

Pupil premium strategy statement (primary) 2020-21

1. Summary information					
School	Seaford Primary School				
Academic Year	2020-21	Total PP budget	£98,080	Date of most recent PP Review	September 2020
Total number of pupils	447	Number of pupils eligible for PP	70	Date for next internal review of this strategy	February 2021

Current attainment			
	Key Stage 2 SATs July 2019	<u>Key stage 2 Expected outcomes July 2020 based on assessments at the beginning of March</u>	Key Stage 2 SATs July 2021
% achieving in reading, writing and maths	PP 43% (National PP 51%) Not PP 67% (National not PP 71%)	PP 50% (National PP 2019 51%)	PP% Not PP
% achieving national standard in reading	PP 57% (National PP 62%) Not PP 78% (National not PP 78%)	PP 79% (National PP 62%)	PP Not PP%
% achieving national standard in writing	PP 86% (National PP 68%) Not PP 85% (National not PP 83%)	PP 59% (National PP 68%)	%PP Not PP
% achieving national standard in maths	PP 57% (National PP 57%) Not PP 76% (National not PP 84%)	PP 71% (National PP 57%)	%PP Not PP
Reading progress score	PP-1.7 (National PP -0.6) Not PP-0.1 (National not PP 0.3)	NA	PP Not PP
Writing progress score	PP -0.8 (National PP -0.5) Not PP 0.5 (National not PP 0.2)	NA	PP Not PP
Maths progress score	PP -3.4 (National PP -0.7) Not PP -2.1 (National not PP 0.3)	NA	PP Not PP
	Key Stage 1 SATs July 2019	Key Stage 1 SATs July 2020	Key Stage 1 SATs July 2021
% achieving national standard or above in reading	PP 40% (National PP 62%) Not PP 78% (National not PP 78%)	PP 67% (National PP 62%)	%PP Not PP
% achieving national standard or above in writing	PP 20% (National PP 55%)	PP 58% (National PP 55%)	%PP Not PP

	Not PP 76% (National not PP 73%)		
% achieving national standard or above in maths	PP 40% (National PP 62%) Not PP 80% (National not PP 79%)	PP 75% (National PP 62%)	PP Not PP
	EYFS Profile July 2019	EYFS Profile July 2020	EYFS Profile July 2021
% achieving a good level of development.	FSM 50% (FSM national 56%) Non-FSM 76.8 % (National FSM 56%) Non-FSM 77% (national 75%)	FSM 50%	
Average point score	FSM 33.3 (National PP 31.4) Non-FSM 38 (National not PP 35.1)	NA	

2. Barriers to future attainment (for pupils eligible for PP, including high ability) Data used to reach the judgements below: Perspective Lite, ASP, SEN register; staff and pupil consultation (pupil progress meetings/pupil voice; attendance records; Ofsted guidance.		
In-school barriers (<i>issues to be addressed in school, such as poor oral language skills</i>)		
A.	Our disadvantaged pupils fall behind in phonics as a result of limitations in speech and language before they begin school. This results in low phonics scores at the end of Y1 for disadvantaged groups in comparison with non-disadvantaged peers.	
B.	Reading fluency for children who are disadvantaged is a barrier to future attainment in our school. Pupils whose reading fluency is low have difficulty in processing information from a text (comprehension). Without efficient comprehension skills, pupils struggle with the expectations in maths problems solving and reading comprehension at the end of KS2.	
C.	At the end of KS2, mathematics official outcomes in 2019 were below the national average. PP children struggle to access problem solving/multi-step questions. Their gaps in mathematical fluency are also significant and they, therefore, require targeted support in order to be able to narrow the gaps between them and their peers nationally.	
D.	The percentage of children across the school who have emotional and social needs is significant across the school. 34% of children who are PP currently access social/emotional support in school.	
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)		
E.	Our attendance of our PP children was 94.56% at the end of the academic year 2018-2019. Whilst this was improvement, the outcome is still below the whole-school target of 96.4%. Up to March 2020, attendance was 94.21%. Lack of attendance impacts on children's education and causes pupils to fall behind.	
3. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Improved speech, language and phonic skills for PP pupils in Y1 and Y2. Language link and phonics assessments will be used as a measure.	Pupils eligible for PP make rapid progress and achieve the phonics test pass at the end of Y1 (or Y2 if they have not currently achieved the standard). Improved speech, language and phonics improves reading standards at the end of KS1.

		Sounds Write training is undertaken and this style of phonics teaching is embedded across KS1 impacting on outcomes.
B.	Improved reading fluency and comprehension skills at the end of KS1 and across KS2. Progress/the narrowing of gaps will be measured in the comparison of entry and exit reading ages on accelerated reader (for KS2). For KS1 reading ages or average words per minute scores will be used as a measure of progress.	Pupils eligible for PP make rapid progress with reading by the end of year so that PP children meet age-related expectations in reading by the end of year. KS2 reading SATs outcomes continue to improve for PP at the expected standard and greater depth. Reading and comprehension improvement impacts on learning across the curriculum so that outcomes for PP children in writing at the end of KS1 and KS2 continue to be good and the gap between attainment for PP children and their non-disadvantaged peers narrow in maths.
C.	Improve fluency skills in maths across Key Stage Two. This will be evidenced in the GL tests used in years 3, 4 and 5 and the outcomes for pupils at the end of KS2.	All targeted PP pupils make accelerated progress in maths fluency skills. Progress outcomes for PP children improves across the Key Stage and at the end of Key Stage 2. The gap between PP and non-PP narrows at the end of the key stage and across the school.
D.	Children who are identified as having social and emotional needs will receive appropriate support in school. Progress will be scored using the Boxall Profile and also entry and exit questionnaires as the result of counselling support. Targeted pupils will also have access to our Roarsome room/Nurture provision. Across the school, pupils will continue to have access to the Jigsaw RSHE scheme which focuses on health and wellbeing. Progress will be measured using the assessment charts attached to the scheme of work.	All targeted PP children and parents feedback positively about the specific intervention they receive. Pupil/Teacher voice demonstrates that the new scheme of work has a positive impact on wellbeing and pupil readiness to learn and retain information.
E.	Improved attendance figures for the 19-20 academic year. PP attendance is closer to the 96.4% whole-school target.	Regular monitoring of individual attendance shows that attendance rates have improved. PP attendance is in line with their non-PP peers.

4. Planned expenditure					
Academic year	2020 - 2021				
The three headings below enable schools to demonstrate how they are using the pupil premium to improve classroom pedagogy, provide targeted support and support whole school strategies.					
i. Quality of teaching for all					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Improved speech, language and phonic skills for PP pupils in Y1 and Y2 with outcomes improved for disadvantaged groups in the Y1 phonics test.	<p>Continue to provide CPD for our TAs in charge of Infant and Junior Language links in order to further improve outcomes.</p> <p>After an internal review of our Phonics, we have chosen to embark on the Sounds Write approach across KS1 and EYFS. Our Y2 team is already trained and teachers across KS1 and EYFS will receive the training this year.</p>	Alongside quality first teaching of phonics, the EEF recognises that the systematic, regular practise of phonics rapidly improves children's ability to read effectively. We want to narrow the gap between our PP children and those who are not-PP.	Feedback from staff at TA meetings with regards to the strategies used to teach phonics and learning walks to monitor the implementation of small group catch up sessions.	DHT 3 teachers Inclusion Manager	<p>Termly.</p> <p>Annual costs £864 + £1,980 + £660 = £3,504</p>
Improve reading fluency and comprehension for pupils in KS1 and KS2.	<p>Continue to provide guided reading CPD for staff via coaching from SLOL. Further training for TAs and INAs in developing children's comprehension skills.</p> <p>Disseminate the whole class reading approach in school. When possible (due to the restrictions linked to the Pandemic) send KS2 teachers to specific schools where the approach is embedded.</p>	Our strong leadership of reading remains in school and are able to draw on our leader of learning's skill set to provide in-house training. We recognise that selecting comprehension tasks for pupils needs regular review, so that pupils are appropriately challenged. There will also be opportunities (when Pandemic restrictions are lifted) to visit our local Teaching school to observe their practices linked to reading.	Use coaching sessions for reflection on the impact of guided reading support. Alternatively, feedback will be gained at appraisal meetings.	Reading Leader of Learning and DHT EM	<p>Termly.</p> <p>Annual costs £660 + £864 = £1,524</p>

<p>Improved Maths fluency skills across KS2 leading to improved overall maths outcomes in Y6</p>	<p>Maths INSET in February for all staff embedding the Mastery Approach to Maths with a focus on bar modelling as a progressive tool which will enhance our children's ability to problem solve. Introduce new assessment system to monitor the acquisition of number facts across KS1 and KS2. We continue to subscribe to Times table rock stars as both an internal tool and a home learning package for our PP children. We will check they have devices to learn and, where appropriate, provide hardware to support families. CPD linked to specific areas of maths also provided both from Internal Subject Leaders of Learning and external providers.</p>	<p>We want to continue to train all our staff maintaining momentum from the Term 3 INSET training from Helen Hackett. We will continue to provide staff with CPD linked to selecting and using models and images to help embed mathematical understanding. As Ofsted 2017 identified, the progress of our girls in maths as well as that of disadvantaged groups is a focus for our teachers and, therefore, remains a priority for our school. The gap has narrowed marginally at the expected standard, but needs to continue to decrease; the gap between PP and Non-PP at GDS needs to decrease.</p>	<p>Robust monitoring system in school inclusive of lesson walks focusing on pupil progress over time and within lessons. We will also gain staff and pupil feedback through teacher and pupil voice throughout the year. Parent voice, regarding the accessibility to use of a computer at home followed by questions about impact, will be carried out across the school. Termly pupil progress meetings will provide opportunities to monitor pupil progress.</p>	<p>DHT SLOL HG & MC Helen Hackett 30 devices / laptops</p>	<p>Termly Annual costs £864 + £1,320 + £800 + £15,000 = £17,984</p>
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<p>Children with social and emotional needs will continue to receive targeted support.</p>	<p>We will continue to access both YMCA dialogue and The Youth Counselling Project, which is a Seaford-based counselling charity. Children will be able to access sessions for support throughout the year.</p> <p>Whole-school training on RSE which becomes statutory this year.</p> <p>Therapeutic Thinking INSET event. We aim to embed therapeutic thinking into our school behaviour policy.</p>	<p>We want all staff members to feel confident and well-trained in being to identify and support pupils with social and emotional needs through Jigsaw and also the RSE scheme of work which is due to be statutory this year.</p> <p>The impact of individual counselling has been particularly good throughout the past academic year and, therefore, remains in place this year.</p> <p>The Therapeutic Thinking agenda fits firmly within the Excellence for All shared vision and strategy with its focus on the most disadvantaged and vulnerable learners. Therapeutic Thinking will actively support all stakeholders to act as champions for vulnerable children and to better target resources in order to improve outcomes and opportunities for all children regardless of their educational or physical needs, their family background, the school they attend or the neighbourhood in which they live.</p>	<p>Feedback from Inset provision.</p> <p>Learning walks by SLOL to monitor the implementation of the scheme.</p> <p>Behaviour learning walks by SLT.</p>	<p>DHT Inclusion Manager SLOL HT</p>	<p>Termly</p> <p>Annual costs £432 + £660 + £1,320 + £792 = £3,204</p>
<p>Improved attendance figures for the 19-20 academic year. PP attendance is closer to the 96.4% whole-school target.</p>	<p>Attendance which is of concern on return to school after the Pandemic is recorded with ESBAS and monitored weekly. Staff aware of low attendance and address any concerns at parents' evening events. Attendance concerns are also logged on CPOMs (safeguarding record keeping), alerting DSLs immediately.</p>	<p>A collective approach to attendance is paramount. This is a strategy we have used over the previous academic year and helps reinforce the importance of good attendance for all stakeholders.</p>	<p>Regular attendance monitoring by DHT and SLT.</p>	<p>DHT, school secretary and class teachers.</p> <p>DHT JO</p>	<p>Daily monitoring of attendance. Termly summaries.</p> <p>Annual costs £864 + £2,028 = £2,892</p>
<p>Total budgeted cost</p>					<p>£29,108</p>

ii. Targeted support					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Improved speech, language and phonic skills for PP pupils in Y1 and Y2 with outcomes improved for disadvantaged groups in the Y1 phonics test.	<p>Pupils struggling with phonics will be identified and individual tutoring will be delivered to targeted pupils.</p> <p>Infant language link will be run throughout EYFS and KS1.</p> <p>Junior language link will be run across Year 3.</p>	1:1 tuition is recognised by the EEF as having a positive impact on pupil progress. We have successfully run language link in school previously; pupil progress was accelerated and gaps narrowed; it is an award-winning programme which we are familiar with in school.	Entry and exit data will be monitored by the school Inclusion Manager and the lead TA for language link.	DHT Teachers Incl Manager KP KS Speechlink software	<p>Termly</p> <p>Annual cost £432 + £660 + £330 + £1,560 + £3,900 + £430 = £6,982</p>
Improve reading fluency and comprehension for pupils in KS1 and KS2.	Reading 1:1 tutors will be employed to provide reading recovery across Y2 and KS2. Where appropriate small group comprehension intervention may run where pupils are demonstrating similar gaps in understanding.	EEF recognises the impact of reading comprehension strategies being taught to improve pupil outcomes. 1:1 Intervention will also improve outcomes.	Entry and exit data for targeted pupils Bi-termly summative teacher assessments for reading.	DHT and Inclusion Manager in collaboration with SLOL SG MW VM	<p>Termly</p> <p>Annual cost £864 + £660 + £660 + £17,100 + £14,250 + £5,700 = £39,234</p>

<p>Improved Maths fluency skills across KS2 leading to improved overall maths outcomes in Y6</p>	<p>A tutor for Y6 is going to be employed before school to provide pre-teaching in maths (inclusive of fluency skills). Tutors will also work with targeted pupils in maths lessons across Y3, 5 and 6 (PP pupils in Y4 have met and exceeded targets in all areas to date).</p>	<p>We believe that targeted support with reading will have a positive impact on maths, so approach C is very much linked to the outcomes in D). Pre-teaching is vital for pupils who struggle to access maths in lessons; it provides an opportunity for consolidate learning in the classroom which is recognised as having a positive impact on pupils transferring understanding from their working to their long-term memory (as evidenced from the <i>Improving outcomes for disadvantaged leaders in opportunity areas</i> completed by the Rosendale research School in April 2019).</p>	<p>Entry and exit data. Learning walks to monitor the intervention sessions.</p>	<p>JW One morning per week SG MW VM DHT</p>	<p>Termly Other tutor costs baked in above Annual costs £7,710 + £864 = £8,574</p>
<p>Children with social and emotional needs will continue to receive targeted support.</p>	<p>Targeted support will be provided with a graduated response, starting with lessons linked to Jigsaw (RSHE). Targeted pupils will receive extra support in relation to their social and emotional needs by accessing the Nurture classroom each morning. Pupils who are vulnerable at unstructured times will also access a nurture lunchtime provision (current Pandemic provision, means that this is currently provided on a rota basis). Targeted children will access Flourish (similar to Thrive). Targeted children will access our in-school counsellor and waves listening service. Therapeutic behaviour plans will be generated for pupils who demonstrate an inability to regulate emotional responses.</p>	<p>A graduated response to social and emotional needs will operate in school. The EEF and National Nurture Network recommend the provision of a Nurture class in school, "On average, SEL interventions have an identifiable and valuable impact on attitudes to learning and social relationships in school. They also have an average overall impact of four months' additional progress on attainment." See the reasons for therapeutic thinking above.</p>	<p>Learning walks to identify the impact of whole-school initiatives and the impact of the Nurture class. Entry and exit questionnaires are posed to pupils who participate in counselling to ascertain its impact. Flourish entry and exit data is used to measure overall impact of the sessions. Record of behaviour incidents on SIMS</p>	<p>SLT HT DHT Nurture CG LH (ams) LG lunchtime provision Inclusion Manager Tara</p>	<p>Termly Annual costs £1188 + £1728 + £15,522 + £6,873 + £2,641 + £660 + £425 = £29,037</p>

Improved attendance figures for the 19-20 academic year. PP attendance is closer to the 96.4% whole-school target.	Attendance monitored regularly. Targeted meetings held for families where attendance drops below 95%. Targets set and regularly reviewed. Class and individual awards for attendance (weekly and termly)	Regular monitoring of attendance alongside raising the profile of the importance of attendance has had a positive impact on the overall attendance rate in school and for our PP children. We wish to build on this throughout the academic year.	Weekly and termly attendance monitoring. Attendance meetings with parents/carers	DHT	Weekly and termly. Costs included above
Total budgeted cost					£83,827
iii. Other approaches					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Improve PP engagement with school by providing children with opportunities for enrichment activities.	Funding will be available for the following activities (these will resume once the Pandemic restrictions have lifted further: Gymnastics, Yoga Karate Music Lessons Art lessons (tbc) Trips and visits Residential visits. PP children will be invited to take part in the following free activities: Football Club (KS1 and KS2) Multi-Skill club (KS1 and KS2) Gardening club Drama club Choir	As a school, we have identified the need to develop our pupils' perseverance and ambition. By providing a range of activities for our children we are able to encourage independence and help pupils aspire to try new activities. Being able to persevere and have high aspiration permeates all curriculum areas and will have a positive impact on outcomes.	Recorded on children's PP files by class teachers to monitor involvement in extra-curricular activities.	DHT and class teachers.	Bi-termly PP children folders. Annual cost circa £2000

Further develop links between skills learnt within the curriculum and the wider world.	Curriculum careers week planned for all pupils to access. Weekly careers-based learning assemblies will be recorded and disseminated throughout the school.	Making links between skills within the curriculum and the wider world is important for all pupils. We aim to contextualise the learning for our pupils and do this from our classrooms and through curriculum trips and visit. We now want to develop this further by providing links with the world of work so that pupil aspirations improve, they recognise the importance of their learning and how it will help them realise their goals.	Pupil voice through the curriculum careers project lead. Pupil outcomes in reading, writing, maths and the broader curriculum before and after the project.	DHT Class teachers	Termly Annual cost £4000
Make available key equipment like school uniform and where appropriate lend laptops to families.	Funds available to purchase school equipment for pupils, prioritising FSM pupils. An audit of pupils will be completed to ascertain who has access to digital equipment in the event of bubble group closures or national lockdown (see contingency plan).	It is fundamental that pupils have the correct equipment to be able to learn and access the curriculum.	Parent questionnaire feedback and school contact with families to evaluate provision.	SLT and Class teachers.	Bi-termly or in the event of school lockdown.
				Total budgeted cost	£6,000
				Overall cost	£118,935

