

Seascope Primary School

Pupil Premium Strategy Statement 2020 - 2021

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
169	Per Pupil : £1,345 86	Per Pupil: £1,345 83	Per Pupil £1,700*/ £2,345 13	Per Pupil £310 1

*Looked After Children receive £2,345 with £600 being retained centrally by the Local Authority.

3. Early Years Pupil Premium Funding

Total of Nursery Pupils	Number of Eligible Pupils	Number of Eligible Boys	Number of Eligible Girls	Total EYPP Budget
55	Hourly Rate £0.53 43	Hourly Rate £0.53 22	Hourly Rate £0.53 21	£26,664.30

4. Pupil Premium Summary Information

Total Number of Pupils (Inc. FTE)	268	Number of Pupils Eligible	169
Total Pupil Premium Budget	£227,305	% 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%	

5. 2020 – Disadvantaged pupils outcomes (teacher assessment)								
EYFS – 37 pupils (23 FSM)								
Good Level of Development	School FSM	NA Other 2018	School diff	Nat diff 2018				
	19%	74%	-3%	-55%				
KS1 Y2 – 40 pupils – 75% disadvantaged (30 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	50%	79%	-8%	-29%	0%	29%	0%	-29%
Writing	47%	74%	-8%	-27%	0%	18%	0%	-18%
Maths	47%	80%	-8%	-23%	0%	25%	0%	-25%
KS2 Y6 - 27pupils - 81% disadvantaged (22 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	55%	80%	-8%	-25%	5%	33%	-6%	-15%
Writing	64%	83%	-7%	-19%	0%	24%	0%	-13%
Maths	41%	81%	-11%	-40%	0%	28%	-4%	-14%
GPS								
RWM combined	37%	70%	-11%	-33%	0%	12%	-12%	-8%

Phonics data (disadvantaged)			
	School dis	NA Other	Nat diff
2018	68%	84%	-16%
2019	76%	84%	-8%
2020	68%	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 should have achieved expected standard in the Phonics Screening assessment in June 2020 meet ARE in year 2.
C	PP pupils in year 3 make less progress than non- PP children and already have a significant gap due to school closure.	To diminish the difference between PP pupils and non-PP pupils in all areas in year 3.
C	The majority of PP pupils especially those in KS2 are now behind ARE due to school closure.	All PP given the opportunity to participate with the government coaching and tutoring scheme.
D	PP pupils across KS2 do not make the expected progress across KS2 in core subjects.	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	Outcomes for PP pupils at the end of year 6 in maths have been consistently lower the national despite in school intervention.	Increased maths intervention through intervention model and streamed maths sessions based on the needs of PP pupils.

F	PP pupils enter reception significantly behind their peers.	An increased percentage of PP children achieve GLD in 2020, (48% GLD 2019)
F	Children enter early years with significant gaps in their speech and communication skills.	An increased proportion of children leave EYFS without the need for 1:1 speech support.
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	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. Provide an improved quality for provision for children within early years.

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 2021.	Daily 1 hour RWI provision for all pupils in reception, year 1 and year 2 RWI development days for staff.	Small group and 1:1 interventions with highly qualified staff have shown be to effective (EEF Toolkit) Through targeted RWI spending 2018/19 81% children passed phonics screening.	£3120 Phonics development days RWI staffing £10,530 Cost: £13,650	Only 3 children scoring above 32 in phonics in September 2020.	Autumn – Two RWI development days have taken place to ensure all staff are up-to-date with changes and that we can receive bespoke support for teaching in bubbles. 1:1 intervention has taken place for 75% of Y2 cohort.
						Spring – Phonics data 78% (83% as two children from cohort not attending school due to covid)
						Summer – 30% of year 1 children already at ARE prior to Autumn test in year 2.
A	To increase the amount of children passing their year 2 phonics re-sit so all children (except those with an EHCP for cognition and learning) pass.	1:1 phonics intervention 10 minutes a day for all children in year 2 and 3 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 explicitly linked with, normal teaching. EEF	£2.95 (10minsTA) x 5 (days) x 12 (chn) Cost: £6,726	Year 2 re-sit data 2019 shows only 50% of eligible children passed the phonics re-sit. School tracking from 2020 shows that children on track to pass in March would no longer pass in September 2020	Autumn – No phonics re-sit needed for children this term until phonics test is in place. All children in Y3 and Y4 who did not pass phonics test are receiving 1:1 phonics support as part of their SEN intervention.
						Spring - Support continued remotely with RWI online resources. Bottom 20% readers and PP reading re-established Spring upon re-opening.
						Summer – 1:1 reading and phonics established.
B	PP pupils in Year 2 make the same progress as non-PP children specifically in	Daily reading sessions 15 minutes	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 SV – 100%	2020 internal tracking shows reading buddy support was increasing	Autumn – Reading buddy intervention linked to intervention model. Current Y2 focus has been phonics – this will change in Spring term.

	reading from their high phonics scores.	Reading buddy intervention x 2 weekly		Reading buddy scheme £850 £8.50 T (15minsT) x 5 x 38 x2 (T) £3230 Cost: £14,080	comprehension skills in line with phonic ability.	Spring - Reading buddy prioritised throughout lockdown but uptake of Y2 pupils was not as strong as other year groups. Summer – Y2 disadvantaged have outperformed non disadvantaged Disadvantaged outcomes: R 38% W 25% M 38%
C	PP pupils in year 3 to make the same progress as non- PP children and close the gap due to school closure.	Additional TA in one class to support and 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.	TA 120 mins daily per week x38 EC Cost: £4560	Only 47% of disadvantaged were on track at the end of year 2 before closure period.	Autumn – Year 3 data stronger than last year. 55% R 23% W 55% M disadvantaged pupils are on track. Spring- Year3 data remains a strength and engagement tracking throughout lockdown was particularly strong. Summer – Year 3 data a strength of the school in all areas. Gap has closed.
C	The majority of PP pupils especially those in KS2 to close any gap created by school closure.	Coaching sessions after school.	Evidence indicates that one to one tuition can be effective, delivering approximately five additional months' progress on average. - EEF	£10,000 ring fenced to facilitate government scheme.		Autumn – Internal tracking showed that 37% R-y6 were on track for maths by Autumn 1 and within English more children were emerging at their year group by Autumn 1 than there had been at this time in 2019. Spring – intervention model tied to performance management and mid-year review and is in place for all year groups. Summer – See catch up funding statement.
D	PP pupils across KS2 make at least expected progress in reading.	1:1 reading sessions 10 mins	Small group interventions like quality guided reading with highly qualified staff have	Reading buddy scheme	Attainment for disadvantaged reading at the	Autumn – Reading scores in line with last year. With more children in year 3 and 4 at ARE compared to last year.

		3x weekly with TA Reading buddy intervention x 2 weekly	been shown to be effective, as discussed in reliable evidence sources such as Visible Learning by John Hattie and the EEF Toolkit.	<p>£8.50 (15minsT) x3 x 38 x 6T £5,814</p> <p>TA time 15 minutes x 6 x 5 x 38 (£4.42) £5044</p> <p>Release time for DHT to teach alongside staff 0.5 £24,000</p> <p>Year 6 and 2 reading revision books and clubs £688Y2 £3,228 Y6 CGP books £1000</p> <p>Cost: £38,754</p>	end of KS2 remains at 50% - considerably lower than national.	<p>Spring – Academic mentor established to complete reading work with children in year 5 and year 6.</p> <p>Summer – Intervention model starting to show progress in reading for disadvantaged pupils. Staff members now allocated for 1;1 reading throughout both key stages.</p>
D	Pupils across KS2 to make more progress across all core subjects including science.	Collaborative learning training.	The impact of collaborative approaches on learning is consistently positive. Approaches which promote talk and interaction between learners tend to result in the best gains.	INSET for all staff £1,750	PP Children to be more engaged throughout lessons	<p>Autumn – Core subjects assessment clarified with skills progression grids and foundation books enabling teachers to make clear assessments on children’s actual progress.</p> <p>Spring – Assessments carried over from Autumn. Science coordinator released to moderate.</p>

						Summer – Data shows progress has been made. Some children have struggled to reach EXS due to closure in Spring term. Assessment practices more robust and checked through moderation.
E	Outcomes for PP pupils at the end of year 6 in maths to outperform 2019 school data.	Staff INSET for CLIC 3x 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) x3 x 38 x 10T £9,690 TT rockstars £100 Cost: £14,190	Current Y6 data shows only 41% PP chn in line with ARE. Maths results have not rapidly increased despite changes to provision unlike other subjects.	Autumn – Year 6 disadvantaged currently 24% compared to 33% Christmas 2019.
						Spring –
						Summer – Year 6 outcomes broadly in line with 2019 in reading and writing. Outperformed 2019 in grammar. Although not in line with ARE in maths, CLIC assessments are showing significant progress in closing the gap.
F	Gap to close in EYPP speech and communication skills by the end of reception year. .	½ day fortnightly with specialist SALT dedicated to group speech work.	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.	½ day support @ £110 x 39 £4290	Only 19% of disadvantaged children achieved GLD in 2020	Autumn – BLAST support and SALT therapist in school to support SALT within EYFS.
						Spring – SALT asked to provide targets for all pupils so TAs can complete and SALT can work purely in Early Years over Summer term.
						Summer – More staff trained in BLAST. Intervention tracked and progress evident.
F	Difference to diminish between PP and non	Early excellence training and CPD for staff.	High performing schools direct resources towards the Early Years Foundation Stage	Resources in EYFS	48% PP GLD 2019.	Autumn – Early Excellence online training given (5 hours CPD) Provision Plans in place across KS1 and resources

	PP on exit from reception.		(DfE Supporting the attainment of disadvantaged pupils August 2018)	£5,000 Cost: £5000	Decrease to only 19% disadvantaged GLD 2020 due to school closure.	aimed specifically at EYFS bought to further learning. Spring – Current predictions show 56% predicted GLD full cohort. 50% PP so gap is closing – 1 child. Summer 40% GLD. Reduction due to new pupils entering cohort.
G	Improved 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 Lego Therapy training for all TAs £2,000 Pastoral manager support for family (0.6) £24,000 Cost: £74,000	More than 70% PP children currently attend Place2Be with 100% of chn saying the experience was useful for them	Autumn – Place2Talk re-established and Place2Be model altered to allow more children to be seen within 10 session blocks. All children currently accessing Place2Be are PP. Spring – Place2Be continued online and worked with 15 children virtually. All of whom were PP. Summer – Place2Be offered significant transition to support to all year groups especially year 6. Currently 93% PP pupils accessing Place2Be
H	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	Free breakfast club All after school clubs free	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	Homework club £2808 Trip subsidy £10,000 Music specialist tuition £7,000	Currently 40 PP children attend breakfast club regularly.	Autumn – Breakfast and after-school clubs only to working parents at this moment in time due to COVID restrictions. Music tuition for all children in UKS2 and free music tuition to PP more able pupils within LKS2.

	hand experiences apply their skills for the new learning across the curriculum.	Homework club prioritised to PP chn Music tuition tailored to KS2 pupils.	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)	Breakfast club £3,276 (70% staffing cost) Cost: £23,684		Spring - Breakfast club gradually re-opening to a wider amount of pupils. Currently working families and vulnerable. Food is offered to all children on entry. Summer – Year 6 residential trip organised. Breakfast club re-opened to all for the majority of the summer term.
H	Early Years pupils eligible for PP receive a high quality provision with resources tailored towards developing their fine and gross motor skills.	Enhanced bikes provision for children within nursery Climbing wall and ropes on the hill.	High performing schools direct resources towards the Early Years Foundation Stage (DfE Supporting the attainment of disadvantaged pupils August 2018)	£5,000 resources specific to nursery.		Autumn – New outdoor offer created to differentiate resources between Summer and Winter. This has enabled bikes and other items focussing specifically on gross motor skills to be bought. Climbing wall built within EYFS yard. Spring – Resources bought and in place for outdoors. Surfacing for water area upgraded. Summer - Outdoor are and resources bought. Resources also replenished to ensure high standards.
I	Increased attendance rates for PP children.	PSA deployed 3 days a week specifically	CEDAR states: “The proportion of persistent absentees decreased by	Pastoral support officer dedicated to	208/19 Attendance 94.9%	Autumn – Current attendance is 93% which is in line for national averages this year.

		around promoting attendance.	almost a quarter in schools with a PSA.” Attendance of PP children has risen to 94.9 in 2019	attendance £12,000 Attendance reward schemes £2,000 Cost: £14,000	PA – 14.7%	Spring – Current attendance remains at 95%. Minimal gap between PP and non-pp. Summer –Attendance for disadvantaged does out perform non-disadvantaged.
J	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 – Football after school club and OPAL for selected pupil in Y3 and Y6 – these are currently limited under COVID guidelines. Spring – Football, revision clubs for Y5 and 6 and tea club in place in line with lockdown guidelines. Summer – Increased football clubs and sports through SSP. See catch up funding for group revision clubs.
K	Provide increased opportunities in school to support and enthuse a love of reading.	Reading club and use of online reading comprehension systems.	EEF Reading Comprehension Strategies suggest it has a high impact for a low cost, based on extensive studies	Pie Corbett reading spine established throughout school Cost: £5000	Reading scores were lower in KS1 +KS2 in 2019 despite school intervention being put in place due to a lack of reading at home. Pupil voice shows pupils have a limited knowledge of authors and texts.	Autumn – Reading books sourced to ensure all children can continue to read at home despite current COVID restrictions. Pie Corbett reading spine approach established to ensure core books are shared across all year groups. Our school reading offer scrutinised and on display in the library for all children to see. Spring – Reading spine display in library. Books sourced from DLR and school funds to ensure all daleks have correct reading material.

						Summer – Pupil voice completed for reading. Pupils now responding with set likes and dislikes.

10. Budget Summary		
Desired Outcome		Cost
A	School to continue to be in line with national outcomes for phonics in 2021.	£13,650
A	To increase the amount of children passing their year 2 phonics re-sit so all children (except those with an EHCP for cognition and learning) pass.	£6,726
B	PP pupils in Year 2 make the same progress as non-PP children specifically in reading from their high phonics scores.	£14,080
C	PP pupils in year 3 to make the same progress as non- PP children and close the gap due to school closure.	£4,560
C	The majority of PP pupils especially those in KS2 to close any gap created by school closure.	£10,000 <i>See catch up funding</i>
D	PP pupils across KS2 make at least expected progress across KS2 in their reading.	£38,754 <i>£10,000 underspend due to catch up funding</i>
D	Pupils across KS2 to make more progress across all core subjects including science.	£1,750
E	Outcomes for PP pupils at the end of year 6 in maths to be in line with national.	£14,190

F	Difference to diminish between PP and non PP on exit from reception	£4,290
F	Difference to diminish between PP and non PP on exit from reception.	£5,000
G	Improved emotional resilience for pupils eligible for PP	£74,000
H	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.	£23,684
H	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.	£5,000
I	Increased attendance rates for PP children.	£14,000
J	Provide after school clubs which target PP pupils to enrich wider opportunities.	£6,650
K	Provide increased opportunities in school to support and enthuse a love of reading.	£5,000
Total Budget Spent		£281,344 (inc. EYPP)

Additional Funding Supporting Provision	

Governance			
Monitoring The Effectiveness & Impact of Pupil Premium Performance			
Pupil Premium Governor:			
Pupil Premium Committee Meeting	Autumn:	Spring:	Summer:

Autumn Summary	
Spring Summary	
Summer Summary	
Review Date	July 2020