

# Seaford Primary School



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## Pupil premium strategy statement

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	Seaford Primary School
Number of pupils in school	414
Proportion (%) of pupil premium eligible pupils	14%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021-2023 (due to Covid Pandemic, we intend to carry forward the strategy end date from 2022 to 2023).
Date this statement was published	October 2021
Date on which it will be reviewed	July 2022
Statement authorised by	Mr C Davey
Pupil premium lead	Mrs H Crees
Governor / Trustee lead	Vicky Mather

### **Funding overview**

Detail	Amount
Pupil premium funding allocation this academic year	£101,500

	(Incl 63 PP, 2 Service Children and 7 Post LAC)
Recovery premium funding allocation this academic year	£10,150
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b>	£111,650
If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	

### **Part A: Pupil premium strategy plan**

#### **Statement of intent**

At Seaford Primary School we are committed to providing a vibrant learning community where everyone is valued, safe and ambitious; where all individuals, regardless of their starting points, strive to be the very best they can be and aim for excellence. All members of staff and governors accept responsibility for all pupils and are committed to meeting their pastoral, social, moral, cultural and academic needs within a caring environment. This is an essential principle of the education of every child at this school. All children in our care are valued, respected and entitled to develop to their full potential, irrespective of need.

Our overall aim is ensure that each child develops a love for learning and acquires skills and abilities commensurate with fulfilling their potential and as an adult finding employment. Our objectives are:

- To narrow the attainment gap between disadvantaged and non-disadvantaged pupils.
- For all disadvantaged pupils in school to make or exceed nationally expected progress rates.
- To support our children's health and wellbeing to enable them to access learning at an appropriate level.

We aim to do this through:

- Ensuring that teaching and learning opportunities continues to meet the needs of all the pupils.
- Providing quality CPD for all staff.
- Providing Social and Emotional learning support.
- Providing support payment for activities, educational visits and residential trips.
- Where appropriate, 1:1 tuition.

At Seaford Primary School we recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals. We reserve the right to allocate the Pupil Premium funding to

support any pupil or groups of pupils the school has legitimately identified as being socially disadvantaged.

### Challenges

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

Challenge number	Detail of challenge
1	Speech and language barriers impact pupils in all areas of their learning. On entry to our school, we have identified that our disadvantaged pupils have limited/delayed speech and/or exposure to a wide breadth of language. Our disadvantaged pupils fall behind in phonics as a result of these limitations. This results in low phonics scores at the end of Y1 for disadvantaged groups in comparison with non-disadvantaged peers.
2	Reading fluency for children who are disadvantaged is a barrier to future attainment. The delays with speech and language, outlined above, impact on phonics attainment which impacts future reading progress. Pupils whose reading fluency is low have difficulty in processing information from a text (comprehension). This directly impacts on pupil outcomes (reading, writing and maths) at the end of KS1 and KS2.
3	Our Post-Pandemic assessments have shown that the lockdowns have had a significant impact on writing progress. Writing stamina is noticeably low and is a focus. Children need further support in embedding grammatical skills so that they are able to manipulate language for effect and thus become writers at expected and greater depth.
4	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. Since disruption to learning (Covid-19 lockdowns), pupils have demonstrated significant gaps in their development of number sense (mostly in securing number facts inclusive of times tables).
5	The percentage of children across the school who have emotional and social needs is significant; the disruption from the Covid-19 pandemic has impacted on our children. 15% of children who are PP currently access social/emotional support in school.
6	Our attendance of our PP children was 94.56% at the end of the academic year 2018-2019. Whilst this was an improvement, the outcome is still below the whole-school target of 96.4%. Up to March 2020, attendance was 94.21%. At the end of the 2020-2021 year (inclusive of Covid lockdown) attendance was 94.1%. We know that lack of attendance impacts on children's education and causes pupils to fall behind.

### 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
Those children who display barriers/delays in speech and language improve and reach targets set at the end of each year/expected outcomes at the end of each phase (EYFS, KS1 and KS2).	<p>Disadvantaged pupils attain the Communication and language ELG.</p> <p>The gap between disadvantaged and non-disadvantaged narrows at EYFS.</p> <p>Infant Language Link (LL) Intervention evidences accelerated progress from children's starting points.</p> <p>Pupils receiving LL interventions in KS1 reach expected standard in reading, writing and maths as a result of enhanced knowledge of language and communication.</p> <p>Pupils receiving Junior Language Link interventions reach expected standard in reading, writing and maths by end of Key Stage.</p>
Early Phonics intervention continues to be robust, enabling pupils to become fluent and enthusiastic readers.	<p>Pupils show enhanced progress in the Sounds Write assessments from beginning of the year and the end.</p> <p>Pupils in Y2 gain the Phonics Assessment Pass (Covid retake).</p> <p>Pupils in Y1 pass the phonics assessment.</p> <p>Disadvantaged pupils reach the expected standard in reading by the end of KS1.</p>
Writing stamina and content continues to improve across the school. Pupils are secure in and apply a range of strategies to compose writing which meets expectations in the expected standard and greater depth.	<p>The focus on exposing EYFS pupils to rich vocabulary as well as Sounds Write phonics sessions, enhances their speech and language and this feeds into their written text. They are able to apply phonic knowledge to write words and sentences.</p> <p>Staff receive updated 'Talk for Writing' training to supplement their reading into writing approach to teaching writing. Strategies are used in class and pupils make rapid progress.</p> <p>Bespoke tutoring is in place across the school. Pupils who attend tutoring sessions make rapid progress and reach their targets by year end.</p> <p>Y2 and Y6 pupils reach the expected or higher standard by the end of key stage.</p>

<p>Continue to embed our Mastery approach to Maths focusing on developing our pupils' fluency facts across the school.</p>	<p>Staff receive and are confident in their teaching of fluency using the mastering Number approach (Rekenrek resources).</p> <p>As a result of receiving the Mastering Number sessions, EYFS pupils are secure in their knowledge of numbers to 10 and able to subitise numbers to 5. This enables them to transition confidently to the KS1 curriculum.</p> <p>Pupils rapidly grasp number sense and are secure in the Y2 Number facts.</p> <p>Pupils in Y4 complete the times table check and outcomes are in line or above the National Average for Y4.</p> <p>KS1 and KS2 pupils reach the expected standard or higher standard by the end of phase.</p> <p>The provision and development of Mastery Maths is sustained across the school.</p>
<p>Children with social and emotional needs continue to receive targeted support across the school.</p>	<p>Staff receive further Therapeutic Thinking Training. Therapeutic approaches are used across the school to support all pupils. Pupils' understanding of emotional regulation improves. They are able to begin to self-regulate emotions.</p> <p>The Nurture Classroom continues to be accessed by identified pupils (including in afternoons). Pupils who access the provision are able to regulate emotions and make rapid progress (emotionally and academically).</p> <p>Identified pupils access bespoke counselling. These children are supported to enhance their emotional wellbeing and are able to access learning as a result.</p> <p>Staff are confident in the teaching of Our RSHE curriculum inclusive of the elements from Jigsaw. Pupils' mental health and wellbeing is supported in all classes as a result of quality first teaching in this area.</p>
<p>Attendance</p>	<p>Attendance meetings are held and, where appropriate, targets set. Attendance of PP children improves.</p> <p>Attendance is in line with whole-school target 94.6%.</p>

### 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: **£ 30,025**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>Sounds Write Training for TAs and Lower KS2 staff (eventually all staff).</i></p> <p><b>£17,200</b></p>	<p>We know, and the Education, Endowment Foundation (EEF) recognises that 'the best available evidence indicates that great teaching is the most important lever schools have to improve pupil attainment. Ensuring every teacher is supported in delivering high-quality teaching is essential to achieving the best outcomes for all pupils, particularly the most disadvantaged among them.' Quality CPD is part of the tier 1 in the EEF's recommendations with regards to Pupil premium spend.</p> <p>Sounds Write is a highly structured, cumulative, sequential, explicit and code-oriented instructional programme for teaching all children to read and spell. Our internal assessment of Phonics using the Sounds Write diagnostic testing tool, has already enabled us to evidence the rapid progress that children have made in their phonic understanding from their post-pandemic starting points.</p>	<p>1 and 2</p>
<p><i>Grammar Training (individual staff).</i></p> <p><i>Costs below</i></p>	<p>At Seaford primary we use a reading into writing approach to learning to write accompanied by aspects of Talk for Writing (see training above) and the Writer's Toolkit. All focus on providing pupils with rich texts through which the composition of writing is explored, analysed, evaluated and then (where appropriate) applied.</p> <p>Up to date training in grammar supports all aspects of writing. This training supports teachers and support staff in navigating children through all aspects of the writing process: planning; drafting; sharing; evaluating; revising; editing; and publishing.</p> <p>By removing barriers to writing (errors in grammar, punctuation/general sentence construction), pupils' writing fluency will improve as will their writing stamina.</p>	<p>3</p>
<p><i>Talk for Writing and Reading into Writing Training</i></p>	<p>The Talk for Writing approach enables children to read and write independently for a variety of audiences and purposes within different subjects. In its design, it enables pupils to develop the language structures they need to write for a range of audiences. Talk for Writing sits alongside our reading into writing approach</p>	<p>3</p>

<b>£6,025</b>	which we continue to embed in this academic year. The focus of both is exposing children to rich, quality texts from which they can illicit strategies to engage readers.	
<i>Mastering Number NCETM course</i>	The EEF recognises that, in order to ensure pupils master mathematics they have to be taught a rich network of mathematical connections. Part of this is making sure that children develop fluent recall of facts so that they have the confidence to choose between mathematical strategies. The Mastering Number programme is focusing on enabling pupils to secure their sense of number in readiness for the next phase of their education.	4
<i>Maths Fluency Training for all (Sussex Maths Hub)</i> <b>£1,000</b>	Further developing our progressive and systematic approach to teaching number sense (fluency) is important to help sustain improvements in maths across our school. We recognise that our approach to maths fluency has to be 'whole school.' Mastering Number is aimed at EYFS and KS1, so we have also committed to ongoing training for the whole-school to ensure that the approach is consistent.	4
<i>Sustaining Mastery Programme</i> <b>£1,800</b>	Our Maths Subject Leaders are taking part in the Sustaining Mastery Programme via the Sussex Maths Hub. Opportunities for peer to peer reviews across the maths curriculum, for part of the programme. This tier 1 approach enables leaders to remain up to date about developments in the maths curriculum and ensures that there is provision of recent training and coaching for colleagues.	
<i>Therapeutic Thinking Training &amp; Resources</i> <b>£4,000</b>	Evidence from the EEF's Teaching and Learning Toolkit suggests that effective SEL can lead to learning gains of +4 months over the course of a year. As a school we are committed to the theory and practice which underpins Therapeutic Thinking. The approach 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.	5

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

Budgeted cost: **£80,436**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>Small Group or 1:1 Maths Tutoring before school</i></p> <p><b>£40,460*</b></p>	<p>Structured interventions are part of the tier 2 approach. The EEF has stated that tuition 'is more likely to make an impact if it is additional to and explicitly linked with normal lessons.' Our tutoring occurs before school. In-school sessions are funded by the catch-up tuition spend. We use the model of teaching the daily lessons to smaller groups so that pupils continue to keep up with their peers and also make accelerated progress.</p>	<p>4</p>
<p><i>Small group or 1:1 Sounds Write tuition</i></p> <p><i>*Costs included above</i></p>	<p>Structured tuition to specifically support gaps in phonics for pupils across KS1 and Y3. This type of tuition typically improves outcomes for children of around +4 months.</p>	<p>1 and 2</p>
<p><i>Nurture Provision and Flourish</i></p> <p><b>£30,436</b></p>	<p>Sitting alongside the whole-school approach to Therapeutic Thinking is the targeted support for pupils with particular social and emotional needs. 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.</p>	<p>5</p>
<p><i>Infant and Junior Language Link</i></p> <p><b>£4,410</b></p>	<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 recommended by Speech and Language.</p>	<p>1</p>
<p><i>Me and My Mind Counselling support</i></p>	<p>This targeted support is part of the second tier of pupil premium spending. Bespoke Counselling supports all pupils who access it and helps the children regulate their emotions and thus access</p>	<p>5</p>
<p><i>YMCA dialogue support</i></p>		<p>5</p>

<b>£5,130</b>	the curriculum so that they are able to reach their potential.	
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**Wider strategies (for example, related to attendance, behaviour, wellbeing)**

Budgeted cost: **£13,000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Attendance Monitoring and work alongside outside agencies (ESBAS and Intensive Family Support Practitioner)</i>  <b>£3,000</b>	Specific meetings in place to support the attendance of PP children is part of the tier 3 approach to Pupil Premium spend. Wider strategies, including family support work, is in place to help narrow the gap between the attendance of PP children and their peers.	6
<i>Attendance support</i>		
<i>Careers</i>  <b>£2,000</b>	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 have made solid links between the curriculum and the world in which we live, which we will continue to do throughout the next academic year. We recognise that, through making these links, pupils' aspirations will continue to rise and this will have a positive impact on pupil progress as well as attendance of these pupils.	6
<i>Clubs:</i>  <i>Yoga, Multi-Sports, Karate</i>  <b>£1,000</b>	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	6
<i>Trips</i> <b>£2,000</b>  <i>Travel</i> <b>£1,000</b>		6

<p>Music: <b>£2,000</b></p> <p>Musical instrument tuition</p> <p>Choir</p> <p>Orchestra</p> <p>Enrichment clubs: <b>£2,000</b></p>	<p>have a positive impact on outcomes as well as attendance.</p>	<p>6</p>
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**Total budgeted cost: £123,461**

**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, please point to any other pupil evaluations undertaken during the 2020 to 2021 academic year, for example, standardised teacher administered tests or diagnostic assessments such as rubrics or scales.*

*If last year marked the end of a previous pupil premium strategy plan, what is your assessment of how successfully the intended outcomes of that plan were met?*

*Data outcomes- Reading, Writing, Maths, Sounds Write*

Sounds Write CPD

The Sounds Write approach to the teaching and learning of phonics is currently being disseminated across EYFS and KS1 with the majority of staff through to Lower KS2 receiving training during the Summer (2020/21) and Autumn (2021/22) terms. Staff feedback about the impact the approach has on children's early phonics development is very positive. On return to school in the Summer of 2021, 72% of the children in Y1 achieved over 120 marks out of 143 of the diagnostic assessment. There were 15 children in Year Two who did not achieve the official Phonics Screening Pass Mark in the autumn in term. Of these children 11 managed to score 130+ in Sounds Write by the end of the academic year. This means that they are prepared and ready for the transition to Year three and the expectations linked to whole-class guided reading sessions which will take place from September. Further evaluation of its impact will be ascertained in November 2021 once the children in the current Y2 have completed the screening check.

Whole-Class Guided Reading

The whole class reading approach, which focuses on the key skills for word retrieval and inference and deduction, was introduced in Year 5 and 6 during the 2020/21 academic year with a positive impact on reading data with outcomes broadly in line or above targets set. The whole-

class guided reading approach is now going to be embedded within year 4, 3 and 2. This is one of our ongoing focuses.

### Maths CPD

CPD from Helen Hackett (March 2021) focused on using bar models to support children's ability to develop number knowledge and solve and explain more complex problems. This enabled the identification of the consistency of this approach as an area of focus across the school. Alongside this training, we continue to use the White Rose scheme in order to ensure that there is consistency in the approach of the use of the bar model across the school. We are committed to the development and sustaining our Mastery Maths approach. CPD in Fluency is a focus for us this year, with staff taking part in Mastering Number (NCETM), Sustaining Mastery (EIP Network/Sussex Maths Hub) as well as bespoke training for teachers and TAs across the school.

### Tuition

Tuition was provided to pupils who were both PP and those who were disadvantaged as a result of the pandemic, but not necessarily FSM. The impact of the tuition that children have received in addition to their lessons has been pleasing with 95% of pupils making progress from their starting points in term 5 and 66% of those children making accelerated progress e.g. improving baseline scores by at least 20 marks within a 6-week period (Maths data). We continue to provide a programme of tuition this academic year, using the catch-up tuition funding alongside the Pupil Premium. .

### Language Link

Provision of Language Link was challenging in the previous academic year due to the social distancing factors imposed as a result of the Pandemic. Our current cohort accessing Language Link were assessed in September/October 2020. We await the updated assessments (these are completed annually) to formalise progress made. Teacher feedback has evidenced that pupils are more confident in terms of conceptual understanding. Historically, we know that Language Link rapidly improves children's expressive and receptive language and we will, therefore, be providing this intervention to further support our pupils this academic year.

### Nurture provision

Our Nurture provision continues to be invaluable to our pupils. Whilst in lockdown, our Nurture teachers were able to provide bespoke support to children who would have been attending at the time. Using Seesaw as well as face to face sessions, the children continued to be supported emotionally and socially. We regularly evaluate the quality and impact of our provision. As a result of a recent external review, our Nurture classroom was This is a language rich provision founded on systems and routines. There is a clear focus on promoting well-being and self-esteem. The warmth of relationships between adults and children is evident and supports the children to make good efforts and succeed

### Social and Emotional Wellbeing

Throughout the previous academic year, our pupils have accessed counselling from YMCA dialogue and the Youth Counselling Project. Children have been able to access these sessions

across the year. Some sessions were remote, but many conducted in school either side of the national lockdown. As a result of the sessions, parents and teachers report that pupils are more regulated to learn and access the curriculum more readily as they can manage their emotions.

The introduction of Therapeutic Thinking (2020/21) approaches has impacted positively on individuals, enabling them to recognise and respond to their emotions and feelings positively. This has been recognised by parents and support agencies including ESBAS.

Inset training (2020/21) implemented Zones of Regulation which is now employed to successfully support emotional regulation. Staff have increased their awareness of pupils who externalise or internalise, using a Therapeutic Cycle to identify children's needs and increase effectiveness of identification and deployment of provision such as Thrive, Jump Ahead and access to counselling and support services.

#### Wider strategies

Across the year, pupils were able to access a range of extra-curricular activities with funding set aside to support in the teaching and learning of musical instruments. The funding also enabled pupils to take part in events like our E3 Adventure day which was able to commence in the Summer Term at the time the Pandemic restrictions were eased.

In addition to the Governments funding for computer hardware, we purchased laptops and loaned these out to families. 51 computers were loaned out to families and thus enabled pupils to engage in small group tuition each week as well as live google classroom sessions and recorded lessons. This supply of technology will be utilised in the forthcoming year.

During the summer term the children engaged in a Curriculum Careers Week. Workshops led by the NHS, South Eastern Railways, Film and Media representatives, BBC and Fire Officers were held across the week and enabled children to make links between their learning and their futures. The aim was to also challenge gender stereotypes. The children were asked to express what they hoped to do when they leave school at the beginning of the week. Their personal expectations had radically changed by the end of the week as a result of the input they received. We continue to embed careers-based learning across the curriculum in the forthcoming year.

#### Attendance

*Attendance Monitoring is ongoing. Throughout lockdown we invited our disadvantaged pupils into school to attend. Attendance is monitored regularly throughout the term, contact being made with families to identify any ongoing support that is required and to formulate plans where necessary. Our disadvantaged children were invited into school during lockdown to help maintain the continuity in attendance. Narrowing the gap between the attendance of disadvantaged and non-disadvantaged groups remains a focus.*

### **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
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Times table Rockstars	Maths Circle
Provision Map	Discovery Education
Early Start Language	Start Language
Hamilton Trust	Hamilton Trust
Lexia	Lexia
My Maths	Oxford University Press
Digi-Map	Digi-Map
Accelerated Reader	Renaissance Learning
Sing-Up	Sing-Up
Infant Language Link Junior Speech Link SEND Software Speech Link	Speech Link Multimedia
Testbase	Testbase
Twinkl	Twinkl
White Rose Maths	White Rose Maths

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?	We had no eligible pupils last year.
What was the impact of that spending on service pupil premium eligible pupils?	