

Pupil premium strategy statement – Seaton Academy

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	205 (Nov 2024)
Proportion (%) of pupil premium eligible pupils	10% (Reception-Year 2)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022-2025
Date this statement was published	November 2024
Date on which it will be reviewed	November 2025
Statement authorised by	R Barton
Pupil premium lead	Wendy Stuart
Trustee leads	Shelley McGlasson

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£28,120.00
Recovery premium funding allocation this academic year	£0
Pupil premium (and recovery premium*) funding carried forward from previous years (<i>enter £0 if not applicable</i>) <i>*Recovery premium received in academic year 2021 to 2022 can be carried forward to academic year 2022 to 2023. Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.</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>	£

Part A: Pupil premium strategy plan

Statement of intent

Statement of Intent

At Seaton Academy, we believe that the highest possible standards can only be achieved by having the highest expectations of all learners. Some pupils from disadvantaged backgrounds require additional support; therefore, we will use all the resources available to help them reach their full potential, including the Pupil Premium Funding.

We will:

- Ensure that teaching and learning opportunities meet the needs of all of the pupils.
- Ensure that appropriate provision is made for pupils who belong to vulnerable groups, this includes ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed.
- Make provision for socially disadvantaged pupils, we recognise that not all pupils who receive free school meals will be socially disadvantaged.
- Recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals. We reserve the right to allocate the Pupil Premium funding to support any pupil or groups of pupils the school has legitimately identified as being socially disadvantaged.
- Identify priority classes, groups or individuals at the school.
- Ensure eligible pupils' engagement in and enjoyment of learning inside school is promoted and facilitated.

The outcomes will give:

- Children eligible for Pupil Premium greater chances to enhance opportunities and attainment.
- Children enhanced opportunities to raise motivation and self-esteem.
- Improved attainment of socially disadvantaged children.
- Accelerated progress for those children identified.

- Socially disadvantaged children greater opportunities to take a full part in the school's curriculum including educational visits

Challenges

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

Challenge number	Detail of challenge
1	Children's social and emotional mental health (SEMH) and other contextual factors can impact progress for some children
2	Supporting the specific families of Pupil Premium children
3	Consistent improvement of attainment in Literacy and Maths for all Pupil Premium children
4	To raise Pupil Premium attainment in reading and Phonics

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
Children's well-being, confidence and self esteem will be high and this will positively impact their learning.	Children's SEMH is supported throughout school, in every class, by every member of staff. This will enable positive learning behaviours, resilience, Characteristics of Effective Learning and self-confidence/self esteem
Children and their families feel well supported by school.	Children's families feel supported by the staff in school, not only in supporting and enabling attainment, but also in wider social aspects that may be adversely influencing the outcomes for their child/children
Improved attainment of Pupil Premium children across all subject areas with specific consideration given to Literacy and Maths	Children will acquire the age appropriate knowledge and skills in all subject areas through the Maestro curriculum. Pupil assessments and observations will form the basis of discussion at Pupil Progress meetings and teachers will design IEPs that reflect the next steps/learning needs of each Pupil progress child

Improved phonic attainment of Pupil Premium children	High quality phonic teaching using Little Wandle Revised Letters and Sounds will ensure a progressive and systematic approach. Regular assessment opportunities will allow children to be supported where necessary. Children will be reading books matched to their ability and therefore will gain confidence as independent readers.
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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: £18,385.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
Staff to ensure they build up trusting working relationships with the children AND their families. Any concerns and/or issues are dealt with sensitively and in confidence. Incidents or concerns will be documented on CPOMs and wider discussions (with SLT/ SENDCo/ PP Lead/Safeguarding team for example) will help to ensure better Social and Emotional Mental Health and create a "Team" approach	Strong and trusting working relationships are important. We aim to have a supportive Leadership Team who will be available to support, listen and help when necessary.	1,2
Time provided in school to offer children to complete	School led tutoring programme.	1,3,4

<p>“homework” style reading activities. In particular daily reading with/to an adult for the lowest 20% of each class. Teachers will ensure that this includes “Reading for Pleasure” to promote a love of reading. In addition this also provides some “down time” and facilitates social and communication opportunities.</p>	<p>Each class teacher identifies the children who need support and extra reading activities.</p>	
<p>Whole school “Little Wandle Letters and Sounds Revised” training for all teachers and TAs to ensure a consistent and quality first approach to the teaching of Phonics throughout school. All adults trained and using the same daily lesson format (whole class, keep up groups and individual catch up sessions) and resources</p>	<p>Whole school confidence and fidelity to the programme Good teaching is key to attainment Children are assessed regularly and catch up/keep up programmes used to support those who need. 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</p>	<p>3, 4</p>
<p>Introduction of the Pie Corbett Reading Spine books into each year group to provide a core set of recognised, age appropriate and quality key texts.</p>	<p>“Great books build the imagination. The more we read aloud expressively, and the more children are able to savour, discuss and reinterpret literature the more memorable the characters, places and events become.” Pie Corbett We need to expose all children to a range of books and a range of vocabulary.</p>	<p>4</p>

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

Budgeted cost: £4,867.50

Activity	Evidence that supports this approach	Challenge number(s) addressed
All children receiving PP will have termly IEP's that are set to identify needs and/or next steps and are reviewed and updated termly in conjunction with staff and Parents/Carers	The best evidence clearly shows that good teaching is a key factor when improving attainment. We know, and evidence suggests that Early Interventions have an impact of up to 5 months progress and it appears that children from low income families benefit particularly well from interventions based on next steps and/or individual need.	1,3,4
Children who require additional support in the form of 1:1 work, small group work, catch up sessions and other interventions are identified and supported.		1,3,4

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

Budgeted cost: £ £4,867.50

Activity	Evidence that supports this approach	Challenge number(s) addressed
Attendance percentages are RAG rated on termly reports and letters will be sent to families that have children with low attendance	Children cannot learn if they are not in school. School attendance and punctuality is monitored to ensure children are in school and on time, ready to learn We have a consistent approach to address attendance issues. We check attendance for early intervention and hold 'attendance meetings" where required	9999

Pupil Premium policy to be reviewed and updated using model policy to ensure a high quality approach across school	Our PP Policy is now much more comprehensive and does not focus solely on the academic achievement.	1,2,3,4
School to link with local Food bank in order to be able to refer any families in need of this resource	Close, trusting relationships ensure that families know they will be supported by us and that we can facilitate contact with agencies, such as the food bank, if necessary	1,2

Total budgeted cost: £ £28,120.00

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

We recognise that the Learning Outcomes and Success Criteria of previous Pupil Premium Statements have focussed heavily on raising Academic attainment in Reading, Writing and Maths for PP children. Of course, "Narrowing the Gap" is important but, in light of recent CDP, regular attendance in the Local Cluster Group for Disadvantaged children and a more child centred approach to teaching and learning throughout school since September, it is clear that we need to be looking beyond attainment and recognise that some children (not just Pupil Premium Children) could be facing a range of significant barriers to their learning. We know that that young children will thrive, develop and learn if they are having their basic needs met and they feel safe, happy and secure.

The success criteria for the Outcomes for the previous academic year focussed very heavily on KS1 children. These were:

OUTCOME: To Improve attainment in Reading for our disadvantaged pupils

SUCCESS CRITERIA: KS1 Reading outcomes should exceed the National average for disadvantaged children

OUTCOME: To improve attainment in the Phonics check for our disadvantaged pupils

SUCCESS CRITERIA: Phonics checklist outcomes should exceed the National average for disadvantaged children

OUTCOME: To improve attainment in the Writing for our disadvantaged pupils

SUCCESS CRITERIA: KS1 Writing outcomes should exceed the National average for disadvantaged children

OUTCOME: To improve attainment in the Maths for our disadvantaged pupils

SUCCESS CRITERIA: KS1 Maths outcomes should exceed the National average for disadvantaged children

OUTCOME: To ensure PP children are in school on time and ready for learning

SUCCESS CRITERIA: PP children having access to Breakfast Club where necessary and are in school with a readiness to learn

We have always supported Disadvantaged children and families, not just in KS1, but as soon as possible. Most children/families are identified by their entitlement to Free School Meals in the Reception year. It is important that we have a clear vision of how important early supportive relationships are. The new outcomes listed in this 3-year strategy looks at our Disadvantaged children and families as individuals/family groups

and recognises that a “one size fits all” approach that narrowly looks solely at attainment is not enough.

The Intended Outcomes of this strategy will be looked at annually and all staff will have access to training on “Quality First Teaching” (Summer Term 2023) This approach will underpin the need for teachers to know their class and the individual needs of a child in order to help, and support, every child reach their potential.

We will to ensure that each Pupil Premium child has a termly IEP which clearly sets targets that are relevant to the needs/next steps of each individual. These will be shared with Parents/Carers and reviews will be set in a time bound period every term before being shared with SLT (which includes the SENDCo and Pupil Premium Lead)

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

Service pupil premium funding

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**

N/A

The impact of that spending on service pupil premium eligible pupils

N/A