

Seascope Primary School

Pupil Premium Strategy Statement 2019 – 2020

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
166	Per Pupil : £1,320 81	Per Pupil: £1,320 73	Per Pupil £1,700*/ £2,300 11	Per Pupil £300 1

*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
33	Hourly Rate £0.53 18	Hourly Rate £0.53 7	Hourly Rate £0.53 11	£7441.20

4. Pupil Premium Summary Information

Total Number of Pupils (Inc. FTE)	263	Number of Pupils Eligible	183
Total Pupil Premium Budget	£236321.20	% of Pupils Eligible	69%

5. 2019 – Disadvantaged pupils outcomes								
EYFS – 32 pupils (19 FSM)								
Good Level of Development	School FSM	NA Other 2018	School diff	Nat diff 2018				
	47%	74%	-27%	-17%				
KS1 Y2 – 29 pupils (21 disadvantaged)	Expected Standard				Greater Depth Standard			
	School Dis	NA Other 2018	School diff	Nat diff 2018	School Dis	NA Other 2018	School diff	Nat diff 2018
Reading	38%	79%	-41%	-19%	0%	29%	-29%	-16%
Writing	33%	74%	-41%	-21%	0%	18%	-18%	-11%
Maths	33%	80%	-47%	-19%	14%	25%	-11%	-14%
KS2 Y6 - 33 pupils (19 disadvantaged)	Expected Standard				Higher/ Greater Depth Standard			
	School Dis	NA Other 2018	School diff	Nat diff 2018	School Dis	NA Other 2018	School diff	Nat diff 2018
Reading	44%	80%	-36%	-16%	0%	33%	-33%	-15%
Writing	69%	83%	-14%	-16%	4%	24%	-20%	-13%
Maths	52%	81%	-29%	-15%	4%	28%	-24%	-14%
GPS	48%	82%	-34%		15%	39%	-24%	
RWM combined	35%	70%	-35%	-19%	0%	12%	-12%	-8%

6. 2019 KS1 – KS2 VA Progress (Disadvantaged)				
Average VA	School Disadvantaged	National other 2018	Difference	Nat gap 2018
Reading	-6.44	0.31	-6.75	-0.9
Writing	-2.24	0.24	-2.48	-0.68
Maths	-3.33	0.31	-3.64	-0.89

Phonics data (disadvantaged)			
	School dis	NA Other	Nat diff
2018	68%	84%	-16%
2019	76%	84%	-8%

7. Internal Barriers to Future Attainment		
In-school barriers		Desired Outcomes
A	Pupils who are eligible for Pupil Premium make less progress than other pupils in their Phonics Screening at the end of Year 1 without significant intervention.	School to continue to be in line with national outcomes for phonics in 2020. To increase the amount of children passing their year 2 phonics re-sit to 75%
B	PP pupils in Year 2 make less progress than non-PP children specifically in reading from their high phonics scores.	Pupils eligible for Pupil Premium moving into Year 2 make rapid progress so that the majority of pupils who achieve in the Phonics Screening assessment in June 2019 meet ARE in year 2.
C	PP pupils in year 3, specifically girls make less progress than non-PP children.	To diminish the difference between PP pupils and non-PP pupils in all areas in year 3.

D	PP pupils across KS2 do not make the expected progress across KS2 in their reading and maths.	Increased rates of progress for PP pupils in reading in KS2 Increased rates of attainment at ARE in the arithmetic strand of mathematics in KS1 and KS2 SAT and through school tracking.
E	Internal tracking shows PP pupils in year 4 achieve significantly lower than their counterparts in the times tables check.	School to be in line with national other outcomes for the times table check in 2020.
F	PP pupils enter reception significantly behind their peers.	An increased percentage of PP children achieve GLD in 2020, (48% GLD 2019)
G	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
H	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.	School monitoring to show less than one issue a week recorded on POMS regarding specific children at lunch club. Internal monitoring showing a general improvement in behaviour at unstructured times.
I	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
J	Low attendance rates for some PP children including high persistent absence.	Increased attendance rates for PP children.
K	Social deprivation	Provide after school clubs which target PP pupils to enrich wider opportunities.
L	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	School to continue to be in line with national outcomes for phonics in 2020.	Daily 1 hour RWI provision for all pupils in reception +year 1 RWI development days for staff.	Small group and 1:1 interventions with highly qualified staff have shown to be effective (EEF Toolkit) Through targeted RWI spending 2018/19 81% children passed phonics screening.	£3120 Phonics development days 0.5 x TA £10,000 RWI staffing £10,530 Cost: £23,650		Autumn – Christmas assessment shows 44% of year 1 currently pass phonics check.
						Spring – End of Spring assessments demonstrate school is on line for 80% in phonics year 1.
						Summer – Phonics session recommenced and online phonics system used to support children at home. KS1 children all given the option to return to school on a morning to support phonics.
A	To increase the amount of children passing their year 2 phonics re-sit so all children without an EHCP for cognition and learning pass.	1:1 phonics intervention 10 minutes a day for all children who did not pass phonics test	Short, regular sessions (about 30 minutes, three to five times a week) over a set period of time (six to twelve weeks) appear to result in optimum impact. Evidence also suggests tuition should be additional to, but	£2.95 (10minsTA) x 5 (days) x 6(chn) Cost: £3,363	Year 2 re-sit data 2019 shows only 50% of eligible children passed the phonics re-sit.	Autumn - Christmas assessment shows 25% of year 1 currently pass phonics check.
						Spring - Assessment shows 25% of year 2 re-sit currently pass phonics check. This is due to SEN need. All children have received thorough 1:1 and have made progress.

			explicitly linked with, normal teaching. EEF			Summer – Year 2 children continued to receive phonics support. RWI development day designated to how to catch these pupils up.
B	Pupils eligible for Pupil Premium moving into Year 2 make rapid progress so that the majority of pupils who achieve in the Phonics Screening assessment in June 2019 meet ARE in year 2.	5x weekly Reading buddy	An EEF study found that PP pupils who were offered accelerated reader programmes made 5 months' additional reading progress.	0.5 x TA £10,000 Reading buddy scheme £850 £8.50 T (15minsT) x 5 x 38 x2 (T) £3230 Cost: £14,080	Year 2 re-sit data 2019 shows only 50% of eligible children passed the phonics re-sit.	Autumn – Of whole year 2 cohort 39% already on track to meet ARE. Of the children who complete reading buddy in year 2 their percentages are higher than other year groups.
						Spring - Assessment shows 25% of year 2 re-sit currently pass phonics check. This is due to SEN need. All children have received thorough 1:1 and have made progress.
						Summer – Year 2 children continued to receive phonics support. RWI development day designated to how to catch these pupils up.
C	To diminish the difference between PP pupils and non-PP pupils in all areas in year 3.	Additional TA support to reduce group size	Use teaching assistant time to: a) target PP children b) allow the teacher additional contact time with specific children during English and Maths lessons to ensure progress within lessons through the consolidation and application of skills. Interventions/catch up sessions	TA 60mins daily per week x38 Cost: £2280	Only 38% 33% 33% RWM disadvantaged pupils achieved ARE in year 2.	Autumn – Current gap between year 3 PP pupils and the whole cohort is <5% in all core subjects.
						Spring- Teaching assistant now deployed in year 3 maths to support non-PP. Staffing issues with maternity of year 3 teacher has had an impact on all children in cohort.
						Summer – Year 3 pupils return to school to help close gap. 60% uptake on return to school.
D	Increased rates of progress for PP pupils in reading in KS2	3x weekly reading buddy Staff INSET	Small group interventions like quality guided reading with highly qualified staff have	Reading buddy scheme £8.50 (15minsT)	Progress for disadvantaged reading at the	Autumn – 75% of children who received reading buddy intervention made expected progress.

		guided reading and implementation of new reading scheme.	been shown to be effective, as discussed in reliable evidence sources such as Visible Learning by John Hattie and the EEF Toolkit.	x3 x 38 x 6T £5,814 Release time for DHT to teach alongside staff 0.5 £24,000 Year 6 and 2 reading revision books and clubs £688Y2 £3,228 Y6 UKS2 schemed reading books £5500 Cost: £39,210	end of KS2 at 6.75 considerably lower than national. 48% of current Y6 PP children are currently at ARE.	Spring – Intervention model tracking shows reading is now thorough in school and PP children are reading regularly. Issues with the programme make progress difficult to track as gaps have been back-filled. Summer – All KS2 pupils given the option to return with 60% in year 3, 50% in year 4 but only 4 pupils in year 5.
D	Increased rates of attainment at ARE in the arithmetic strand of mathematics in KS1 and KS2 SAT and through school tracking.	Staff INSET for CLIC 2x weekly CLIC support	Continuing Professional Development (CPD) will be an important component of implementation and is key to raising the quality of teaching and teacher knowledge. EEF Improving mathematics in key stages 2 and 3 (2017)	INSET £4,400 CLIC sessions £8.50 (15minsT) x2 x 38 x 10T £5,814 Cost: £6,460	Only 52% reaching ARE in year 6 for maths with internal tracking showing arithmetic scores in KS1 specifically to be low.	Autumn – 92% of children who received CLIC intervention made some progress. 63% of children made an additional half term’s worth of progress. Spring – Within the CLIC strand the amount of children at ARE has improved in all year groups. PP children have been focussed on all intervention model so the gap has closed. Summer – CLIC continued to be taught daily in summer term and challenges sent home to reduce any gaps.
E	School to be in line with national other outcomes for the	Times table rock star intervention daily.	Continuing Professional Development (CPD) will be an important component of	TT rockstars £100 TA time 1 hour	Current Y4 data shows only 35% PP chn in line	Autumn – Current tracking shows 35% of cohort currently at expected standard for multiplication check.

	times table check in 2020.		implementation and is key to raising the quality of teaching and teacher knowledge. EEF Improving mathematics in key stages 2 and 3 (2017)	per day 17.70 x5 x38 Cost: £3,363	with ARE.	Spring – Intervention in place showing 50% of cohort should confidently pass assessment. School have in place to complete all pre-assessments when they go live.
F	An increased percentage of PP children achieve GLD in 2020, (48% GLD 2019)	Staff INSET through EarlyExcellence, EDA support and through PeterleePartners hips	High performing schools direct resources towards the Early Years Foundation Stage (DfE Supporting the attainment of disadvantaged pupils August 2018)	Early Excellence network clusters £445 5 days release time for staff £1250 BLAST £2.95 (10minsTA) x 5 (days) x 6(chn) £3363 Cost: £5058	48% PP GLD 2019.	Autumn – Systems in place to ensure provision is high quality. Spring – Support given from the local authority. High quality provision now in place and targeted support for PP children. Summer – GLD results low at only 22% across the cohort due to school closure.
G	Improve emotional resilience for pupils eligible for PP	Place2Be counselling service – 5 day model	BACP states that counselling helps with behaviour and learning and can stop mental health problems from developing further.	Place2Be £48,00 Project Charlie for KS2 PP £5.60(15minsTA) x3 x 5 x38 £3,363 Pastoral manager support for family (0.6) £24,000	More than 70% PP children currently attend Place2Be with 100% of chn saying the experience was useful for them	Autumn – Fountain of hope group showed 100% of children responded positively to intervention and 60% of children moved from high risk category to no risk. Spring – Feedback from children accessing Place2Be is 100% positive. Summer – Place2Be support continued face to face for pupils returning. Remote support was offered to all pupils accessing the service.

				Cost: £74,363		
H	Internal monitoring showing a general improvement in behaviour at unstructured times.	Lunch club for PP children	Pupils will learn most effectively and make most progress when other issues have been addressed which may otherwise form a significant barrier to learning.	Lunch club for PP children £3,510 Cost: £3,510	Currently the majority of incidents recorded on CPOMS come from unstructured times. Parent and child feedback reports playtimes and lunchtime behaviour to be a concern.	Autumn – Current pupils attending lunch club -15. Lunchtime incidents recorded on CPOMS currently ,1 per week.
						Spring– Current pupils attending lunch club -15. Lunchtime incidents recorded on CPOMS now less than 1 per week.
						Summer – After lockdown behaviour has continued to improve with systems being re-embedded. Tracking continues and incidents during the summer term dropped lower than average.
I	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.	Free breakfast club Music tuition tailored to KS2 pupils.	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)	Homework club £2808 Handwriting – EARTH programme £5.60(15minsT A) x3 x 5 x38 £3,363 Trip subsidy £10,000 Music specialist tuition £7,000 Breakfast club £3,276 (70% staffing cost)	Currently 40 PP children attend breakfast club regularly.	Autumn – Current pupils attending breakfast club -40. Homework club increased to 4 days per week and currently full. All children in EYFS and KS2 have undertaken a trip supported by PP funding.
				Spring – Current pupils attending breakfast club on average 40 every day with some days higher. Homework club increased to 4 days per week and currently full. All children have undertaken a trip supported by PP funding. UKS2 have in place a camping trip fully funded by school.		

				Cost: £26,447		Summer – Breakfast club did not re-open but all pupils were offered free breakfast. Wider school curriculum continued immediately after re-opening with football and OPAL sessions being offered to all year groups.
J	Increased attendance rates for PP children.	PSA deployed 3 days a week specifically around promoting attendance.	CEDAR states: “The proportion of persistent absentees decreased by almost a quarter in schools with a PSA.” Attendance of PP children has risen to 94.9 in 2019	Pastoral support officer dedicated to attendance £12,000 Attendance reward schemes £2,000 Cost: £14,000	208/19 Attendance 94.9% PA – 14.7%	Autumn – 1 st half term attendance 95.4% Increase of classes with perfect attendance through new monitoring system.
						Spring – Attendance had maintained until closure due to coronavirus. This and a norovirus outbreak did have an impact on attendance.
						Summer – All pupils had the option to return although only 70% of children chose to. This number did increase as the term continued.
K	Provide after school clubs which target PP pupils to enrich wider opportunities.	Trips linked to the school curriculum available to all	High performing schools subsidise trips and extra-curricular activities for disadvantaged pupils. (DfE Supporting the attainment of disadvantaged pupils August 2018)	Wide range of after school clubs targeted to PP children all provided free of charge 17.70x2 x38 £6,650 Cost: £6,650	Attendance of PP children to after school activities has increased year-on-year with approximately 70% of children a teach club being PP.	Autumn – Every after school club has a minimum of 50% PP in each club.
						Spring – Every after school club has a minimum of 50% PP in each club. PP children have been given priority for homework and breakfast club but working families are given priority on others.
						Summer – No after school sessions were offered due to covid restrictions.
L	Provide increased opportunities in school to support and enthuse a love of	Reading club and use of online reading comprehension	EEF Reading Comprehension Strategies suggest it has a high impact for a low cost, based on extensive studies	Reading club £2808 Cost:	Reading scores were lower in KS1 +KS2 in 2019 despite school	Autumn – New library system and love of books established. Reading buddy support provided to higher ability pupils and reading club to be

	reading.	systems.		£2808	intervention being put in place due to a lack of reading at home.	introduced later in year.
						Spring – Library complete. Pie Corbett reading spine approach in place for all classes from EYFS –year 6.

10. Budget Summary		
Desired Outcome		Cost
A	School to continue to be in line with national outcomes for phonics in 2020.	£23,650
A	To increase the amount of children passing their year 2 phonics re-sit to 75%	£3,363
B	Pupils eligible for Pupil Premium moving into Year 2 make rapid progress so that the majority of pupils who achieve in the Phonics Screening assessment in June 2019 meet ARE in year 2.	£14,080
C	To diminish the difference between PP pupils and non-PP pupils in all areas in year 3.	£2280
D	Increased rates of progress for PP pupils in reading in KS2	£39,210
D	Increased rates of attainment at ARE in the arithmetic strand of mathematics in KS1 and KS2 SAT and through school tracking.	£6,460
E	School to be in line with national other outcomes for the times table check in 2020.	£3,363

F	An increased percentage of PP children achieve GLD in 2020, (48% GLD 2019)	£5058
G	Improve emotional resilience for pupils eligible for PP	74,363
H	Internal monitoring showing a general improvement in behaviour at unstructured times.	£3,510
I	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.	£26,447
J	Increased attendance rates for PP children.	£14,000
K	Provide after school clubs which target PP pupils to enrich wider opportunities.	£6,650
L	Provide increased opportunities in school to support and enthuse a love of reading.	£2808
Total Budget Spent		£225,472

Additional Funding Supporting Provision	

Governance

Monitoring The Effectiveness & Impact of Pupil Premium Performance

Pupil Premium Governor: Yvonne Ryle

Pupil Premium Committee Meeting

Autumn: 13.12.19

Spring:

Summer:

Autumn Summary

CLIC intervention is showing progress across the whole School for PP children.

Are we using A Conlin data or our own systems for tracking data? School use a combination of both A Conlin termly tracking, on-going tracking programmes for teacher assessment and SLT analyse data internally.

The ongoing formative assessment completed by staff is showing progress.

Clubs and intervention are in place.

Christmas assessments show that PP children are still below national average but in line with school results.

The gap has closed slightly since last academic year.

Spring Summary

Monitored by PP governor remotely due to COVID

Summer Summary

Monitored by PP governor remotely due to COVID

Review Date

July 2020