



## Pupil Premium Strategy Statement 2023/24

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 effect that last year's spending of pupil premium had within our school.

### School overview

| Detail  | Data                        |
|---|-----------------------------|
| School name   | Seascape Primary            |
| Number of pupils in school  | 246 (276 including nursery) |
| Proportion (%) of pupil premium eligible pupils   | 54%                         |
| Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> ) | 2022~2025                   |
| Date this statement was published   | September 2023              |
| Date on which it will be reviewed   | January 2024                |
| Statement authorised by   | D Howarth (COG)             |
| Pupil premium lead  | E Milburn                   |
| Governor lead   | Y Ryle                      |

### Funding overview

| Detail   | Amount          |
|--|-----------------|
| Pupil premium funding allocation this academic year                                    | £ 261,245       |
| Recovery premium funding allocation this academic year                                 | £0              |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable) | £ 0             |
| <b>Total budget for this academic year</b>   | <b>£261,245</b> |

## Part A: Pupil premium strategy plan

### Statement of intent

At Seascope Primary School we see the raising of attainment for disadvantaged children as part of our commitment to help all children achieve their full potential by:

- Promoting an ethos of attainment of all children rather than stereotyping disadvantaged children as a group with less potential to succeed.
- Having individualised approaches to address barriers to learning at an early stage through intervention.
- Focusing on high quality teaching and effective deployment of staff to support disadvantaged children.
- Make decisions based on detailed data analysis and responding to evidence.

### Challenges

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

| Challenge number | Detail of challenge  |
|------------------|--|
| 1                | 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.   |
| 2                | PP pupils across both key stages have less opportunities to read at home and achieve less than their peers in end of key stage assessments.  |
| 3                | PP pupils year 1,2 and 3 have seen the biggest impact in their learning due to enforced closure in lockdowns   |
| 4                | PP pupils across KS2 do not make the expected progress across KS2 in core subjects.  |
| 5                | Outcomes for PP pupils at the end of year 6 in maths have been consistently lower the national despite in school intervention.   |
| 6                | PP pupils enter reception significantly behind their peers.  |
| 7                | 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. |
| 8                | 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.  |
| 9                | Low attendance rates for some PP children including high persistent absence.   |
| 10               | Social deprivation lowers the opportunities the children have out of school to attend clubs and activities.  |
| 11               | Less engagement in home reading by adults and limits opportunities to support and value reading.   |

## 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  |
|--|---|
| <p>School to continue to be in line with national outcomes for phonics.</p> <p>To increase the amount of children passing their year 2 phonics re-sit.</p>                                     | <p>More than 80% of year 1 to pass phonics check.</p> <p><i>75% of children to pass the year 2 re-sit.</i></p>  |
| <p>The gap is diminished in end of key stage assessments in reading for pupils in all key stages.</p>  | <p>Outcomes for PP pupils rise from 2023 outcomes.</p> <p>Increased 1:1 reading for children in the lowest 20%</p>  |
| <p>To diminish the difference between PP pupils and non-PP pupils in all areas in these year groups.</p>   | <p>End of year tracking shows the gap has closed between PP and non PP in these year groups.</p> <p>End of year tracking is more positive than in 2020 and 2021</p>                               |
| <p>The gap is diminished in end of key stage assessments in reading for pupils in all key stages.</p>  | <p>Increased rates of progress for PP pupils in reading in KS2</p>  |
| <p>Increased maths support through increased teacher contact in year 6.</p>  | <p>95% of children taking part in intervention make increased progress over a half term.</p> <p>Internal analysis shows progress measures remain 'green' across the academic year for year 6.</p> |
| <p>An increased percentage of PP children achieve GLD in 2022 through provision and intervention specific to their needs alongside improved opportunities for writing.</p>                     | <p>GLD is above 50% in 2024</p>   |
| <p>Improve emotional resilience for pupils eligible for PP through thorough PSHE sessions and Place2Be support.</p>  | <p>A higher proportion of pupils complete Place2Be in the 10 agreed sessions due to an enhanced approach.</p>   |
| <p>Pupils eligible for PP access a wide curriculum with hands on experiences and trips at a significantly reduced cost to ensure they have the same first hand experiences as their peers.</p> | <p>100% of children go on at least one external visit over the course of an academic year.</p> <p>All children in KS2 receive specialist music tuition.</p>                                       |
| <p>Increased attendance rates for PP children.</p>   | <p>Attendance for the whole school is closer to national in 2021 2022</p> <p>The difference in attendance for PP and non PP children diminishes.</p>  |
| <p>Provide after school clubs which target PP pupils to enrich wider opportunities.</p>  | <p>Attendance at clubs is 60% PP children.</p>  |

Increased engagement with parents to support home reading.

Parental feedback in reading is improved.  
Monitoring of journals shows more regular reading of PP pupils.

## 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: £ 53,286

| Activity  | Evidence that supports this approach   | Challenge number(s) addressed |
|---|--|-------------------------------|
| <p>Continue to ensure high quality phonics teaching is embedded throughout school through RWI. Provide RWI streamed groups and CPD to staff through RWI development days.</p> | <p>Overall, the evidence base related to phonics is very secure. There have been a number of studies, reviews and meta-analyses that have consistently found that the systematic teaching of phonics is beneficial. There is some evidence that approaches informed by synthetic phonics (where the emphasis is on sounding out letters and blending sounds to form words) may be more beneficial than analytic approaches (where the sound/symbol relationship is inferred from identifying patterns and similarities by comparing several words).</p> <p>Read, Write, Inc is a DfE accredited systematic synthetic phonics programme</p> <p><b>EEF toolkit: Phonics - additional 4 month progress.</b></p> | <p>1,2,3,4</p>                |
| <p>To ensure there is specific RWI groups aimed at children in LKS2. With increased teacher support.</p>  | <p>Small group tuition is defined as one teacher, trained teaching assistant or tutor working with two to five pupils together in a group. This arrangement enables the teaching to focus exclusively on a small number of learners, usually in a separate classroom or working area. Intensive tuition in small groups is often provided to support lower attaining learners or those who are falling behind, but it can also be used as a more general strategy to ensure effective progress, or to teach challenging topics or skills.</p> <p><b>EEF toolkit: Small Group tuition - additional 4 month progress.</b></p>  | <p>1,2,3,4</p>                |
| <p>The profile of reading to be raised with two additional TAs deployed to listen to children read</p>  | <p>Small group interventions like quality guided reading with highly qualified staff have been shown to be effective, as discussed in reliable</p>   | <p>2,13</p>                   |

|   |   |         |
|---|---|---------|
| and a focus on comprehension.   | evidence sources such as Visible Learning by John Hattie<br><br><b>EEF toolkit: reading comprehension strategies - additional 6 month progress.</b>   |         |
| Staff to receive training to ensure teaching for reasoning and mastery is implemented across maths lessons  | Teaching for mastery aims to support all pupils to achieve deep understanding and competence in the relevant topic. However, “teaching for mastery” is characterised by teacher-led, whole-class teaching; common lesson content for all pupils; and use of manipulatives and representations.<br><br><b>EEF toolkit: Mastery Learning - additional 5 months progress</b> | 3 4 5 6 |
| For outcomes to improve in EYFS through improvements in writing and SALT.<br>Increased specialist SALT – one day per fortnight<br>Increased RWI CPD for staff focussed on writing | 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.  | 2 8     |

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

Budgeted cost: £ 43,194.80

| Activity   | Evidence that supports this approach  | Challenge number(s) addressed |
|--|---|-------------------------------|
| <p>Ensure there is adequate staffing and provision so that all eligible pupils access EYFS and receive a high ratio of adult to child activities so interactions can be increased.</p> <p>One extra adult in EYFS SD</p> | <p><b><u>Effective Provision of Pre-school Education (EPPE) project findings</u></b></p> <p>Beginning early years education at a younger age appears to have a high positive impact on learning outcomes. It is estimated that children who start to attend an early years setting before turning three make approximately six additional months' progress compared to those who start a year later.</p> <p><b>Early Years EEF Toolkit: Earlier Starting Age – additional 6 months progress</b></p>   | 8                             |
| <p>An additional teacher assigned to year 6 for one hour four days a week so specifically teach towards maths mastery.</p>   | <p>Small group tuition is defined as one teacher, trained teaching assistant or tutor working with two to five pupils together in a group. This arrangement enables the teaching to focus exclusively on a small number of learners, usually in a separate classroom or working area. Intensive tuition in small groups is often provided to support lower attaining learners or those who are falling behind, but it can also be used as a more general strategy to ensure effective progress, or to teach challenging topics or skills.</p> <p><b>EEF toolkit: Small Group tuition - additional 4 month progress.</b></p> | 4,5                           |

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

Budgeted cost: £ 139,660.61

| Activity  | Evidence that supports this approach  | Challenge number(s) addressed |
|---|---|-------------------------------|
| Place2Be to continue to run a 5 day model within school to support children's mental health.  | Overall, it is clear that reducing challenging behaviour in schools can have a direct and lasting effect on pupils' learning. This is based on a number of meta-analyses that review robust studies of interventions in schools.<br><b>EEF Teaching and Learning Toolkit: Behaviour Interventions - additional 3 months progress</b>  | 9                             |
| Continue to employ pastoral staff to support the school secretary to monitor and implement strategies to improve attendance.  | Parental engagement has a positive impact on average of 4 months' additional progress.<br><b>EEF Teaching and Learning Toolkit: Parental Engagement – additional 4 months progress</b>  | 9 11                          |
| To ensure all pupils are able to experience a wide curriculum including trips and visits within the area to provide cultural capital.<br><i>(breakfast club, music lessons staffing and trip costs)</i> | 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<br>( <a href="http://dera.ioe.ac.uk/7755/1/PU188.pdf">http://dera.ioe.ac.uk/7755/1/PU188.p df</a> )<br><br>High performing schools subsidise trips and extra-curricular activities for disadvantaged pupils. (DfE Supporting the attainment of disadvantaged pupils August 2018) | 10 12                         |

**Total budgeted cost: £ 236,141.41**

**To carry forward into next academic year: £25,103.59**





## 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 2021 to 2022 academic year.

Standardised assessments completed in July 2022 indicate that the school has continued to maintain a similar level of education despite closure and internal tracking shows gaps have closed.

The phonics scores were close to national in 2022.

Strategies used in 2021-22 were successful and so the school will continue to use some of these approaches.

#### **Teaching Strategies**

Staff training in the use of online platforms for RWI especially has ensured CPD in up to date and allowed training to be delivered quickly to newer members of staff.

GLD was low and children are arriving behind ARE so phonics and SALT programmes within EYFS will help to close that gap.

#### **Targeted Intervention**

Identified pupils receiving one to one tuition across the summer term made good progress.

#### **Wider Strategies**

Wrap around care (and the established holiday clubs) have provided parents with support to go back to work as children can receive school care 8-4.30 every day and all three meals for £2 per child per day. Holiday clubs are provided two days per holiday at least completely free of charge. (Funding from INEOS not PP)

Place2Be continue to support parents and families and their PP attendance is 90%. All families taking part in the Pipt programme as PP. We also provided Journey of Hope to our year 6 pupils and in class counselling to all year groups to cope with the ongoing demands of lockdown.

### Externally provided programmes

*Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England*

| Programme | Provider |
|-----------|----------|
|           |          |
|           |          |
|           |          |

## Part C: Governance – monitoring the effectiveness of the Pupil Premium Strategy

Governors are involved in evaluating our Pupil Premium Strategy termly. Please see below a brief summary of discussions about the effectiveness of the strategy to address the intended outcomes.

| Activity                  | Autumn 2022 Evaluation | Committee Date |
|---------------------------|------------------------|----------------|
| Teaching Priorities       |                        |                |
| Targeted Academic Support |                        |                |
| Wider Strategies          |                        |                |

| Activity                  | Spring 2023 Evaluation | Committee Date |
|---------------------------|------------------------|----------------|
| Teaching Priorities       |                        |                |
| Targeted Academic Support |                        |                |
| Wider Strategies          |                        |                |

| Activity                  | Summer 2023 Evaluation | Committee Date |
|---------------------------|------------------------|----------------|
| Teaching Priorities       |                        |                |
| Targeted Academic Support |                        |                |
| Wider Strategies          |                        |                |