

# Pupil premium strategy statement 2021-2022



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 Primary School
Number of pupils in school	382
Proportion (%) of pupil premium eligible pupils	17%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021/2022 to 2024/2025
Date this statement was published	December 2021
Date on which it will be reviewed	July 2022
Statement authorised by	Amanda Lacey, Previous Headteacher <a href="#">Jenna McCaffery</a> Headteacher
Pupil premium lead	Amanda Lacey, Headteacher <a href="#">Jenna McCaffery</a> Headteacher
Governor / Trustee lead	Fiona Hammans, lead for disadvantaged pupils

## Funding overview

<b>Detail</b>	<b>Amount</b>
Pupil premium funding allocation 2021 - 2022	£78,912
Pupil premium funding allocation 2022 - 2023	£88,095
Recovery premium funding allocation 2021 - 2022	£8700
Recover premium funding allocation 2022- 2023	£9570
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for academic year 2021 - 2022</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£86,307
<b>Total budget for academic year 2021 - 2022</b>	£96,695

## Pupil Premium Strategy Part A - Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our strategy is also integral to wider school plans for education recovery, notably in its targeted support for pupils whose education has been worst affected, including non-disadvantaged pupils.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they're set
- act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve

## Challenges

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

Challenge number	Detail of challenge
1	<p>Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills</p> <p>gaps among many disadvantaged pupils. These are evident from Reception through to KS2 and in general, are more prevalent among our disadvantaged pupils than their peers.</p>
2	<p>Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with phonics than their peers. This negatively impacts their development as readers.</p>
3	<p>Internal and external (where available) assessments indicate that maths attainment among disadvantaged pupils is significantly below that of non-disadvantaged pupils.</p> <p>On entry to Reception class in the last 2 years, between 50% - 100% of our disadvantaged pupils arrive below age-related expectations compared to 20% of other pupils. This gap remains steady to the end of KS2.</p>
4	<p>Our assessments and observations indicate that the education and wellbeing of many of our disadvantaged pupils have been impacted by partial school closures to a greater extent than for other pupils. These findings are supported by national studies.</p> <p>This has resulted in significant knowledge gaps leading to pupils falling further behind age-related expectations, especially in maths.</p>
5	<p>Our assessments, observations and discussions with pupils and families have identified <b>compounded</b> social and emotional issues for many pupils and with an <b>increased</b> lack of enrichment opportunities during school closure. These challenges particularly affect disadvantaged pupils, including their attainment.</p> <p>Teacher referrals for support have markedly increased during the pandemic. 60 pupils (50% of whom are disadvantaged) currently require additional support with social and emotional needs, with 60 (30 of whom are disadvantaged) receiving small group interventions.</p>

6	<p>Our attendance data over the last 2 years indicates that attendance among disadvantaged pupils has been between 2-3% lower than for non-disadvantaged pupils.</p> <p>25% of disadvantaged pupils have been 'persistently absent' compared to 4.2% of their peers during that period. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress.</p>
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In addition, the school are aware that for many disadvantaged pupils engagement in reading at home is lower than their peers and less disadvantaged children access home learning platforms.

## 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 vocabulary among disadvantaged pupils.	Assessments and observations indicate significantly improved oral language and vocabulary among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.
Improved reading attainment among disadvantaged pupils.	KS2 reading outcomes in 2024/25 show that more than 83% of disadvantaged pupils met the expected standard.
Improved maths attainment for disadvantaged pupils at the end of KS2.	KS2 maths outcomes in 2024/25 show that more than 83% of disadvantaged pupils met the expected standard.
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	<p>Sustained high levels of wellbeing from 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> <li>• qualitative data from student voice, student and parent surveys and teacher observations</li> <li>• a significant reduction in bullying</li> <li>• a significant increase in participation in enrichment activities, particularly among disadvantaged pupils</li> </ul>

To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.

Sustained high attendance from 2024/25 demonstrated by:

- the overall absence rate for all pupils being no more than 4%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced by 2%.
- the percentage of all pupils who are persistently absent being below 3% and the figure among disadvantaged pupils being no more than 2% lower than their peers.

## 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: **£65,000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
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<p>Purchase of standardised diagnostic assessments, including Power Maths assessments to better align to Power Maths curriculum</p> <p>Training for staff to ensure assessments are interpreted and administered correctly.</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:</p> <p>EEF – Teaching EEF -Oral language interventions</p> <p>Seaton school has purchased / uses the following:</p> <p>Accelerated reader NNFR tests CPD for Quality First Teaching – see research of Rosenshine Principles</p> <p>Success criteria:</p> <ul style="list-style-type: none"> <li>• improvement in the quality first teaching – resulting in consistent good practise of the teaching of reading</li> <li>• teacher and LSA interventions for reading</li> <li>• use of VIPERS in reading across the school</li> <li>• providing challenge [ reading gladiators]</li> <li>• use of quality texts across the school [Pie Corbett]</li> <li>• increase % of PP working at ARE and above across the school</li> <li>• On going information / workshops for parents on how they can help their child' learning</li> <li>• Access to pre-teaching / post teaching</li> <li>• Sharing of targets</li> <li>• 100% of children to make at least good progress</li> <li>• More than 10% of children to make better than expected progress</li> </ul>	<p>1, 2, 3, 4</p>
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<p>Embedding dialogic activities across the school curriculum. These can support pupils to articulate key ideas, consolidate understanding and extend vocabulary.</p> <p>We will purchase resources and fund ongoing teacher training and release time.</p>	<p>There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading:</p> <p>EEF – Improving Literacy in KS1  EEF – Improving CCL in Early Years  EEF Improving literacy in KS2  EEF – Accelerated Reader  NNFR tests  CPD for Quality First Teaching – see research of Rosenshine Principles</p> <p>Seaton school has purchased / uses the following:</p> <p>Language link  Speech link  Diagnostic tool for reading and spelling [WAIT 2]  Diagnostic tool / screener [ DST-J]</p> <p>Success criteria:</p> <ul style="list-style-type: none"> <li>• Member of staff identified to provide speech link</li> <li>• EYFS – use of “in the moment planning” = child lead learning</li> <li>• SLT to engage parents in language activities</li> <li>• improvement in the quality first teaching – resulting in consistent good practise of the teaching of reading / writing</li> <li>• teacher and LSA interventions for reading / writing</li> <li>• use of VIPERS in reading across the</li> <li>• On going information / workshops for parents on how they can help their child' learning</li> <li>• Access to pre-teaching / post teaching</li> <li>• Sharing of targets</li> <li>• 100% of children to make at least good progress</li> <li>• More than 10% of children to make better than expected progress</li> </ul>	<p>1</p>
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<p>Purchase of a <a href="#">DfE validated Systematic Synthetic Phonics programme</a> to secure stronger phonics teaching for all pupils. <a href="#">Continue to purchase the full RWI package including leadership support.</a></p>	<p>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>EEF- RWInc. phonics – Ruth Mirskrin EEF – Fresh Start</p> <p>Seaton school has purchased / uses the following: Read Write Inc</p> <p>Success criteria:</p> <ul style="list-style-type: none"> <li>• Identify SLT as RWInc lead</li> <li>• To ensure all staff receive RWInc training</li> <li>• Purchase materials</li> <li>• Use assessment opportunities to assess children</li> <li>• Provide interventions where and when necessary</li> <li>• Implement Fresh start</li> </ul>	<p>2</p>
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<p>Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance.</p> <p>We will fund teacher release time to embed key elements of guidance in school and to access Maths Hub resources and CPD (including Teaching for Mastery training) <a href="#">and to observe other teacher's in practice.</a></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:</p> <p>EEF- Mathematical reasoning  EEF – Improving numeracy and literacy in KS1  NNFR tests  CPD for Quality First Teaching – see research of Rosenshine Principles</p> <p>Seaton school has purchased / uses the following:</p> <p>Power Maths</p> <p>Success criteria:</p> <ul style="list-style-type: none"> <li>• improvement in the quality first teaching – resulting in consistent good practise of the teaching of reading</li> <li>• teacher and LSA interventions for mathematics</li> <li>• providing challenge</li> <li>• use of resources to support learning</li> <li>• increase % of PP working at ARE and above across the school</li> <li>• 100% of children to make at least good progress</li> <li>• More than 10% of children to make better than expected progress</li> <li>• On going information / workshops for parents on how they can help their child' learning</li> <li>• Access to pre-teaching / post teaching</li> <li>• Sharing of targets</li> <li>• Working with LEA – Mastery Readiness</li> </ul>	<p>3</p>
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<p>Continue to improve the quality of social and emotional (SEL) learning.</p> <p>SEL approaches will be embedded into routine educational practices and supported by professional development and training for staff.</p> <p>Train an identified group of staff in mental health first aid for children.</p>	<p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers):</p> <p>The school has a pastoral lead who supports the children and parents.</p> <p>This area will be developed through the year. Building on Mental health leads opportunities from EH4MH training. Including rolling out Timid to tiger, mental health ambassadors and building in focus weeks / days for mental health</p>	<p>5</p>
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## Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: **£21,195**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Screen all children in Reception for language and those children identified for speech.</p> <p>Engage in reading fluency project to close the gap in reading for disadvantaged children.</p> <p>Explore purchasing a programme to support oral language skills and communication.</p>	<p>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.</p>	<p>1, 4</p>

<p>Additional phonics sessions targeted at disadvantaged pupils who require further phonics support. This will be delivered in collaboration with our local English hub.</p>	<p>Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks:</p> <p>Seaton school has purchased / uses the following:</p> <p>RWinc and associated intervention materials RWinc – Fresh Start</p>	<p>2</p>
<p>Engaging 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>	<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><a href="https://www.educationendowmentfoundation.org.uk/one-to-one-tuition">One to one tuition   EEF (educationendowmentfoundation.org.uk)</a></p> <p>And in small groups:</p> <p><a href="https://www.educationendowmentfoundation.org.uk/small-group-tuition">Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	<p>4</p>

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

Budgeted cost: **£10,500**

Activity	Evidence that supports this approach	Challenge number(s) addressed
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<p>Whole staff training on behaviour management and anti-bullying approaches with the aim of developing our school ethos and improving behaviour across school.</p> <p>Whole staff training on the theory behind relational support plans and support in creating relational support plans.</p>	<p>Both targeted interventions and universal approaches can have positive overall effects:</p> <p>Seaton has reviewed and relaunched its Behaviour Policy and also Anti Bullying Policy</p>	5
<p>Embedding principles of good practice set out in the DfE's <a href="#">Improving School Attendance</a> advice.</p> <p>This will involve training and release time for staff to develop and implement new procedures and appointing attendance/support officers to improve attendance - <a href="#">train in-house attendance officer and develop stronger links with EWO. Buy back additional EWO services as required to support PP attendance.</a></p>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p> <p>Staff have received training on attendance. Attendance is monitored weekly. Letters are sent to parents when fall below 95% attendance.</p> <p>EWO for the school is informed about families who are of a concern re attendance.</p>	6
<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>	All

**Total budgeted cost: £86,307**

## 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.

Our internal assessments during 2020/21 suggested that the performance of disadvantaged pupils was lower than in the previous 4 years in key areas of the curriculum.

Our assessment of the reasons for these outcomes points primarily to Covid-19 impact, which disrupted all our subject areas to varying degrees. As evidenced in schools across the country, school closure was most detrimental to our disadvantaged pupils, and they were not able to benefit from our pupil premium funded improvements to teaching and targeted interventions to the degree we had intended. The impact was mitigated by our resolution to maintain a high-quality curriculum, including during periods of partial closure, which was aided by use of online resources as provided by the teachers through google classroom.

Although overall attendance in 2020/21 was not significantly lower than in the preceding 3 years, the % of persistent absences was higher than the national average. A high proportion of these persistent absences, more than 50% were PPG children. These gaps are larger than in previous years, which is why attendance is a focus of our current plan.

Our assessments and observations indicated that pupil behaviour, wellbeing and mental health were significantly impacted last year, primarily due to COVID-19-related issues. The impact was particularly acute for disadvantaged pupils. We used pupil premium funding to provide wellbeing support for all pupils, and targeted interventions where required. We are building on that approach with the activities detailed in this plan.

## **Pupil premium strategy outcomes**

This details the impact that our pupil premium activity had on pupils in the 2021 - 2022.



By the end of KS2, as evidenced in Year 6 SATS results in 2022, pupil premium children achieved the following:

### **Reading**

- Average scaled score over 100
- Average scaled score 106 compared to 108 for all children
- 82% achieved at expected or above with 41% achieving GDS
- The KS2 reading curriculum is a strength and is directly and positively impacting children's outcomes in reading, including pupil premium children.

### **Maths**

- Average scaled score over 100
- Average scaled score of 103 compared to 107 for all children
- 59% achieved expected or above with 35% achieving GDS
- Power Maths ensures a mastery approach to teaching maths and ensures that all children access and achieve the first two parts of the lesson
- Identified children in Year 4, 5 and 6 children received Third Space Learning (online maths tuition) supporting the plugging of gaps in learning

### **GPS**

- Average scaled score over 100
- Average scaled score of 105 compared to 107 for all children
- 53% achieved expected or above with 35% achieving GDS

### **Writing**

- 53% of children achieved expected
- Writing sequences are clear, consistent and provide children with regular opportunities to write in context and to develop their writing skills over time

Children's outcomes across the school continue to be affected by the disruption to and gaps in learning resulting from the impact of Covid-19. As evidenced in schools across the country, school closure was most detrimental to our disadvantaged pupils, and they were not able to benefit from our pupil premium funded improvements to teaching and targeted interventions to the degree we had intended. The impact was mitigated by our resolution to maintain a high-quality curriculum, including during periods of partial closure, which was aided by use of online resources as provided by the teachers through google classroom.

The impact was further mitigated by the effective use of Pupil Progress meetings through academic year 2021-2022 which informed quality first teaching and targeted interventions. School leaders supported teaching teams with the resources they needed to tailor learning for cohorts/classes. For example: the Year 5 children were taught in 3 groups for Maths to ensure need was met; the Year 3 children for a period of time were split into two groups so that one group could spend the necessary time working from the Ready to Progress documents. This ensured a tailored approach and was supported by further interventions funded by the National Tutoring Programme.

In Spring term 2021-2022, the school worked to secure use of the National Tutoring Programme and implemented the following for the remainder of the academic year:

- One to one school led tutoring - the number of school led tutors increased from 1 to 3 and grew to include both maths and reading. 3 Learning Support Assistants are now trained school led tutors and continuing with tutoring across KS2 - pupil premium children are prioritised for these sessions where the school identify the need or benefit.
- Third Space learning (online maths tuition) - the school are continuing with this in 2022-2023 due to evaluating the impact of the tuition in 2021-2022.
- Academic mentoring for writing

The school have secured a partnership with Coram Beanstalk - a charity focused on providing disadvantaged children with extra opportunities to read in school. Identified pupil premium children, who have less opportunities to read at home, have successfully received additional 1:1 reading time in school with a Coram Beanstalk trained volunteer. In addition, the school continue to identify priority readers to ensure children are given opportunities to read outside of Read Write Inc or whole class Guided Reading. Pupil premium children from Reception to Year 2 have been prioritised for targeted 1:1 Read Write Inc tuition (evidence of impact: RWI tracking grid).

The school improvement plan in academic year 2021-2022 focused largely on raising standards and outcomes for children in reading, writing and maths and in implementing the school's new and school specific curriculum. The impact of quality first teaching approaches, curriculum design, tailored intervention and wider strategies is evidenced in the KS2 results for all children: attainment in writing and maths is above the national average for expected and greater depth; attainment in reading is significantly above the national average for expected and greater depth.

The attendance of pupil premium children continued to be lower than non-pupil premium children in 2021 - 2022. In Summer term 2021-2022 the school reviewed it's attendance approach and the Headteacher and Administrator attended Attendance training. The school started sending out letters to families where attendance was causing a concern and communicated their attendance strategy to families through an attendance leaflet. The school have examples of successful wider strategies implemented that resulted in improved pupil attendance.

Our assessments and observations indicate an increase in the number of children and families experiencing anxiety linked to or exasperated by the Covid-19 pandemic. This is particularly notable for disadvantaged pupils. We used pupil premium funding to provide wellbeing support for all pupils, and targeted interventions where required. A learning support assistant worked with the school's Pastoral Care worker to support in providing a range of pastoral care for our children across the school. This included for example talking therapy and lego therapy which impacted positively on pupil's wellbeing. In addition, the school brought in a therapy dog one day a week to work with targeted children and this impacted positively on children, particularly for children with anxiety around attending school.



## Further information (optional)

### Additional activity

Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium or recovery premium. That will include:

- embedding more effective practice around feedback. [EEF evidence](#) demonstrates this has significant benefits for pupils, particularly disadvantaged pupils.
- the training of a mental health ambassador: to develop our understanding of our pupils' needs, give pupils a voice in how we address wellbeing, and support more effective collaboration with parents.
- offering a wide range of high-quality extracurricular activities to boost wellbeing, behaviour, attendance, and aspiration. Activities will focus on building life skills such as confidence, resilience, and socialising. Disadvantaged pupils will be encouraged and supported to participate.

### Planning, implementation, and evaluation

In planning our new pupil premium strategy, we evaluated why activity undertaken in previous years had not had the degree of impact that we had expected.

We triangulated evidence from multiple sources of data including assessments, engagement in class book scrutiny, conversations with parents, students and teachers in order to identify the challenges faced by disadvantaged pupils. We also used the EEF's families of schools database to view the performance of disadvantaged pupils in schools similar to ours and contacted schools with high-performing disadvantaged pupils to learn from their approach.

We looked at a number of reports, studies and research papers about effective use of pupil premium, the impact of disadvantage on education outcomes and how to address challenges to learning presented by socio-economic disadvantage. We also looked at studies about the impact of the pandemic on disadvantaged pupils.

We used the [EEF's implementation guidance](#) to help us develop our strategy, particularly the 'explore' phase to help us diagnose specific pupil needs and work out which activities and approaches are likely to work in our school. We will continue to use it through the implementation of activities.

We have put a robust evaluation framework in place for the duration of our three-year approach and will adjust our plan over time to secure better outcomes for pupils.