

Pupil premium strategy statement – *Seaton Valley High School*

This statement details our school's use of pupil 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	668
Proportion (%) of pupil premium eligible pupils	163 (25.14%)
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended – you must still publish an updated statement each academic year)	2024-25 2025-26 2026-27
Date this statement was published	December 2025
Date on which it will be reviewed	July 2026
Statement authorised by	
Pupil premium lead	K Clennell/K Lennon
Governor / Trustee lead	L Coatsworth

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£153,725
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£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>	£153,725

Part A: Pupil premium strategy plan

Statement of intent

You may want to include information on:

Ultimate objectives for disadvantaged pupils

That no pupil is disadvantaged by their financial or social circumstances.

That disadvantaged learners have curriculum and wider curriculum equality with their non-disadvantaged peers and that the curriculum gives them the knowledge, skills and cultural capital they need to succeed in life.

That disadvantaged learners make increasingly good progress year on year.


That disadvantaged learners receive high quality teaching that supports them in becoming literate, independent, numerate, and culturally aware.

That disadvantaged learners are supported pastorally, so that their behaviour, emotional resilience, and mental health do not act as barriers to achievement.

Key principles of the strategy plan

Seaton Valley Federation will take a three-tiered evidence-based approach (recommended by the Education Endowment Foundation) in this strategy to achieve the intended outcomes. The three-tier approach will focus on teaching, targeted academic support, and wider school strategies. High quality teaching will be at the heart of our approach, with a focus on strong in class support for disadvantaged learners. This has proven to have the greatest impact on closing the attainment gap between disadvantaged learners and their non-disadvantaged peers. We also base our strategy on the individual needs of our disadvantaged learners and not on assumptions about disadvantage. We also ensure that in order to make the biggest difference, we focus on a small number of evidence based strategies with a proven track record of success.

We will be linking this strategy with the federation's development plan to ensure a consistent federation wide approach and is consistent with the Federation's plans.

 Disadvantaged strategy 2025-2026

Challenges

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

Challenge number	Detail of challenge
1	Some disadvantaged learners have weaker literacy, numeracy, oracy and independent learning skills.
2	Many disadvantaged learners have difficulties with mental and emotional health and a lack of resilience.
3	Many of our disadvantaged pupils lack cultural experience, knowledge, and skills that they need to aspire to success.
4	Some disadvantaged learners require financial support to enable them to fully access a broad and balanced curriculum.
5	Consistently high quality first teaching is not yet of a consistently high standard in all classrooms

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
Improve 'quality first teaching', in all classrooms so that the progress of disadvantaged learners is accelerated in all cohorts.	<ul style="list-style-type: none">School QA processes (learning walks, lesson observations, work scrutiny) show that disadvantaged learners experience learning episodes that allow at least good progress to be made.
Diminish the gap in attainment in English and Maths between disadvantaged and non-disadvantaged learners.	<ul style="list-style-type: none">The attainment gap between disadvantaged learners and others nationally is smaller.Year 11 disadvantaged learners achieve challenging targets in attainment.
Improve the mental health, wellbeing and resilience of disadvantaged students.	<ul style="list-style-type: none">There will be a decrease in pastoral referrals to the School Counsellor and in-school well being support staff.

	<ul style="list-style-type: none"> • Students will have a range of strategies that build resilience, emotional regulation and independence. • Students will develop and implement their metacognitive and independent learning skills (the processes used to plan, monitor, and assess their understanding and performance) to build on their resilience, self help and independent learning skills.
The cultural experience of disadvantaged learners will increase and broaden.	<ul style="list-style-type: none"> • All disadvantaged learners will engage with at least one extra-curricular activity per year. • Tracking of extra-curricular activities will demonstrate the breadth of opportunities offered to disadvantaged learners.


Activity in this academic year

This details how we intend to spend our pupil premium funding **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £53,725

Activity	Evidence that supports this approach	Challenge number(s) addressed	School evidence/ measures to meet objectives
<p>Assistant Head to oversee PP strategy with Disadvantaged Lead as support</p>	<p>Research and analysis overview: Supporting the attainment of disadvantaged pupils - GOV.UK (www.gov.uk)</p> <p>EEF Implementation Guide states that 'school leaders play a central role in improving education practices through high-quality implementation' by 'defining both a vision for, and standards of, desirable implementation'.</p> <p>EEF Implementation Guidance Report 2019.pdf (educationendowmentfoundation.org.uk)</p> <p>Successful schools 'have clear, responsive leadership' DFE 'Supporting the attainment of disadvantaged pupils; articulating success and good practice.</p>	<p>1 - 6</p>	<p>Fortnightly meetings take place between AHT and Disadvantaged lead.</p>
<p>CPD to improve the consistency and quality of teaching and learning and to allow teachers to rediscover skills and strategies lost</p> <ul style="list-style-type: none"> • collaborative learning • seating for learning • effective questioning • modelling and scaffolding • low stakes quizzing • differentiation • quality feedback 	<p>Quality first teaching is vital to the successful outcomes of all pupils</p> <p>High-quality teaching EEF (educationendowmentfoundation.org.uk)</p>	<p>1, 3, 5, 6</p>	<p>Teaching Tips</p> <p>Adaptive Teaching and Metacognition</p>

Development of whole school Oracy programme in tutor time	<p>The average impact of Oral language interventions is approximately an additional six months' progress over the course of a year. Some studies also often report improved classroom climate and fewer behavioural issues following work on oral language.</p> <p>Oral language interventions EEF (educationendowmentfoundation.org.uk)</p>	1, 6	<p>Have designated oracy tasks to undertake within registration sessions.</p> <p> Assembly Themes an...</p>
<p>To embed the SVF Literacy, Independence, Numeracy and Culturally Aware (LINC) initiative across the school.</p> <p>Expert CPD on metacognition to develop teachers' understanding.</p>	<p>Literacy: https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks3-ks4</p> <p>Numeracy: https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/maths-ks-2-3</p> <p>Independence: Evidence suggests the use of 'metacognitive strategies' – which get pupils to think about their own learning – can be worth the equivalent of an additional +7 months' progress when used well https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/metacognition-and-self-regulation https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/metacognition</p> <p>Culture: Cultural capital is inculcated in the higher-class home, and enables the higher-class student to gain higher</p>	1, 5, 6	<p>This has been a part of our whole school focus and runs through the Federation Development Plan. Appraisal targets all have a literacy or Numeracy component dependent upon faculty.</p> <p>Developing staff and pupil understanding of metacognition has been a key part of CPD for the coming year, Training opportunities have been identified as part of the T&L framework. Adaptive Teaching and Metacognition</p>

	<p>educational credentials. Schools should address this</p> <p>to maximise achievements of disadvantaged pupils</p> <p>(PDF) Cultural Capital and Educational Attainment (researchgate.net)</p> <p>Disadvantage and cultural engagement - Cultural Capital conference A New Direction</p>		<p>Pupils are given a wide range of opportunities to engage in Culture Activities. These include the Y10 Culture Capital Booklet, Thematic English Literature trips to Beamish (Dickens's Christmas Carol), Wor Bella trip, Activities week allowed pupils to participate in a wide range of sporting, cultural and environmental activities which were subsidised by the school, there not hindering an Disadvantaged pupil's opportunities to participate.</p> <p>Year 10 Culture Capital</p>
All Year 9 students receive NGRT for diagnostic phonics and/or reading fluency intervention	Students receive focus and targeted interventions based on their diagnostic needs.	1, 6	<p>All Year 9 pupils receive NGRT testing. Interventions are bespoke and targeted to improve the weakest readers' ability so they can access the curriculum.</p> <p>Reading for pleasure is widely promoted across the school and students encouraged to become student librarians.</p>

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

Budgeted cost: £62,000

Activity	Evidence that supports this approach	Evidence/Outcomes
<p>English</p> <p>Improve teaching in the following ways:</p> <ul style="list-style-type: none"> • Question PP to ensure topics understood before moving on • Use word banks and vocabulary lists to extend vocab and close the gaps • Use of writing frames and sentence stems • Deliberate seating supports learning • Students chased up when attendance is an issue • Set high expectations for all: evidenced in language used in learning objectives • Use of Sixth Form mentors in lessons • Detailed personalised teacher feedback • Use of model and exemplar answers for exam questions <p><u>Year 11 exam ready PP</u></p> <ul style="list-style-type: none"> • Before school and after school revision sessions 	<p>Improving Literacy in Secondary Schools EEF (educationendowmentfoundation.org.uk)</p> <p>Vocabulary banks stuck into front cover of student exercise books to be referred to as unit is being taught</p> <p>Writing frames implemented when necessary and differentiated/adapted for different abilities and needs</p> <p>Seating plans highlight PP students and allow teachers to target</p> <p>Catch up sessions organised for missed learning</p> <p>feedback is personalised and model answers are used in lesson to support progress</p> <p>Before and after school sessions were delivered in preparation for the summer exams and attendance of PP students highlighted</p> <p>SLT continue to read to key year 10 group this year</p>	

<ul style="list-style-type: none"> • Targeted support for PP students with specific intervention to meet their needs Individual intervention plans following progress tests • SLT readers to disadvantaged year 10 students • Writing intervention outside of lessons for disadvantaged students - year 11 focus <p><u>Interventions (outside of lessons)</u></p> <ul style="list-style-type: none"> • Aspirational events led by guest authors, poets and theatre trips to engage and increase motivation levels • Parents information evening – English workshops for parents to help them support students at home • Theatre trips - disadvantaged students funded • Education visits - funded for PP • Beamish trip organised in conjunction with teaching Charles Dickens' <i>A Christmas Carol</i> to year 10 	<p>Parents information evening delivered in February 2023, 2024 and planned for 2025</p>	
<p>Maths</p> <ul style="list-style-type: none"> • Use of seating plans to ensure PP students receive swift support and feedback • Creation of bespoke unit work booklets and lesson slides to be 	<p>The benefits of securing good skills and grades in these key subjects is clear: even modest incremental improvements in GCSE attainment have sizeable lifetime economic returns.</p>	

<p>used consistently by all staff across y9-11.</p> <ul style="list-style-type: none"> • Current research in maths teaching (paired examples, reducing cognitive overload, minimally different questions) • Unit assessments with reflection sheet for metacognition. • Post unit test small group intervention to address learning gaps. • Students to be also selected for intervention if there are attendance gaps • Sparx Maths subscription to ensure that all students have access to high quality and appropriate maths homework. • Ensure that PP students are exam ready by purchasing calculators and other equipment for those where financial barriers impact • Maths have an extra teaching group in year 10 & 11 to ensure that sets are small and teachers can monitor student progress more carefully. • Students are provided with a maths revision pack in the Spring term. 	<p>Mathematics EEF (educationendowmentfoundation.org.uk)</p>	
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<ul style="list-style-type: none"> • Half papers for y11 once per cycle. Instant feedback and support for exam strategy • Students to be invited to participate in a variety of extra curricular activities over the course of the year UKMT maths challenge AMSP maths feast Newcastle University Maths Inspiration Event Newcastle University WISDOM event • Y11 Revision classes to start with the trial exams in November. January revision programme will specifically target grade 3/4/5 PP students. • Revision sessions to be open to all and begin on a weekly basis in February. • Students to be invited to a crammer day in the Summer term. • Hold a parents information workshop event in the spring term where ideas will be shared for how to help students with revision. • A level maths students to access A level calculator and text book via PP funding. 		
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £38,000

Activity	Evidence that supports this approach	Challenge number(s) addressed	
<p>Ensure that disadvantaged learners have access to a rich set of experiences that develop and stretch their talents and interests.</p> <ul style="list-style-type: none"> • Wide range of extra-curricular clubs and activities are run and the school ensures disadvantaged learners are given opportunities to be involved. 	<p>EEF research suggests that social and emotional development can add up to an additional 4 months of progress to pupil attainment</p> <p>Children's University EEF (educationendowmentfoundation.org.uk)</p>	2, 3, 4, 6	Register
<p>Remove the financial barriers that prevent learning.</p>	<p>Pupil Premium gives additional public funding to schools in order to close this gap</p> <p>Pupil Premium Guidance iPDF.pdf (educationendowmentfoundation.org.uk)</p>	4	<p>Year 11 pupils are subsidised where appropriate for revision guides, and revision guides are lent to disadvantaged pupils.</p>

			<p>No pupil is disadvantaged from attending curriculum based activities/ trips. Trips are subsidised or paid for by school.</p> <p>Shared through school the Greggs Hardship Foundation where families can apply for support at home with equipment and appliances. Link</p> <p>The Money Charity in school for 4 events to look at financial aspects when leaving school.</p> <p>Year 9 Newcastle university visit in February to help raise aspirations and achievements.</p>
<p>Further raise aspirations to improve our disadvantaged learners' life chances. Parents will be included to allow them to support at home</p> <ul style="list-style-type: none"> Parents evenings, tutor evenings, open 	<p>EEF research suggests that parental engagement can add up to an additional 3 months of progress to pupil attainment) EEF_Parental_Engagement_Guidance_Report.pdf (educationendowmentfoundation.org.uk)</p> <p>School communications are more effective if they are personalised, positive and linked to learning</p>	2, 3, 6	<p>Year 11 students/parents offered support in school for revision and plans for dealing with the exams.</p> <p>Careers fair - Friday 6th February 2026</p>

<p>evenings English & Maths exam sturdy sessions</p> <ul style="list-style-type: none"> • Careers events - careers fair, external speaker, including university and apprenticeships, careers interviews • Careers events linked with armed forces • School uses Gatsby benchmark • EHCP pupils have bespoke CEIAG from county specialists- 			<p>Career Interviews with Year 11 - start date 4th November 2025</p> <p>Career and university assemblies run throughout the year</p> <p>The Money Charity in school for 4 events to look at financial aspects when leaving school.</p>
<p>To embed the SVF Behaviour, Emotional, Achievement and Mental Health (BEAM) initiative across the school to develop resilience and positive mental health, as identified within the Federation Development Plan.</p> <p>Behaviour to be the best it can possibly be, with all staff consistent and “on-board” with the application of BFL principles.</p> <p>Emotional welfare of everyone to be a key focus post-Covid. Recognition of the key demands of returning to</p>	<p>Evidence from the EEF’s Teaching and Learning Toolkit suggests that effective SEL can lead to learning gains of +4 months over the course of a year.</p> <p>SEL interventions in education are shown to improve SEL skills and are therefore likely to support disadvantaged pupils to understand and engage in healthy relationships with peers and emotional self-regulation, both of which may subsequently increase academic attainment.</p> <p>Evidence from the EEF’s Teaching and Learning Toolkit suggests that effective SEL can lead to learning gains of +4 months over the course of a year.</p>	<p>2, 6</p>	<p>BEAM is fully embedded into the school ethos. Positive behaviour and rewards are recognised.</p> <p>Challenging behaviour is addressed through a series of  Behaviour Stages</p> <p>Students have access to the school counselling service which can be done via self referral or via pastoral requests.</p> <p> Assembly Themes an...</p>

<p>school and some form of normality. Some people will cope well, others won't.</p> <ul style="list-style-type: none"> Implementation of a dedicated Support Officer as part of the pastoral Team. <p>Achievement Welfare to prepare students fully for all assessments in order that everyone can achieve their potential. Particularly important when many have not had any real formal assessments in a long time.</p> <ul style="list-style-type: none"> Ensure that students have everything that they need for learning and that attitudes, ethos and environment supports this. Ensure that we all work together to promote LINC students. <p>Mental Health:</p> <ul style="list-style-type: none"> Provide a first class offering for all stakeholders to support them through school. Recognition of the issues faced recently and the impact of MH and personal thoughts. Pastoral staff (but all staff really) to be 	<p>SEL interventions in education are shown to improve SEL skills and are therefore likely to support disadvantaged pupils to understand and engage in healthy relationships with peers and emotional self-regulation, both of which may subsequently increase academic attainment.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning?</p>		<p>All tutor groups provided with pens to ensure students have equipment ready for the day</p> <p>Mental Health Tips provided every week in year group google classrooms and posted on school website to support at home.</p> <p>Mental Health Tips</p> <p> 2025/2026-Weekly M...</p>
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<p>acutely aware of the immediate signs of MH issues)</p> <ul style="list-style-type: none"> • MH leads to keep all staff updated and informed with new concepts and ideas. • Appointment of school counsellor • Access to the newly established Support officer, as part of the pastoral offer. 			
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Total budgeted cost: £153,725

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Teaching

Staff received ongoing CPD as part of the Federation's Teaching and Learning programme, which include quality first teaching strategies, including quizzing, modelling and targeted questioning. Learning walks, lesson observations and work scrutinies reveal that in class support for disadvantaged learners was making steady improvement across school.

Targeted Academic Support

- Mock exam results day
- Data analysis
- LSG meetings
- Letters to parents
- Targeted students for interventions
- Structured revision timetables
- SLT mentoring

Wider Strategies

No pupils were disadvantaged due to financial barriers, all resources were provided or subsidised by school where needed.

A tracking document was used to track disadvantaged involvement with all arts, sporting, STEM and personal development activities provided by school and revealed that disadvantaged pupils had been given equal opportunity to participate in these activities.

Weekly 'Student Spotlights' identify key Disadvantaged Pupils, providing staff with information which will support the pupils' learning and attainment.

To help families manage with budgeting and finances in the home, a cost of living guide has been produced and is updated termly. This information is placed on the school website.

Cost saving tips were shared with families through social media platforms, as well as the school webpages.

New clubs introduced including Coding Club, Lego club and a Charity club have bee. All extra curricular activities are tracked and all disadvantaged students are given the opportunity to attend, there is a percentage of disadvantaged students attending each activity and provisions made if money is an obstacle to them not attending.

More school trips are beginning to run following the pandemic with the opportunity given to all students to ensure disadvantaged students are also given the same opportunities, including Beamish and a visit to the Nissan factory as well of a number of sporting events.

Opportunities have been provided for disadvantaged students to work with Northumbria University to raise aspirations and what to consider when they leave school. Follow up sessions will also be available throughout the year.

Duke of Edinburgh has given funding for disadvantaged students to allow them to take part so no financial barrier is faced.

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium to fund in the previous academic year.

Programme	Provider
Northumbria University Raising aspirations	Visit to Northumbria University, funded by the university to raise aspirations and encourage students from disadvantaged backgrounds to look at applying for university in the future. Specifically aimed at year 9.

The Money Charity <ul style="list-style-type: none"> - Getting paid and spending it - Growing Money - Jobs, Apprenticeships & uni - Protecting my money 	The Money Charity will be in school over the course of the academic year to work with Year 9 & 10 PP students on a range of finance based workshops.
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Service pupil premium funding (optional)

<i>For schools that receive this funding, you may wish to provide the following information:</i> 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)

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