

Pupil premium strategy statement – Seaford Primary school

Before completing this template, read the Education Endowment Foundation's guidance on [using your pupil premium funding effectively](#) and DfE's [using pupil premium guidance](#), which includes the 'menu of approaches'. It is for school leaders to decide what activity to spend their pupil premium (and recovery premium) on, within the framework set out by the menu.

All schools that receive pupil premium (and recovery premium) are required to use this template to complete and publish a pupil premium statement on their school website by 31 December every academic year.

If you are starting a new pupil premium strategy plan, use this blank template. If you are continuing a strategy plan from last academic year, you may prefer to edit your existing statement, if that version was published using the template.

Before publishing your completed statement, delete the instructions (text in italics) in this template, and this text box.

This statement details our school's use of pupil premium (and recovery 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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	411
Proportion (%) of pupil premium eligible pupils	11.63%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended – you must still publish an updated statement each academic year)	2023-2025
Date this statement was published	June 2023
Date on which it will be reviewed	October 2024
Statement authorised by	S Ayres
Pupil premium lead	C Scott
Governor / Trustee lead	V Mather

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£77,950
Recovery premium funding allocation this academic year <i>Recovery premium received in academic year 2023/24 cannot be carried forward beyond August 31, 2024.</i>	£4810
Pupil premium funding carried forward from previous years <i>(enter £0 if not applicable)</i>	£0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£82,760

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 impacts on their progress in reading and writing.
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. School outcomes for combined subjects were 44% compared to LA: 56%, National: 60%.
3	Our assessments continue to show that writing progress is still slow possibly impacted by the interruption to teaching and learning. Children need further support in embedding spelling and grammar skills in their writing to demonstrate expected and greater depth attainment.
4	At the end of KS2 average mathematics scaled scores for school was 101 compared to National 101.3. Children need to improve fluency to improve this.
5	The percentage of children across the school who have emotional and social needs is significant. 70% of children who are PP currently access social/emotional support in school.
6	Attendance of our PP pupils was 93.6%. Whole School attendance was 94.8%. We know that lack of attendance impacts on children's education and causes pupils to fall behind. Non-PP children's attendance was 95% in comparison.

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>
<p>Early Phonics intervention continues to be robust, enabling pupils to become fluent and enthusiastic readers.</p>	<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.</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>
<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>	<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 96.%</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: £1380

Activity	Evidence that supports this approach	Challenge number(s) addressed
Intensive Interaction training £100	https://www.researchgate.net/publication/376482217_Intensive_Interaction_as_an_intervention_approach_in_children_with_autism_spectrum_disorder_a_systematic_review#:~:text=The%20studies%20addressed%20intervention%20goals,in%20the%20Intensive%20Interaction%20approach.	1,2
<i>Drawing Club Training</i> £100	Oral language interventions Teaching and Learning Toolkit EEF	1,2,3
<i>Mental Health First Aid</i> £200	Improving mental health in schools schools. https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/primary-sel?utm_source=/education-evidence/guidance-reports/primary-sel&utm_medium=search&utm_campaign=site_search&search_term=mental%20health%20in%20school	5,6
<i>Sounds Write Training for ECT and upper KS2</i> £980	Phonics-very strong evidence for 5months progress https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics	1,2

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

Budgeted cost: £19,587

Activity	Evidence that supports this approach	Challenge number(s) addressed
Infant and Junior Language Link £825	Oral language interventions can have a positive impact on pupils' language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment: Oral language interventions Teaching and Learning Toolkit EEF	1,2,3

<i>Purchase of a programme (Doodle Maths) to improve maths skills</i> £2,520	Evidence demonstrates that individualised personalised programme that children can access at home will have positive impact on outcomes at school. https://www.doodlelearning.com/ EEF-Impact of parental involvement. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement	4
<i>Purchase and introduction of Power Maths</i> £3,498	The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches: Maths_guidance_KS_1_and_2.pdf (publishing.service.gov.uk) The EEF guidance is based on a range of the best available evidence: Improving Mathematics in Key Stages 2 and 3	4
<i>Small group intervention with specialist maths teacher.</i> £8644	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind: One to one tuition Teaching and Learning Toolkit EEF Small group tuition Teaching and Learning Toolkit EEF	4
<i>Small group intervention for writing in Year 6</i> £1600	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind: One to one tuition Teaching and Learning Toolkit EEF Small group tuition Teaching and Learning Toolkit EEF	3
<i>Intensive Family Support Worker 1:1(Jo Bateman)</i> £2500	EEF-Parental engagement has a strong evidence base for 4 months progress. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement	6

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

Budgeted cost: £52,734

Activity	Evidence that supports this approach	Challenge number(s) addressed
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Add or delete rows as needed.		
Nurture provision. £43,543	EEF Social and Emotional Learning https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning?	1,2,3,4,5,6
Lunchtime Nurture provision £5,056	As above	5,6
YCP The Bower Tree £1500	EEF Social and Emotional Learning https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning?	5
Yoga £144	https://www.ncbi.nlm.nih.gov/pmc/articles/PMC10280666/ Yoga may increase a child's well-being, enhance self-worth, and promote fewer negative behaviours.	5
Music instrumental lessons £675	Professor Becky Francis, CEO of the Education Endowment Foundation, said: <i>All children, including those from disadvantaged backgrounds, deserve a well-rounded, culturally rich, education., schools should still find space in their day to ensure all children benefit from a stimulating cultural education."</i>	5
Singing lessons £216	As above	5
Trips and visits £2600	Professor Becky Francis, CEO of the Education Endowment Foundation, said: <i>All children, including those from disadvantaged backgrounds, deserve a well-rounded, culturally rich, education., schools should still find space in their day to ensure all children benefit from a stimulating cultural education."</i>	5

Total budgeted cost: £ 73,701

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Outline the performance of your disadvantaged pupils in the previous academic year and explain how it has been assessed. You should draw on:

- Data from the previous academic year's national assessments and qualifications, once published (including school attainment and progress measures)

EYFS

Seaford Primary School													
Number of pupils	Good level of development ¹	Percentage reaching expected or exceeding ²											
		Prime areas				All prime areas of learning	Specific Areas				All specific areas of learning	All areas of learning	Avg. No. of early learning goals at expected per pupil
		Communication & Language	Personal, social, & emotional development	Physical Development			Literacy	Mathematics	Understanding the world	Expressive arts & design			
Free School Meals	Eligible for Free School Meals	5	60.0	100	100	100	100	60.0	100	100	100	60.0	
	All other pupils	52	67.3	90.4	88.5	84.6	82.7	69.2	86.5	98.1	100	67.3	
TOTAL		57	66.7	91.2	89.5	86.0	84.2	68.4	87.7	98.2	100	66.7	

Disadvantaged pupils in EYFS outperformed non-disadvantaged pupils in all the prime areas of learning, with 100% reaching the expected level in Communicate and Language. This demonstrates the positive impact Language Link Interventions in accelerating progress.

In Literacy, the gap has narrowed between disadvantaged pupils and non-disadvantaged pupils (60% achieving expected level compared to 69.2). This demonstrated their ability to apply their phonic knowledge accurately. Staff also received bespoke EYFS training in Talk for Writing and have been successfully implementing this in their practice.

In Maths, 100% of disadvantaged pupils reached the expected level, outperforming non-disadvantaged pupils.

Early Phonics Intervention

Year group	Number of PP children	%PP children who passed phonics screening (Previous year in brackets)	% non PP children who passed Phonics screening
2022-23			
Year 1	8	62.5 (14.3)	88.5(79.2)

<i>Year group 2022-2023</i>	<i>Number of PP children</i>	<i>%PP children who passed phonics screening retake (Previous year in brackets)</i>	<i>% non PP children who passed Phonics screening retake (Previous year in brackets)</i>
<i>Year 2</i>	<i>6</i>	<i>100(66.7)</i>	<i>92.2(87)</i>

The teaching of our phonics programme, SoundsWrite, and robust interventions have been effective for disadvantaged children with great improvement in the phonics screening pass rate in year 1, from 14.3% the previous year to 62.5% in 2022-23. In year 2 all disadvantaged children passed the phonics screening, this is a great improvement on the previous year. Disadvantaged pupils also out performed non-disadvantaged pupils in year 2.

KS1

Subject	School 2023	PP 2023	Non PP 2023	East Sussex 2023	National Average (PP in brackets) 2023
Reading Expected	70%	33.3%	74.5%	68%	68%(54)
Reading Greater Depth	14%	0	15.7%	18%	19%(9.1)
Writing Expected	63.2%	17%	68.6%	59%	60%(44.5)
Writing Greater Depth	9%	0	10%	7%	8%(3.3)
Maths Expected	72%	33%	77%	69%	71%(55.8)
Maths Greater Depth	21%	0	24%	15%	16%(7.7)

At the end of KS1, pupils performed above national and local authority average, with the exception of GDS Reading. Although a gap still appears between the disadvantaged pupils and non-disadvantaged children in all areas they made good progress from their starting points. These children have had a disrupted time during EYFS and KS1 due to the Covid Pandemic. However, the Phonics Screening pass rate of 100% for disadvantaged children is very promising.

Staff have confidently embedded Mastery Number and Number Sense and further plans to introduce Power Maths and Doodle Maths for home learning should continue to support progress in Maths.

Times Table Check-Year 4

School's average score for the times table check was 17.9 which was slightly below National average at 19.2. We will continue to ensure that this is a priority in year 4 with the use of Times Table Rockstars.

KS2

Subject	School 2023	PP 2023	Non PP 2023	East Sussex 2023	National Averages (PP in brackets) 2023
Reading Expected	66%	43%	44%	72%	73%(60%)
Reading Greater Depth	29%	29%	29%	29%	29%(18%)
Writing Expected	73%	43%	77%	70%	72%(58%)
Writing Greater Depth	3%	0	4%	10%	13%(7%)
Maths Expected	54%	43%	56%	69%	73%(59%)
Maths Greater Depth	15%	14%	15%	18%	24%(13%)
GPAS Expected	54%	43%	56%	65%	72%(59%)

GPAS Greater Depth	24%	0	27%	22%	30%(19%)
RWM combined Expected	44%	43%	44%	56%	60%(44%)
RWM combined Greater Depth	2%	0	2%	5%	8%(3%)

At the end of KS2, pupils performed below National and LA average in Reading, Maths and GPAS, but above in both areas for Writing. The gap between disadvantaged pupils and non-disadvantaged pupils narrowed or was in line for Reading and RMW combined, although there was a gap in Writing and Maths.

We have planned to introduce Power Maths across the school to ensure pupils make accelerated progress in Maths. This will be supported by bespoke Maths interventions with a specialist Maths teacher. There will also be bespoke interventions in Writing with a specialist teacher. Staff CPD will continue in Maths and Writing to ensure progress is accelerated and outcomes improve.

Nurture Provision.

The Nurture provision is expanding due to a greater need across the school, with plans to provide provision at lunchtime too. 79 children accessed the provision during this academic year. This included emotional and social support, curriculum support, Language and Speech Link and sensory circuits. Regular assessment checks using the Boxall profile were used to measure progress alongside pupil and parent voice.

Social and Emotional Well Being

Counselling support is as important as ever. The Bower Tree and YCP have supported 10 children in the school this year. 70% of the children who accessed this service were Pupil Premium. Parent voice tells us that counselling is essential for the wellbeing of pupils. Parents have commented on the positive impact it has had on their child. This provision will continue moving forward into the next academic year.

Staff received further Therapeutic Thinking Training. Most recently, they have had access to ESBAS support about restorative justice including how to support pupils with regards to self-regulation. All classes now have a behaviour pathway which promotes recognised actions which are pro-social and reminds children as to what is unsocial and anti-social. This is embedded within the behaviour policy and works alongside the zones of regulation. Therapeutic approaches are used across the school to support all pupils. Pupils' understanding of emotional regulation continues to improve. Ofsted recognised behaviour as being a

strength within the school, 'Behaviour in lessons and during playtimes is positive. This helps pupils to feel safe (Ofsted 2022).'

Attendance

At the end of the academic year attendance for disadvantaged pupils was 93.6% and only slightly below non-disadvantaged pupils at 95%. Whole School attendance was 94.8%. This is a marked improvement on the previous academic year where attendance for disadvantaged pupils was 88.67%. Support from an Intensive Family Support Worker has also contributed to this improvement in attendance for disadvantaged pupils.

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.

Programme	Provider
Times Table Rockstars	Maths Circle
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	Speech Link Multimedia
Junior Language Link	
SEND Software Speech Link	
Twinkl	Twinkl
White Rose Maths	White Rose Maths