

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	Seaton Academy
Number of pupils in school	186
Proportion (%) of pupil premium eligible pupils	6.45%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022 - 2023
Date this statement was published	November 2021
Date on which it will be reviewed	September 2023
Statement authorised by	C Banks
Pupil premium lead	Mrs W Stuart
Governor / Trustee lead	Mrs S Walsh

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£16,140
Recovery premium funding allocation this academic year	£1,740
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	£17,880

Part A: Pupil premium strategy plan

Statement of intent

We are committed to the child as an individual learner where the curriculum is adapted as appropriate to allow all pupils, regardless of background or challenges they face, to make good progress and achieve high attainment across all areas of the curriculum.

We will ensure:

- Disadvantaged pupils are challenged in their work
- Staff take responsibility for disadvantaged pupils' outcomes and raise expectations as appropriate

Challenges

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

Challenge number	Detail of challenge
1	Assessments and observations indicate that pupils who are disadvantaged have greater difficulty with phonics than their peers. This impacts on their success as both readers and writers.
2	Assessments show that the majority of disadvantaged pupils have lower maths attainment than that of their peers.
3	Monitoring indicates that generally disadvantaged children have lower attendance and a tendency for lateness

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
To improve attainment in Reading for our disadvantaged children	KS1 Reading outcomes should exceed the national average for disadvantaged pupils
To improve attainment in the Phonics Check for our disadvantaged children	Phonics Checklist outcomes should exceed the national average for disadvantaged pupils
To improve attainment in Writing for our disadvantaged children	KS1 Writing outcomes should exceed the national average for disadvantaged pupils

To improve attainment in Maths for our disadvantaged children	KS1 Maths outcomes should exceed the national average for disadvantaged pupils
To ensure PP children are in school on time and ready for learning	PP children have access to Breakfast Club where necessary and are in school with a readiness for learning

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: £1,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase of programme to improve spelling in KS1	Spelling should be explicitly taught. Teaching should focus on spellings that are relevant to the topic or genre being studied. Improving Literacy in KS1: Guidance Report	1

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

Budgeted cost: £14,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Short term intervention programs and small group work to focus on individual targets (IEPs) in Reading and Phonics	Small intervention groups enable gaps for individual children to be addressed when delivered as regular sessions for up to 12 weeks Phonics: Toolkit Strand: EEF	1
Small group work and adapted intervention programs that focus on individual targets (IEPs) in Mathematics	High quality, targeted support is more likely to be effective through the use of regular targeted activities connected to everyday teaching. Maths: EEF: Focusing on the EYs and KS1	2

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

Budgeted cost: £2,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Embed principles of good practice	DfE's Improving School Attendance	3
Ensure PP children are in school on time through access to Breakfast Club	Observations show that if children have eaten breakfast, then they are calm and ready for learning when they join their class at the beginning of the school day	3

Total budgeted cost: £ 18,000

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2020 to 2021 academic year.

Internal Assessments show that at the end of the year results for PP children were:

Year 2 (7 children): Reading – 57%; Writing – 57%; Maths – 71%; RWM – 43%

Year 1 (6 children): Phonics Check: 17%

EYFS (3 children): GLD 33%; Prime Areas of Learning 67%; Maths 33%; Literacy 33%

The reasons for the outcomes above was due to the impact of COVID where high quality targeted intervention was disrupted even though all PP children had effective IEPs.

Wellbeing was promoted through outdoor play in EYFS where a new area was successfully built.

Dough Disco and Squiggle while you Wiggle are continuing in order to improve fine motor skills to impact handwriting skills.

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

