

Pupil premium strategy statement



This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) 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 effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Seabridge Primary School
Number of pupils in school	440
Proportion (%) of pupil premium eligible pupils	17.3%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021/2022 to 2024/2025
Date this statement was published	December 2021
Date on which it will be reviewed	July 2022
Statement authorised by	Katie Fisher Deputy Head teacher
Pupil premium lead	Amy Dale Inclusion Lead
Governor / Trustee lead	Jill Cheadle Lead for Pupil Premium

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£81,600
Recovery premium funding allocation this academic year	£6960
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£87,107

Part A: Pupil premium strategy plan

Statement of intent

Our aim is to develop the child as a whole irrespective of background and the challenges they face, meeting their needs both academically and pastorally.

At Seabridge Primary we believe in maximising the use of the Pupil Premium funding by utilising a long-term strategy (3 years) which is fully aligned to our School Development Plan. This enables us to implement a range of timely and purposeful interventions and strategies that will help our students succeed in a supportive and nurturing environment. Our strategy will build on successful interventions as well as responding to the ever changing needs of our disadvantaged pupils. We use an evidence -informed approach to Pupil Premium to allow us to compare how similar challenges have been tackled in other schools, understand the strength of evidence behind alternative approaches and consider the likely cost-effectiveness of a range of approaches.

High quality teaching is at the centre of our approach, with a focus on areas for which disadvantaged pupils require the most support. Early identification of needs through diagnostic assessment will be met through targeted academic support with outcomes closely monitored and refined according to pupil need.

To ensure that challenges our disadvantages pupils face are overcome, we will ensure that:

- teaching, learning and assessment is effective in meeting the needs of all pupils;
- targeted interventions will be carefully planned and delivered to support identified children. These will be regularly monitored and refined;
- pupils will be supported to develop their wellbeing (social and emotional) through appropriate provision.

Challenges

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

Challenge number	Detail of challenge
1	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.
2	Assessments and observation suggest that many disadvantaged pupils generally have great difficulties with phonics and this in turn impacts on their reading and writing ability.

3	Internal assessment data indicates that whilst progress in mathematics is broadly in-line with non-disadvantaged pupils, attainment in most year groups is lower for many disadvantaged pupils. Due to the vocabulary difficulty identified in EY and KS1 pupil ability to reason effectively in mathematics is hindered.
4	Observations have identified that whilst the National lockdowns have impacted on the social and emotional wellbeing of the vast majority of pupils, this has been more prevalent for our disadvantaged pupils due to the lack of enrichment opportunities and exposure to role models during the school closure.
5	Attendance data indicates that attendance of disadvantaged pupils needs to remain a focus due to the Covid Pandemic and to maintain the high % of attendance.

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
Improved oral language skills and the closing of the vocabulary gap predominantly within EY and KS1, but also across the school	<ul style="list-style-type: none"> ● Assessments and observations indicate significantly improved oral language among disadvantaged pupils; ● Pupils have increased confidence and engagement when responding to questions within lessons; ● Disadvantaged pupils have an increased understanding of vocabulary which they can draw on within their reading and writing; ● Children with more complex language barriers benefit from external Speech and Language support.
Improved reading attainment among disadvantaged pupils	<ul style="list-style-type: none"> ● A higher percentage of disadvantaged pupils achieve the threshold within the phonics screening; ● Disadvantaged pupils demonstrate a love of reading which is shared both in school and at home; ● KS2 reading outcomes show that a higher percentage of disadvantaged pupils met the expected standard.
Improved maths attainment for disadvantaged pupils at the end of KS2	<ul style="list-style-type: none"> ● A higher percentage of disadvantaged pupils achieve at least the expected standard at the end of KS2; ● Teaching and learning provides opportunities for pupils to access precise tasks; ● QFT has a positive impact on pupil attainment.

Increased self-confidence, resilience and self-management of disadvantaged pupils	<ul style="list-style-type: none"> ● Pupils are confident in using self-regulation strategies to support their wellbeing; ● Pupils talk positively about behaviour and attitudes across the school; ● Pupils are exposed to a wide range of enrichment opportunities, resulting in higher aspirations for the future.
Overall attendance of disadvantaged pupils is in line with whole school attendance	<ul style="list-style-type: none"> ● Reduction in the % of persistent absence; ● The gap between FSM and all pupils' attendance is reduced compared to national; ● Children feel part of a team and understand the importance of regular attendance, contributing to the overall school attendance picture.

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: £ 44,987

Activity	Evidence that supports this approach	Challenge number(s) addressed
Embed P4C and dialogue works principals throughout the school to support pupils to articulate key ideas and extend vocabulary. Ongoing CPD will be provided.	Oral language interventions can have a positive impact on pupils' language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment: Oral language interventions EEF (educationendowmentfoundation.org.uk)	1
Purchase of a DfE validated Systematic Synthetic Phonics programme to secure stronger phonics teaching for all pupils.	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils: Phonics Toolkit Strand Education Endowment Foundation EEF	1, 2

<p>Enhancement of maths teaching and curriculum planning in line with the DfE (ready-to-progress criteria), NCETM and EEF guidance. Teachers from across the school are funded for release time to access NCETM CPD.</p>	<p>The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches: Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk) https://www.ncetm.org.uk/classroom-resources/exemplification-of-ready-to-progress-criteria/ The EEF guidance is based on a range of the best available evidence: https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/early-maths/EEF_Maths_EY_KS1_Guidance_Report.pdf Improving Mathematics in Key Stages 2 and 3</p>	<p>3</p>
<p>Teachers are funded to further develop their teaching and learning approach through the use of CPD triads.</p>		<p>2, 3</p>
<p>Purchase of standardised diagnostic assessments. CPD for staff to ensure assessments are interpreted and administered correctly with accurate QLA.</p>	<p>Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction: Standardised tests Assessing and Monitoring Pupil Progress Education Endowment Foundation EEF</p>	<p>2, 3</p>

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

Budgeted cost: £ 30,700

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>External Speech and Language sessions delivered to Early Years and Key Stage 1</p>	<p>Oral language interventions EEF (educationendowmentfoundation.org.uk)</p>	<p>1, 2</p>

Additional/small group phonics sessions targeted at disadvantaged pupils who require further phonics support	Phonics Toolkit Strand Education Endowment Foundation EEF Small group tuition Toolkit Strand Education Endowment Foundation EEF	1, 2
Engagement with the National Tutoring Programme to provide a blend of tuition, mentoring and school-led tutoring for pupils whose education has been most impacted by the pandemic. A significant proportion of the pupils who receive tutoring will be disadvantaged, including those who are high attainers	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one:</p> <p>One to one tuition EEF (educationendowmentfoundation.org.uk)</p> <p>And in small groups:</p> <p>Small group tuition Toolkit Strand Education Endowment Foundation EEF</p>	2, 3
Reduction in class sizes in identified year groups allows for targeted support and challenge across reading, writing and mathematics	Small group tuition Toolkit Strand Education Endowment Foundation EEF	2, 3
Member of staff to deliver a nurture group for identified pupils	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning	4

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

Budgeted cost: £ 30,700

Activity	Evidence that supports this approach	Challenge number(s) addressed
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<p>Regular engagement with VIP Education (external attendance and wellbeing support)</p>	<p>EEF (2020) research states that there is a risk that high levels of absence after schools formally reopen poses a particular risk for disadvantaged pupils. ...increasing parental engagement in primary...schools had on average two to three months' positive impact...developing effective parental engagement to improve their children's attainment is challenging and needs careful monitoring and evaluation. (EEF)</p> <p>EEF Guidance Report: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</p>	<p>4, 5</p>
<p>Embedding principles of good practice set out in the DfE's Improving School Attendance advice.</p> <p>This will involve training and release time for staff to develop and implement new procedures.</p>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p>	<p>5</p>
<p>Purchase of assembly materials to support a monthly wellbeing focus.</p>	<p>EEF Guidance Report: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</p>	<p>4</p>
<p>Member of staff to deliver weekly 'talk time' sessions to support emotional wellbeing</p>	<p>EEF Guidance Report: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</p>	<p>4</p>
<p>Contingency fund for acute issues.</p>	<p>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.</p>	<p>All</p>
<p>50% of school trips funded</p>	<p>Children have the opportunity to learn through immersive learning and this helps to enhance the social, personal and emotional development of all students.</p>	
<p>Funded extra curricular clubs</p>		

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.