


Seaton Academy

Pupil Premium Policy 2024/2025

Relevant roles held and by whom (correct at the time of publishing)	
Safeguarding/Attendance Link Governor(s):	Sue Armstrong Ruth Pickering
Pupil Premium Governor:	Shelley McGlasson
School Pupil Premium Lead:	Mrs W Stuart

Approved by ¹	
Name:	Mr R L Barton
Position:	Headteacher
Signed:	
Date:	12/11/24
Proposed review date ² :	November 2025

REVIEW SHEET

Each entry in the table below summarises the changes to this Policy and procedures made since the last review (if any).

Version Number	Version Description	Date of Revision
1	Original based on School Bus Model Policy	April 2023
2	Updated to reflect new PP grant	November 2024

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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

This policy outlines the amount of funding available, the school's strategy for spending the Pupil Premium effectively, and the procedures for ensuring the funding is allocated correctly.

1. Legal framework

This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- Children Act 1989
- Equality Act 2010
- UK General Data Protection Regulation (UK GDPR)
- Data Protection Act 2018
- The School Information (England) Regulations 2008
- ESFA (2022) 'Pupil premium: allocations and conditions of grant 2022 to 2023'
- DfE (2018) 'Promoting the education of looked-after children and previously looked-after children'
- Maintained schools_DfE (2022) 'What maintained schools must publish online'
- Academies DfE (2022) 'What academies, free schools and colleges should publish online'
- NCTL and the Teaching Schools Council (TSC) (2018) 'Effective pupil premium reviews'
- Education Endowment Foundation (EEF) (2019) 'The EEF Guide to Pupil Premium'

2. Roles and responsibilities

The board of Trustees is responsible for:

- Ensuring the effectiveness of this policy.
- Ensuring the school meets its statutory duties with regards to the use of the pupil premium funding.
- Maintaining robust oversight of the school's financial affairs.
- Liaising with the headteacher to ensure the school's strategies and activities regarding pupil premium align with the school's wider School Development Plan.
- Scrutinising the school's plans for, and use of, its pupil premium funding, including reading and reviewing the school's Pupil Premium Impact Statement.

The Headteacher is responsible for:

- Ensuring the day-to-day implementation of this policy.
- Appointing an appropriately experienced and knowledgeable Pupil Premium Lead at the school, Mrs Wendy Stuart

- Liaising with the board of Trustees to ensure the school's strategies and activities regarding pupil premium align with the school's wider School Development Plan.
- Working with the pupil premium lead to ensure the school spends the PPG funding effectively and in a way that aligns with the school's overall pupil premium strategy.
- Ensuring the school publishes its Pupil Premium Impact Statement, as required.
- Ensuring the school meets the requirements to publish information regarding Pupil Premium on the school website, as required.
- Ensuring the school census is completed accurately.
- Ensuring personal data of pupils eligible for the Pupil Premium is stored, processed and shared in line with the school's Records Management Policy.

The Pupil Premium Lead is responsible for:

- Undertaking the day-to-day implementation of this policy.
- Ensuring the school spends its Pupil Premium funding to provide support to all eligible pupils.
- Working with the headteacher and other relevant staff members to draw up the Pupil Premium Impact Statement.
- Liaising with parents regarding any questions or concerns about Pupil Premium.
- Monitoring the effectiveness of the school's strategy as it operates on a day-to-day basis.
- Working with the headteacher and other relevant staff members to implement suitable, effective and evidence-based interventions for eligible pupils to support their academic and personal progress at school.

3. Pupil Premium Funding allocation

In line with government expectations the school adopts the following definitions for PPG eligibility:

- Ever 6 FSM: pupils who are eligible for free school meals or have been eligible in the past 6 years.
- NRPF: pupils in households with no recourse to public funds (NRPF).
LAC: pupils who are looked after by the LA.
- PLAC: pupils who have been adopted from care or have left care.
- Service children: pupils who meet one of the following criteria:
 - one of their parents is serving in the regular armed forces (including pupils with a parent who is on full commitment as part of the full-time reserve service, and also pupils whose parent is serving in the armed forces of another nation and is formally stationed in England)
 - They have been registered as a 'service child' on a school census since 2016,

One of their parents died whilst serving in the armed forces and the pupil receives a pension under the Armed Forces Compensation Scheme or the war pension scheme.

For the 2023/2024 and 2024/2025 financial years PPG allocations are as follows:

Disadvantaged pupils	PPG amount per pupil	
	2023/2024	2024/2025
Primary-aged pupils who are eligible for FSM, or have been eligible in the past six years, including eligible children of families with NRPF	£1,455	£1,480
Secondary-aged pupils who are eligible for FSM, or have been eligible in the past six years, including eligible children of families with NRPF	£1,035	£1,050
Pupils who have been adopted from care or have left care, i.e. previously LAC	£2,530	£2,570
Children who are looked after by the LA, i.e. LAC	£2,530	£2,570
Service children	SPP amount per pupil	
	2022/2023	2023/2024
Any pupil in Reception to Year 11 with a parent who is serving in HM Forces or has retired on a pension from the Ministry of Defence	£355	£340

As we are an Academy, Seaton Academy will receive its Pupil Premium funding directly from ESFA.

4. Objectives

Seaton Academy has the following objectives with regards to its use of the Pupil Premium Funding:

- To provide additional educational support to raise the achievement of pupils in receipt of the PP,
- To narrow the gap between the educational achievement of these pupils and their peers
- To address underlying inequalities between pupils, as far as possible
- To ensure that the PP funding reaches the pupils who are eligible for it
- To make a significant impact on the education and lives of these pupils
- To work in partnership with the parents of pupil to collectively ensure pupils' success

5. How Pupil Premium Funding is spent

Seaton Academy will spend pupil premium funding in line with the terms outlined within the conditions of grant as outlined below:

- For the benefit of pupils registered at the school.
- On community facilities whose provision furthers any benefit for pupils at the school.

Pupil premium is not a personal budget for individual pupils, and schools are not required to spend all of their allocated grant on eligible pupils. The school will use the Pupil Premium Funding to support other pupils with identified needs where appropriate (for example, on pupils who have or have had a social worker or, pupils who may be acting as a carer)

Seaton Academy will decide the activities on which the Pupil Premium Funding will be spent in line with the framework and 'menu of approaches' set out by the government in ['Using pupil premium: guidance for school leaders'](#), and focussed on the three areas below:

- High-quality teaching, such as staff professional development
- Targeted academic support, such as tutoring
- Wider strategies to address non-academic barriers to success in schools, such as attendance, behaviour, and social and emotional support

Academically able pupils from disadvantaged backgrounds will be given as much focus as less academically able pupils.

In the unlikely event that the Pupil Premium Funding has not been spent within the financial year in which it was allocated, Seaton Academy will carry the remainder forward to the following financial year. When the school carries funding forward, it continues to only spend the funding in line with the above criteria.

6. Long-term strategy for success

Seaton Academy has a long-term strategy to ensure it maximises the use of Pupil Premium Funding. The school will adopt a long-term three-year strategic plan, aligned to the school's wider School Development Plan, which contains the following considerations:

- Expenditure
- Recruitment
- Teaching practice
- Staff deployment

As part of its strategy, we will maximise the use of Pupil Premium Funding by:

- Assigning a pupil premium lead (Mrs Wendy Stuart) to champion the educational needs of PP children and ensure the implementation of this policy.
- Ensuring PP funding and spending can be identified within the school's budget.
- Consulting, as necessary and as appropriate, with Trustees, staff and parents when deciding how funds are spent.
- Assessing the individual provisions required for each pupil in receipt of the Pupil Premium Funding.

We will conduct annual reviews to inform the strategic plan and form the school's Pupil Premium Impact Statement.

Seaton Academy will explore evidence-based summaries of the Pupil Premium Funding use, such as the EEF's Teaching and Learning Toolkit, to determine the best use of the funding. We will consult with local cluster group schools to learn about effective practice in the local area.

When researching and implementing PPG use, we will focus on approaches that:

- Are individually tailored to the strengths and needs of each pupil, and include targeted academic support, such as tutoring and/or smaller group sessions.
- Are consistent, flexible and responsive.
- Are focussed on clear short-term goals providing opportunities for pupils to experience success.
- Include regular, high-quality feedback from teaching staff.
- Engage parents in the agreement and evaluation of support arrangements, e.g. via pupil's individual education plans (IEPs).
- Support pupils' transitions through the stages of education.
- Raise aspirations through access to high-quality educational experiences.
- Promote each pupil's awareness and understanding of their own thought processes and help them to develop problem-solving strategies.
- Support the quality of teaching, including staff professional development.
- Tackle non-academic barriers to success at school, by supporting good attendance and behaviour and providing social and emotional support.

Seaton Academy will also choose approaches that emphasise:

- Relationship-building, both with appropriate adults and with pupils' peers.
- An emotionally intelligent approach to the setting of clear behaviour boundaries.
- Increasing pupils' understanding of their emotions and identity.
- Positive reinforcement.
- Building self-esteem.
- Relevance to the learner – the approach relates to pupils' interests and makes success matter to them.
- A joined-up approach involving any other relevant professionals.
- A child-centred approach to assessment for learning.

7. A tiered approach to Pupil Premium spending

Seaton Academy will operate a tiered approach to Pupil Premium spending to ensure spending is both balanced and focussed. Spending priorities are as follows:

- 1: Teaching
- 2: Targeted academic support
- 3: Wider strategies

Ensuring effective teaching in every classroom is crucial, to achieve this, the school will spend the Pupil Premium Funding in the following ways:

- Professional development
- Recruitment and retention

Evidence shows that targeted support has a positive impact and is a key component of effective Pupil Premium use. Seaton Academy will spend the funding on targeted support in the following ways:

- Structured interventions
- Small group tuition
- One-to-one support

Wider strategies are used to overcome non-academic barriers to success. The school will spend the PPG on the following wider strategies:

- Behaviour support
- Provision of our Breakfast Club and After School Clubs
- Attendance initiatives

8. Use of the Looked After Children (LAC) and PLAC (Previously Looked After Children) premiums

The LAC premium will be managed by the LA's designated Virtual School Head (VSH).

The premium will be used to benefit a pupil's educational needs as described in their Personal Education Plan. To avoid any delays in providing support, the school will work with the VSH to ensure that funding allocation is as simple as possible.

The LAC premium will be used to facilitate a wide range of educational support for LAC. The designated teacher will work with the VSH to gain a full understanding of each pupil's needs and determine how to use the premium to support each pupil effectively. The designated teacher will work with the VSH to ensure that all available funding is spent.

PLAC premium is allocated directly to the school. LAC premium and PLAC premium will not be treated as personal budgets for individual pupils; however, the VSH and the school may choose to allocate an amount of funding to an individual to support their needs.

9. Example interventions

Seaton Academy may utilise the following achievement-focused interventions:

- Providing one-to-one and small group work with experienced teachers to address pupils' specific knowledge gaps
- Creating additional teaching and learning opportunities using Teaching Assistants
- Targeting English and Maths teaching for pupils who are below age-related expectations
- Targeting pupils who require additional help to reach age-related expectations

Seaton Academy may utilise the following teaching-focused interventions:

- CPD available for staff as required

Seaton Academy may utilise the following wellbeing-focused interventions:

- One-to-one or small group nurture and ELSA sessions
- Allocating funds to enable pupils to participate in extra-curricular activities

Seaton Academy may utilise the following communication-focused interventions:

- Vocabulary interventions for pupils with poor oral language and communication skills

10. Use of the Service Pupil Premium (SPP)

Seaton Academy will use the SPP to give pastoral support to service children during challenging times and mitigate the negative impact of family mobility or parental deployment.

Pupils will qualify for the SPP if they meet at least one of the following criteria:

- They have a parent serving in the regular armed forces
- They have been registered as a 'service child' on the January school census in the last six years.

- They have a parent who died whilst serving in the armed forces and the pupil receives a pension under the Armed Forces Compensation Scheme or the War Pensions Scheme
- They have a parent who is on full commitment as part of the full-time reserve service, or one who is serving in the armed forces of another nation and is formally stationed in England.

The SPP will not be used with any other form of Pupil Premium Funding. SPP spending is accounted for separately. Seaton Academy may use the SPP for such things as:

- Providing pastoral support in the form of counselling, nurture groups, clubs, etc.
- Improving the means of communication between the pupil and their deployed parent(s), such as introducing a 'video call club'.
- Helping pupils to develop scrapbooks and diaries that can be shown to their parent(s) on their return.

11. Accountability

Individual targets will be set for each pupil in receipt of Pupil Premium Funding in the form of an Individual Education Plan (IEP) and their progress towards achieving these targets is analysed at the end of interventions. These will be at least termly. The progress of pupils in receipt of PP will be discussed with SLT, SEND Co (if applicable) and Parents/Carers.

Ofsted inspections report on the attainment and progress of disadvantaged pupils in receipt of the Pupil Premium. The school will be held to account for the spending of the Pupil Premium Funding and its impact on the progress and attainment of the wider pupil premium-eligible cohort.

Seaton Academy will publish its strategy statement for using Pupil Premium Funding on our website utilising the DfE template. We will include any available recovery premium alongside its pupil premium funding and report on the use of them as a single sum in their strategy statement.

12. Reporting

The headteacher will report to the board of Trustees and parents regarding how effective Pupil Funding Premium spending has been and what impact has been made. The impact of the spending, in terms of improving educational outcomes and cost effectiveness, will be monitored, evaluated, and reviewed by the headteacher, Pupil Premium lead and the board of Trustees.

Information regarding Pupil Premium spending will be published on the school website. The school will not publish any personal data regarding individual pupils on the school website.

For parents/carers of pupils in receipt of Pupil Premium Funding, details of the pupil's academic progress and behaviour will be sent home in their reports. This information will inform the development of additional or alternative strategies and interventions to further improve the attainment of these pupils.

13. Pupil Premium reviews

If disadvantaged pupils are not meeting expected levels, or slow progress means they are failing to realise their full potential, a pupil premium review might be necessary to objectively evaluate the pupil premium strategy and identify ways to make it more effective.

If requested to do so by Ofsted, the LA, or the DfE, the school will commission a pupil premium review.

14. Overpayments

The school will repay any overpayment.

15. Monitoring and review

The headteacher and Pupil Premium Lead will be responsible for reviewing this policy. The next scheduled review date is April 2024.

