

Pupil premium strategy evaluation (primary)

| 1. Summary information |                        |                                  |         |  |                |
|------------------------|------------------------|----------------------------------|---------|--|----------------|
| School                 | Seaford Primary School |                                  |         |  |                |
| Academic Year          | 2019-20                | Total PP budget                  | £85,800 | Date of most recent PP Review                  | September 2019 |
| Total number of pupils | 479                    | Number of pupils eligible for PP | 64      | Date for next internal review of this strategy | February 2020  |

| 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%)<br>Not PP 67% (National not PP 71%)    | <b>PP 50% (National PP 2019 51%)</b>  | PP%<br>Not PP              |
| % achieving national standard in reading          | PP 57% (National PP 62%)<br>Not PP 78% (National not PP 78%)    | <b>PP 79% (National PP 62%)</b>   | PP<br>Not PP%              |
| % achieving national standard in writing          | PP 86% (National PP 68%)<br>Not PP 85% (National not PP 83%)    | <b>PP 59% (National PP 68%)</b>   | %PP<br>Not PP              |
| % achieving national standard in maths            | PP 57% (National PP 57%)<br>Not PP 76% (National not PP 84%)    | <b>PP 71% (National PP 57%)</b>   | %PP<br>Not PP              |
| Reading progress score                            | PP -1.7 (National PP -0.6)<br>Not PP -0.1 (National not PP 0.3) | <b>NA</b>   | PP<br>Not PP               |
| Writing progress score                            | PP -0.8 (National PP -0.5)<br>Not PP 0.5 (National not PP 0.2)  | <b>NA</b>   | PP<br>Not PP               |
| Maths progress score                              | PP -3.4 (National PP -0.7)<br>Not PP -2.1 (National not PP 0.3) | <b>NA</b>   | PP<br>Not PP               |
|   | Key Stage 1 SATs July 2019                                      | <u>Key Stage 1 SATs July 2020</u>   | Key Stage 1 SATs July 2021 |
| % achieving national standard or above in reading | PP 40% (National PP 62%)<br>Not PP 78% (National not PP 78%)    | <b>PP 67% (National PP 62%)</b>   | %PP<br>Not PP              |
| % achieving national standard or above in writing | PP 20% (National PP 55%)  | <b>PP 58% (National PP 55%)</b>   | %PP<br>Not PP              |

|  |   |                          |                        |
|--|---|--------------------------|------------------------|
|  | Not PP 76% (National not PP 73%)  |                          |                        |
| <b>% achieving national standard or above in maths</b> | PP 40% (National PP 62%)<br>Not PP 80% (National not PP 79%)                                  | PP 75% (National PP 62%) | PP<br>Not PP           |
|  | EYFS Profile July 2019  | EYFS Profile July 2020   | EYFS Profile July 2021 |
| <b>% achieving a good level of development.</b>        | FSM 50% (FSM national 56%)<br>Non-FSM 76.8 % (National FSM 56%)<br>Non-FSM 77% (national 75%) | FSM                      |                        |
| <b>Average point score</b>                             | FSM 33.3 (National PP 31.4)<br>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 Life, ASP, SEN register; staff and pupil consultation (pupil progress meetings/pupil voice; attendance records; Ofsted guidance.

### In-school barriers (issues to be addressed in school, such as poor oral language skills)

|           |   |
|-----------|---|
| <b>A.</b> | 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>B.</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. |
| <b>C.</b> | At the end of KS2, mathematics outcomes are significantly 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.                    |
| <b>D.</b> | The percentage of children across the school who have emotional and social needs is significant across the school. 33% of children who are PP currently access social/emotional support in school.  |

### External barriers (issues which also require action outside school, such as low attendance rates)

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| <b>E.</b> | 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%. Lack of attendance impacts on children's education and causes pupils to fall behind. |
|-----------|--|

## 3. Desired outcomes

|           | Desired outcomes and how they will be measured   | Success criteria  |
|-----------|--|---|
| <b>A.</b> | 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. |

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| <b>B.</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).  | 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 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. |
| <b>C.</b> | Improved fluency skills impacts on overall maths performance across the Key Stage 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.  |
| <b>D.</b> | 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 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.  |
| <b>E.</b> | 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  |   | 2019-2020  |   |
| 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  | Estimated Impact   | Next steps 2020-2021  |
| Improved speech, language and phonic skills for PP pupils in Y1 and Y2 with outcomes improved for disadvantaged groups in the Y1 phonics test.   | Continue to provide CPD for our KS1 TAs and INAs to develop small-group intervention for phonics.   | Up to March 2020, there was a good improvement in children's speech and language scores across Y1 and Y2. Expected outcomes for Y1 Phonics overall was 81%. At the time of evaluation, 5 pupils were eligible for PP in Y1. 40% of PP pupils in March in Y1 were on track to meet the phonics screening test. Staff also recognised one further child who was likely to achieve the pass mark by July had the children been in school.<br><br>Three PP pupils in Y2 were due to sit the phonics tests in June and were on track to reach the expected standard.  | Improving phonics teaching across the key stage needs to remain a focus for all classes. We have decided to buy into the Sounds Write training as a school. Our Year two team are already using the approach and disseminating to the teaching assistants and INAs across the school. Our Year One and EYFS team are embarking on this training in Term 3 (the delay on the start of this training is a result of the COVID-19 course provision). |
| Improve reading fluency and comprehension for pupils in KS1 and KS2.   | <b>Continue to provide guided reading CPD for staff via coaching from SLOL. Further training for TAs and INAs in developing children's comprehension skills.</b><br><br><b>Disseminate the techniques acquired from Philosophy for Children (P4C) to improve pupils' ability to articulate answers to comprehension questions and also look deeply into the content of the text to support inference and deduction skills. This will be our pilot year of P4C and we envisage the 'roll out' of skills from the training will continue over the following 2 academic years as part of our long term plan.</b> | Philosophy for Children was used across and Y6 class during term one and term 2 and was led by a teacher who had received specific training. The class benefitted from developing a critical awareness of language and issues that arise in texts. As a result of further reading observations at teaching schools, we moved towards a model of whole class guided reading in Y6. This had a marked improvement on pupil outcomes. In March 79% of PP pupils were on track to reach the expected standard in reading. 29% of our PP pupils were on track to reach Greater Depth. This was an increase from 57% expected standard and 14% GDS achieved in 2018-2019.<br><br>We undertook further training from Jane Branson in January exploring the Reading into Writing approach. Grammar was covered during this meeting. There were a series of Teaching Assistant meetings focusing on grammar training. Overall grammar expectations for Greater Depth in Grammar Punctuation and Spelling (GPAS) at the end of KS2 were looking promising at the beginning of March with 29% of PP pupils on track to reach the standard in comparison to a national average in 2019 of 24%. Expected percentage | We aim to continue with whole class teaching of guided reading across KS2 throughout this year and we will be ensuring that staff are well-trained in this area. The approach had a marked impact on our children's successes in reading across KS2. Our particular focus this year will be ensuring our pupils across the school have the relevant catch up with reading as a result of the impact of the pandemic.                              |

|   |   |  |   |
|---|---|--|---|
|   |   | <p>outcomes at the expected standard were slightly below the 2019 National average of 67% at 57%.</p> <p>Precision teaching of reading was employed across KS1 and some Tutors were also employed to support with reading in the Key Stage. Outcomes were on track to be good with 67% of our PP children attaining the expected standard in comparison of a national average of 62%. We still aim to narrow the gap between the attainment of our disadvantaged pupils and those who are non-disadvantaged.</p> |   |
| Improved Maths fluency skills across KS2 leading to improved overall maths outcomes in Y6 | <p>Maths INSET for all staff embedding the Mastery Approach to Maths with a focus on concrete and pictorial images to embed understanding of maths concepts. CPD linked to specific areas of maths also provided both from Internal Subject Leaders of Learning and external providers.</p> | <p>The Maths Inset day that we had in January had a very positive impact on the overall implementation of maths across the school. We wish to continue this momentum of school development with further training this year.</p> <p>In Maths 71% of Pupil Premium children in Year 6 were on track to achieve EXS and 21% to achieve GDS, an increase from 57% EXS in 2019 and 0% GDS. This indicated improved outcomes and a decreasing gap with their peers from 2018 and 2019.</p>                             | <p>We are pleased with our progress in maths for all pupils and will continue to build on this training throughout the next academic year. We are aware that, as a result of the current pandemic, gaps for our PP and non-PP children have widened. We will be working to narrow these gaps via various means, ongoing training being one of them. We have a planned INSET for maths in February.</p>  |
| Children with social and emotional needs will continue to receive targeted support.       | <p>INSET ½ day training linked to mental health and wellbeing for children for all staff. The Jigsaw RSHE scheme of work will be disseminated to staff during the second half of the Inset day.</p>   | <p>There was a positive response to our training session from Worth It providers linked to the mental health and well-being of our pupils.</p> <p>Building on this, we launched the Jigsaw PSHE scheme of work which is now used across our school. Children undertake regular sessions which teach them resilience and strategies to manage their well-being, as well as a range of other content linked to the PSHE curriculum.</p>  | <p>We want to build on the developments we made in the last academic year by embedding a therapeutic behaviour approach within school. Therapeutic Thinking builds on the themes and content of the Worth It Mental Health training. We will continue to provide individual, targeted support to children who require it. YMCA dialogue and Seaford Youth Counselling Project to provide individual counselling support for our children. We also use the Waves Listening Service for our children.</p> |

| <p>Improved attendance figures for the 19-20 academic year. PP attendance is closer to the 96.4% whole-school target.</p>                             | <p>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>Attendance was monitored throughout the year. Several incentives like early morning clubs (table tennis, sports, maths) were put in place to support our PP pupils. Attendance meetings were run for those pupils whose attendance dropped below 95%.<br/>By the middle of March the PP attendance was 94.21%. This was broadly in line with the percentage attendance at the end of the previous academic year (18-19) at 94.56%.</p>  | <p>Attendance remains a priority in the forthcoming year. We aim to narrow the gap between the attendance of the PP children and those who are non-PP.</p>   |
|---|--|--|--|
| <b>Total budgeted cost</b>  |  |  | £20,472  |
| <b>Actual cost</b>  |  |  | £20,412  |
| <b>ii. Targeted support</b>   |  |  |  |
| <b>Desired outcome</b>  | <b>Chosen action/approach</b>  | <b>Estimated Impact</b>  | <b>Lesson learned</b>  |
| <p>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> | <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> | <p>Infant language link was run throughout KS1 and Junior Language link throughout KS2. Intentions like, learning good listening and 'to understand and use target vocabulary with 80% accuracy' were worked on with children eligible for PP. Children receive at least 6 sessions of Language link. More sessions are provided, if required.</p> <p>The overall outcomes of the language link sessions show that pupils made good or better progress. Sessions are rated between effective to not effective. Our PP children, on average, completed 12 sessions and on average 91% of sessions were graded to show that the learning had been effective.</p> | <p>We will continue the provision of both infant and junior language link throughout the next academic year as we deem this provision powerful in helping children develop speech and language skills.</p> |

Improve reading fluency and comprehension for pupils in KS1 and KS2.

Two 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.  
An experienced TA will also be running a reading programme two afternoons a week. This in-school scheme focuses on children's comprehension skills.

Reading 1:1 Tutors were employed across all classes in KS2 and specifically in Y2. Small group intervention supported these pupils and we were pleased with the expected outcomes by the end of year for these children (see Year six expected results above).

| Year Group 2 | Reading |    |
|--------------|---------|----|
|              | At+     | GD |
| PP Targets   | 67      | 42 |
| PP Exp       | 67      | 42 |

| Year Group 3 | Reading |    |
|--------------|---------|----|
|              | At+     | GD |
| PP Targets   | 50      | 17 |
| PP Exp       | 66      | 17 |

| Year Group 4 | Reading |    |
|--------------|---------|----|
|              | At+     | GD |
| PP Targets   | 86      | 43 |
| PP Exp       | 86      | 29 |

| Year Group 5 | Reading |    |
|--------------|---------|----|
|              | At+     | GD |
| PP Targets   | 82      | 29 |
| PP Exp       | 71      | 25 |

One to one interventions from our TA across KS2 in the afternoon did commence, but ceased after we recognised that the children were benefitting more from staying in the lessons more consistently in the afternoon. We diverted our funds to the one to one tuition.

We will continue this approach this academic year to support pupils who now have more extensive gaps as a result of the impact of the pandemic. Tutoring support will need to take place in line with Covid risk assessments/restrictions.

Improved Maths fluency skills across KS2 leading to improved overall maths outcomes in Y6

A tutor is going to be employed before school to provide pre-teaching in maths (inclusive of fluency skills). Two 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).

Tutoring support was also put in place to help improve fact fluency across KS2. These tutors were both class-based and worked with pupils to provide precision teacher before or after a lesson. Outcomes for maths in Y6 are outlined above. The estimated outcomes across the key stage were broadly good, but we want to continue to build on this in the next academic year. Gaps between disadvantaged and non-disadvantaged.

| <b>Year Group 3</b> | <b>Maths</b> |           |
|---------------------|--------------|-----------|
|                     | <b>At+</b>   | <b>GD</b> |
| <b>PP Targets</b>   | 33           | 17        |
| <b>PP Exp</b>       | 33           | 17        |

| <b>Year Group 4</b> | <b>Maths</b> |           |
|---------------------|--------------|-----------|
|                     | <b>At+</b>   | <b>GD</b> |
| <b>PP Targets</b>   | 86           | 29        |
| <b>PP Exp</b>       | 86           | 14        |

| <b>Year Group 5</b> | <b>Maths</b> |           |
|---------------------|--------------|-----------|
|                     | <b>At+</b>   | <b>GD</b> |
| <b>PP Targets</b>   | 88           | 29        |
| <b>PP Exp</b>       | 59           | 18        |



|   |  |  |   |
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| <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).<br/>Targeted pupils will receive extra support in relation to their social and emotional needs by accessing the Nurture classroom each morning.<br/>Pupils who are vulnerable at unstructured times will also access a nurture lunchtime provision.<br/>Targeted children will access Flourish (similar to Thrive).<br/>Targeted children will access our in-school counsellor and waves listening service.</p> | <p>Flourish sessions were led throughout the year for individual pupils. Outcomes were positive for these pupils. Particular focus was an ability to be able to regulate emotions and, therefore, access learning. Those pupils who participated in Thrive were on track to make good or better progress in reading, writing and maths from their starting points.</p> <p>The Nurture classroom has a positive impact on all pupils who attend the Roarsome room. Seesaw (a home learning portal) was purchased so that parents could see the learning that the children were undertaking in class). This proved to be very positive and Pupils who formed part of the Nurture classroom continued to access support for their emotional well-being via the Seesaw app during lockdown and we recognise that this was of great value to them and supported a return to school when they were able to return.</p> <p>The waves listening service, YMCA dialogue and The Seaford Youth Counselling project all provided support for targeted pupils in school. Reports are generated for pupils and indicated positive developments in emotional well-being. We will continue to use these services in the forthcoming year.</p> | <p>We are going to continue to run our Nurture classroom in school, taking into account the different requirements linked to the Pandemic. Our Nurture Classroom is open mostly across the mornings. We recognised a need for this provision across some afternoons in our school. We will, when needed, run the Nurture support across the afternoons in order to ensure that pupils are accessing the support they need to regulate emotions and develop social skills.</p> <p>Our Flourish provision is also of great importance to us, primarily because of the positive impact it has on our children across the school. This facility will also be run across this academic year.</p> |
| <p>Improved attendance figures for the 19-20 academic year. PP attendance is closer to the 96.4% whole-</p> | <p>Attendance monitored regularly. Targeted meetings held for families where attendance drops below 95%.<br/>Targets set and regularly reviewed.</p> <p>Class and individual awards for attendance (weekly and termly)</p>   | <p>See attendance outcomes above</p>   |   |
| <b>Total budgeted cost</b>  |  |  | <b>£67301</b>   |
| <b>iii. Other approaches</b>  |  |  |   |
| <b>Desired outcome</b>  | <b>Chosen action/approach</b>  | <b>Estimated Impact July 2020 Impact</b>   | <b>Next steps</b>   |
| <p>Improve PP engagement with school by providing children with opportunities for</p>                       | <p>Funding will be available for the following activities:<br/>Gymnastics,<br/>Yoga<br/>Karate<br/>Music Lessons<br/>Art lessons (tbc)</p>   | <p>We were able to offer our PP children opportunities to attend a range of wider curriculum clubs across the school. 3 children regularly attended our Yoga provision. This start to the day enabled these pupils to enter the classroom calmly and be in the correct place to learn effectively.<br/>We were able to run our residential trip which took place just before the National lockdown. Pupils who qualify for PP, were</p>  | <p>Current COVID-19 regulations have made the use of indoor space difficult to manage, but we are going to explore how we can offer pre and after school clubs to further build on our curriculum offer. We know that</p>   |

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| enrichment activities.   | Trips and visits<br>Residential visits.<br>PP children will be invited to take part in the following free activities:<br>Football Club (KS1 and KS2)<br>Multi-Skill club (KS1 and KS2)<br>Gardening club<br>Drama club<br>Choir   | able to attend the trip because it was funded for them. This rich extra-curricular activity built their outdoor pursuit skills as well as their perseverance and ambition.  | these extra-curricular activities benefit our children hugely.<br><br>School trips will continue to be funded via the pupil premium to ensure that disadvantaged children are able to access broader curriculum experiences.   |
| Further develop links between skills learnt within the curriculum and the wider world. | The curriculum careers project will be launched within school. This project is a pilot and focuses on making links between skills learnt within the curriculum and the world of work. PP children will be targeted initially to take part in visits to local businesses to identify how their learning can prepare them for their future. | Curriculum careers led to the introduction of the Skills Builder across the school. This toolkit was introduced to staff who began to use resources (e.g. lessons or videos promoting ambition) across the curriculum. The pandemic limited the progress of this area and we have not yet re-subscribed to the Skills Builder programme, but are taking forward the principles underpinning it this year. Curriculum plans were reviewed and relaunched last year with specific links to the world of work/children's future prospects. This project will continue into the next academic year. | We want to develop this area more this academic year. The new East Sussex Careers Hub resources will be used for the whole school and a curriculum careers week will also be planned inviting representatives from a wide range of industries/jobs into the school. We are, of course, aware that Covid-19 restrictions may result in adaptations being made with regards to visitors on site. |
| <b>Total budgeted cost</b>   |   |   | £6000  |

