guidance Report: <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mentoring">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mentoring</a>	4, 5
Purchase of a PSHE scheme 'Jigsaw' to build on children mental health and wellbeing.	EEF Guidance Report: <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation</a>	4, 5
Emotional coaching to be implemented by VIP Education (wellbeing support).	EEF Guidance Report: <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</a>	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.  EEF Guidance Reports: <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/aspiration-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/aspiration-interventions</a>	4
50% of 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.  EEF Guidance Reports:	4

	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/aspiration-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/aspiration-interventions</a>	
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.	All

**Total budgeted cost: £93,250**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

*Outline the performance of your disadvantaged pupils in the previous academic year and explain how it has been assessed. You should draw on:*

- *Data from the previous academic year's national assessments and qualifications, once published (including school attainment and progress measures)*
- *EBacc entry data for secondary schools*
- *Comparison to local and national averages (a note of caution can be added to signal that there are ongoing impacts of the COVID-19 pandemic, which affected schools, and pupils, differently) and outcomes achieved by your school's non-disadvantaged pupils*
- *Information from summative and formative assessments the school has undertaken.*
- *School data and observations used to assess wider issues impacting disadvantaged pupils' performance, including attendance, behaviour and wellbeing*

*You should state whether you are on target to achieve the outcomes of your strategy (as outlined in the Intended Outcomes section above) and outline your analysis of what aspects of your strategy are/are not working well.*

*If last year marked the end of a previous pupil premium strategy plan, you should set out your assessment of how successfully the intended outcomes of that plan were met.*

### 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.*

<b>Programme</b>	<b>Provider</b>



## 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 62 pupils in receipt of Pupil Premium funding and out of those children, 13 are also on the SEND register with 2 of those children being receipt of an Education, Health and Care Plan. 10 of the PP children are LAC, Pre LAC or SGO and the split between boys and girls is relatively equal.