

Seaview Primary School Pupil Premium Strategy Statement 2021/22

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) 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	Seaview Primary School
Number of pupils in school	306
Proportion (%) of pupil premium eligible pupils	56%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021~2024
Date this statement was published	November 2021
Date on which it will be reviewed	March 2022
Statement authorised by	Karen Field
Pupil premium lead	Karen Field
Governor lead	Stephen Turns

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 227 425
Recovery premium funding allocation this academic year	£ 25 376
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£ 0
Total budget for this academic year	£ 252 801

Part A: Pupil premium strategy plan

Statement of intent

At Seaview 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	Attainment Due to low starting points, and two whole school lockdowns, some disadvantaged children in all year groups will struggle to meet age-related expectations in Reading, Writing and Maths.
2	Social and Emotional Many of our children eligible for pupil premium have turbulent home lives. This can affect their behaviour, their ability to concentrate on their learning and their social skills.
3	Attendance Low attendance rates for some Pupil Premium children impacts on their learning. This means they are constantly having to catch up to their peers. Persistent absentees are particularly high in EYFS and KS1.
4	Parental Involvement Less engagement in supporting children to read at home means staff have to ensure there are opportunities in school 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
Provide all children with high quality teaching and support to ensure progress in lessons.	The percentage of pupil premium children in all year groups meeting the expected standard in Reading, Writing and Maths will be sustained from 2019.
Provide bespoke interventions tailored to the needs of each cohort.	The percentage of pupil premium children in all year groups meeting the expected standard in Reading, Writing and Maths will be sustained from 2019.
Provide children with high quality feedback to ensure progress in lessons.	The percentage of pupil premium children in all year groups meeting the expected standard in Reading, Writing and Maths will be sustained from 2019.
Employ an additional teacher in Year 6, to reduce class sizes.	The percentage of Year 6 pupil premium children meeting the expected standard in Reading, Writing and Maths will be sustained from 2019.
Improve the behaviour, emotional well-being and mental health for children through use of a Counsellor and bespoke EWEL support.	Lesson observations will demonstrate children's positive attitudes to learning and good behaviours.
Reduce the number of persistent absentees.	The percentage of persistent absentees is at least in line with National Average. There are increased attendance rates for pupil premium children.
Provide increased opportunities in school, to support and enthuse a love of reading.	The proportions of pupil premium children reaching age related expectations in Reading will be sustained, and built upon, from 2019.

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: £ 32 000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Doors to open ten minutes earlier on a morning. This time will be used for teachers to give feedback to children (written and verbal) and for children to act upon this feedback.	<p>Different methods of feedback delivery can be effective and feedback should not be limited exclusively to written marking. Studies of verbal feedback show slightly higher impacts overall (+ 7 months). Impacts are highest when feedback is delivered by teachers. It is particularly important to provide feedback when work is correct, rather than just using it to identify errors. Feedback has effects across all age groups.</p> <p>EEF toolkit: Feedback - additional 6 month progress.</p>	1
<p>All children in KS1 to receive daily phonics teaching in small groups, staffed using teachers and teaching assistants</p> <p>Budgeted in Teaching Assistants section</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>RWI is a DfE accredited systematic synthetic phonics programme</p> <p>EEF toolkit: Phonics - additional 5 month progress.</p>	1
Staff to receive 6 hours of RWI refresher training training to enhance subject knowledge.	<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</p>	1

	<p>identifying patterns and similarities by comparing several words).</p> <p>RWI is a DfE accredited systematic synthetic phonics programme</p> <p>EEF toolkit: Phonics - additional 5 month progress.</p>	
<p>Employ an additional Year 6 teacher to reduce class sizes.</p>	<p>EEF toolkit: Reduce class sizes – additional 2 months.</p> <p>However, EEF research indicates that where the class size is below 20, and where the children are disadvantaged, progress can be greater.</p>	1

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

Budgeted cost: £ 165 500

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Eight Teaching Assistants across the school focusing on teaching of phonics, 1:1 support and structured interventions.</p>	<p>The average impact of the deployment of teaching assistants is about an additional four months' progress over the course of a year. Research which focuses on teaching assistants who provide one to one or small group targeted interventions shows a stronger positive benefit of between four and six additional months on average.</p> <p>There is also evidence that working with teaching assistants can lead to improvements in pupils' attitudes.</p> <p>EEF Teaching and Learning Toolkit: Teaching Assistant Interventions - additional 4 months progress</p>	1
<p>Specific age appropriate reading programmes to be used: Reading Eggs – Y1/2 Reading Eggspress – Y3/4 Reading Plus – Years 5/6</p>	<p>The average impact of reading comprehension strategies is an additional six months' progress over the course of a year. Successful reading comprehension approaches allow activities to be carefully tailored to pupils' reading capabilities, and involve activities and texts that provide an effective, but not overwhelming, challenge.</p> <p>EEF Teaching and Learning Toolkit: Reading Comprehension Strategies - additional 6 months progress</p>	4

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

Budgeted cost: £ 75 000

Activity	Evidence that supports this approach	Challenge number(s) addressed
A Teaching Assistant to support children in 'The Beacon' who have complex social and emotional issues which can result in challenging behaviour.	<p>The average impact of behaviour interventions is four additional months' progress over the course of a year. Evidence suggests that, on average, behaviour interventions can produce moderate improvements in academic performance along with a decrease in problematic behaviours.</p> <p>EEF Teaching and Learning Toolkit: Behaviour and Interventions - additional 4 months progress</p>	2
A School Councillor to have specific time set aside to support children with emotional well-being and sustaining good mental health.	<p>The average impact of successful SEL interventions is an additional four month's progress over the course of a year. Alongside academic outcomes, SEL interventions have an identifiable and valuable impact on attitudes to learning and social relationships in school.</p> <p>EEF Teaching and Learning Toolkit: Social and Emotional Learning - additional 4 months progress</p>	2
School to pay for a SLA with Local Authority EWEL Team.	<p>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.</p> <p>EEF Teaching and Learning Toolkit: Behaviour Interventions - additional 4 months progress</p>	2
Continue to employ an Attendance Officer to monitor and implement strategies to improve attendance.	<p>School attendance data improved by ??% when the Attendance Officer was first employed.</p> <p>Parental engagement has a positive impact on average of 4 months' additional progress.</p> <p>EEF Teaching and Learning Toolkit: Parental Engagement – additional 4 months progress</p>	3

Total budgeted cost: £ 252 500

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	
What was the impact of that spending on service pupil premium eligible pupils?	

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.

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 2020 to 2021 academic year.

Due to COVID-19, performance measures have not been published for 2020 to 2021, and 2020 to 2021 results will not be used to hold schools to account.

Given this, other evaluations have been undertaken during the 2020 to 2021 academic year, and we have taken these into account when evaluating our strategy.

Teacher assessments of the Year 6 cohort show that in July 2021:

78% of pupil premium children attained National Standard+ in Reading.

75% of pupil premium children attained National Standard+ in Writing.

71% of pupil premium children attained National Standard+ in Maths.

These are above previous national averages for pupil premium children.

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 supported the quality of remote education to ensure that children continued to access the wider curriculum during lockdown.

Maintaining the engagement of all children during the spring lockdown was challenging. On return to school, staff focused on curriculum recovery, specifically for Reading, Writing and Maths.

Targeted Intervention

During summer term 2021, identified children were part of intervention groups across the school. Teacher assessments evidence that these children made good progress, as we focused on curriculum recovery in Reading, Writing and Maths.

Wider Strategies

The use of Class Dojo and Seesaw supported school staff to communicate with parents, especially during periods of national lockdown. Zoom also developed parental engagement through the ability to hold virtual meetings with parents.

We used our School Counsellor to ensure our children are as supported as they can be during the pandemic (via telephone / Zoom). We have also made several referrals to CAMHS and OT for children who might need these services.

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
Reading Eggs / Reading Eggspress	Blake E-learning
Reading Plus	Dream Box Learning

Further information (optional)

Include any additional funding or strategies used to support vulnerable pupils in school.

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 2021 Evaluation	Committee Date
Teaching Priorities		
Targeted Academic Support		
Wider Strategies		

Activity	Spring 2022 Evaluation	Committee Date
Teaching Priorities		
Targeted Academic Support		
Wider Strategies		

Activity	Summer 2022 Evaluation	Committee Date
Teaching Priorities		
Targeted Academic Support		
Wider Strategies		