

Seascope Primary School

Pupil Premium Strategy Statement 2018 – 2019

1. Rationale

At Seascope Primary School we believe that our practice is developed to ensure the individual needs of our pupils are met, including those of our most vulnerable pupils. We ensure that appropriate provision is made for pupils who belong to vulnerable groups, ensuring that the needs of such pupils are adequately assessed and addressed. All our work through the Pupil Premium will be aimed at accelerating progress and overcoming barriers to learning so that these pupils achieve similar outcomes to their peers and diminish the difference between Pupil Premium and non – Pupil Premium both within school and nationally. It is our desire that no pupil is left behind and we use our pupil premium funding effectively to achieve this.

2. Reception – Year 6 Pupil Premium Funding

Pupils Eligible for PP Funding	Number of Eligible Boys	Number of Eligible Girls	Number of Looked After Children/ Post LAC	Number of Service Children
176	125	187	8	2

*Looked After Children receive £2,300 with £600 being retained centrally by the Local Authority.

3. Early Year Pupil Premium Funding

Total of Nursery Pupils	Number of Eligible Pupils	Number of Eligible Boys	Number of Eligible Girls	Total EYPP Budget
32	13	7	6	£6717.75

5. 2018 – Disadvantaged pupils outcomes

EYFS – 37 pupils (16 FSM)								
Good Level of Development	School FSM	NA Other 2018	School diff	Nat diff 2018				
	44%	74%	-30%	-17%				
KS1	Expected Standard				Greater Depth Standard			
Y2 – 43 pupils (26 disadvantaged)	School Dis	NA Other	School diff	Nat diff 2018	School Dis	NA Other	School diff	Nat diff 2018
Reading	31%	79%	-48%	-19%	8%	29%	-21%	-16%
Writing	15%	74%	-59%	-21%	0%	18%	-18%	-11%
Maths	31%	80%	-49%	-19%	4%	25%	-21%	-14%
KS2	Expected Standard				Higher/ Greater Depth Standard			
Y6 - 33 pupils (23 disadvantaged)	School Dis	NA Other	School diff	Nat diff 2018	School Dis	NA Other	School diff	Nat diff 2018
Reading	46%	80%	-34%	-16%	8%	33%	-25%	-15%
Writing	33%	83%	-50%	-16%	4%	24%	-20%	-13%
Maths	38%	81%	-43%	-15%	4%	28%	-24%	-14%
GPS								
RWM combined	21%	70%	-49%	-19%	0%	12%	-12%	-8%

6. 2018 KS1 – KS2 VA Progress (Disadvantaged)				
Average VA	School Disadvantaged	National other	Difference	Nat gap 2018
Reading	-4.64	0.31	-4.95	-0.9
Writing	-6.73	0.24	-6.97	-0.68
Maths	-3.55	0.31	-3.86	-0.89

7. Internal Barriers to Future Attainment		
In-school barriers		Desired Outcomes
A	Pupils who are eligible for Pupil Premium do not enter early years at age related-expectations. This means they need to make more progress than their peers to catch up that gap.	Pupils eligible for Pupil Premium in reception make rapid progress in the area of communication and language – speaking so that a higher proportion of PP meet ARE than in 2017/2018. High quality provision both indoors and outdoors help supports PP children meet ARE. Tailored gross motor support for PP children.
B	Emotional resilience of pupils eligible for pupil premium is low when compared to their peers. This can affect their ability to concentrate on academic activities, especially when working with others or when tasks are challenging.	Improve emotional resilience for pupils eligible for PP. Lesson observations will demonstrate pupils’ learning desire and good behaviours. Number of FTE for PP children to decrease.
C	Children attain at the expected standard in reading, writing and maths.	End of KS1 and KS2 data to be closer in line with national and improved for PP compared to last academic year.
D	Behaviour issues for a small group of pupils at lunchtime (mostly PP pupils) are having a detrimental effect on academic progress made during afternoon sessions.	Behavioural issues and ability to ‘get along’ with others addressed.

E	The range of opportunities for pupils eligible for PP is very low when compared with their peers. This can affect relationships in school, self-esteem and academic progress.	Pupils eligible for PP access the same life chances as their academic peers which will raise their self-esteem, confidence, academic progress and through these first hand experiences apply their skills for the new learning across the curriculum.
8. External Barriers to Future Attainment (issues which also require action outside school, e.g. low attendance rates)		
In-school barriers		Desired Outcomes
I	Low attendance rates for some PP children	Increased attendance rates for PP children. Reduce the number of persistent absentees to less than 20% PP
J	Social deprivation	Provide after school clubs which target PP pupils to enrich wider opportunities.
K	Less engagement in home reading by adults and opportunities to support and value reading.	Increased engagement with parents to support home reading. Provide increased opportunities in school to support and enthuse a love of reading.

9. Pupil Premium Planned Expenditure						
	Desired Outcomes	Action	Evidence Source	Expenditure	Baseline Data	Evaluation (Autumn, Spring, Summer)

A	Improved outcomes for Pupil Premium pupils within Early Years	Use EarlyExcellence support to create a stimulating environment. Use BLAST + BLAST 2 to all PP children.	Studies of communication and language approaches consistently show positive benefits for young children's learning. On average, children who are involved in communication and language approaches make approximately six months' additional progress over the course of a year. All children appear to benefit from such approaches, but some studies show slightly larger effects for children from disadvantaged backgrounds. (EEF High performing schools direct resources towards the Early Years Foundation Stage (DfE Supporting the attainment of disadvantaged pupils August 2018))	TA support within early ears 0.6 £10,800 BLAST £7,020 Cost: £17,820	44% PP children achieved GLD compared to 56% in the cohort and 72% national other.	Autumn – BLAST training provided to EYFS TAs.
						Spring – EDA support from Catherine Lenahan received and new systems put in place to improve work within continuous provision.
						Summer – PP GLD increased to 48% despite poorer cohort 7% GLD close. Gap has closed as due to nature of cohort only 50% achieved GLD. Early Excellence networks re-established.
B	Emotional resilience of pupils eligible for pupil premium is low when compared to their peers. This can affect their ability to	Place2Be support	NFER report stresses the importance of deploying staff effectively and the how interventions which target social and emotional needs can have an impact on learning. Extensive research	Breakfast club £3,276 (70% staffing cost) Lunch cub for PP children £3,510		Autumn - tracking shows 70% of children attending Place2Be are PP and 100% of parents.

	concentrate on academic activities, especially when working with others or when tasks are challenging.		points to the benefits of developing resilience and raising self-esteem through allowing children opportunities to engage in outdoor adventure. High performing schools subsidise trips and extra-curricular activities for disadvantaged pupils. (DfE Supporting the attainment of disadvantaged pupils August 2018)	Homework club £1404 Pastoral team £60,000 Place2Be £36,000 (70% staffing cost) Trip subsidy £10,000 Music specialist tuition KS2 £7,000 Cost: £121,190		Spring – Place2Be PP continues to be 70%+ Summer - attendance at breakfast club now 40 children 75% regularly PP Lunch club attendance 100% PP children. This has resulted in less incidents recorded on CPOMS in the Summer term.
C	Children attain at the expected standard in reading, writing and maths.	Provide CPD for Key Stage 2 teachers to implement a progressive approach to the teaching of writing. Provide CPD for all teachers to challenge through problem solving and reasoning in mathematics	Small group interventions like quality guided reading with highly qualified staff have been shown to be effective, as discussed in reliable evidence sources such as Visible Learning by John Hattie and the EEF Toolkit.	Extra teacher within KS2 (0.5) £24,000 Y2 English revision £688 Y2 Maths revision £3228.00 Y6 revision £3600 Release time for maths and English lead £3,120 Cost: £34,636		Autumn – Predictions for EYFS – 59% Phonics 76% KS1 R 47% W 33% M 47% KS2 R 68% W 59% M 67% Comb – 50% Spring – 70% attendance for PP children at revision clubs for Y6

		Maths small group support for year 2 pupils to improve PP children's arithmetic skills Revision clubs provided for PP pupils				Summer – Results for EYFS – 47% Phonics 81% KS1 R 38% W 33% M 33% KS2 R 44% W 69% M 52% Combined – 35% Tracking systems show 1 child did not sit test but included on data and only 24 children from KS1 still in cohort.
C	- Children attain at the expected standard in reading, writing and maths. Improve outcomes for Pupil Premium pupils in Year 1 Phonics Screening Test	Improve outcomes for PP KS1 children through a systematic phonics approach. Phonics small group and 1:1 intervention	Small group interventions like quality guided reading with highly qualified staff have been shown to be effective, as discussed in reliable evidence sources such as Visible Learning by John Hattie and the EEF Toolkit.	Y1 phonics club £1120 Phonics 1:1 0.5 x TA £10,000 RWI staffing £10,530 Cost: £21,650		Autumn – Phonics prediction 76%
						Spring –RWI development days show tracking to be demonstrating school will beat target. Focus on1:1 work over the term having impact.
						Summer – Phonics 81% - 1 child joined the school the week prior to phonics test – result would have been 83%
D	Behaviour issues for a small group of pupils at lunchtime (mostly PP pupils) are having a detrimental effect on academic progress made		High performing schools subsidise trips and extra-curricular activities for disadvantaged pupils. (DfE Supporting the attainment of disadvantaged pupils August 2018)	Lunch cub for PP children £3,510 Pastoral team £60,000 Cost: £63,510		Autumn – Number of incidents on CPOMS declined from last academic year.
						Spring – Behaviour monitoring system in place shows behaviour issues occurring with PP children but that this number has decreased. Each class on average has 95% good behaviour.

	during afternoon sessions.					Summer – Use of lunch club has decreased lunchtime incidents on the yard to less than one a week. Number of fixed term exclusions has decreased from 77.5 days 2017 to 26 days 2018 to 24 days 2019 (12 if one child removed)
E	The range of opportunities for pupils eligible for PP is very low when compared with their peers. This can affect relationships in school, self-esteem and academic progress.		Breakfast clubs that offer pupils in primary schools a free and nutritious meal before school can boost their reading, writing and maths results by the equivalent of two months' progress over the course of a year Attainment in education, good social and emotional skills and positive parenting are critical protective factors: they promote better outcomes for children in childhood and later life (http://dera.ioe.ac.uk/7755/1/PU188.p df)	Minibus running cost + staffing £4,900 Minibus lease £6,000 Homework club £1404 Trip subsidy £10,000 Music specialist tuition KS2 £7,000 Breakfast club £3,276 (70% staffing cost) Cost: £32,580		Autumn – Extra homework clubs offered to PP children due to high demand.
						Spring – Tracking shows attendance of PP children to out-perform non PP at revision clubs (approx. 70%)
						Summer – Wider range of opportunities offered and subsidised through PP – outdoor adventures Y2/5/6/ Singing festivals Y3/4 Seaside trips - EYFS

Governance			
Monitoring The Effectiveness & Impact of Pupil Premium Performance			
Pupil Premium Governor: Yvonne Ryle			
Pupil Premium Meeting	Autumn: 15th October	Spring: 16 th January / 20 th March EYFS PP	Summer: 18 th July 2019
<p>Autumn Summary</p> <p>Meeting to share PP strategy with PP governor and interventions in place. Clearly costed interventions shown as questions had been raised about exact costs of last pupil premium strategy.</p>			
<p>Spring Summary</p> <p>Learning walk of all intervention across school. Questions raised about the use of Early Years PP as staff were not clear on who was who. Following LA review PP governors asked how we know who PP children were – lists are now in classrooms.</p>			
<p>Summer Summary</p> <p>Feedback shared from PP audit with local authority.</p>			
Review Date		July 2019.	

