Seabrook CEP School -Pupil premium strategy statement 2023-2026

This statement details our school's use of Pupil Premium funding (and Recovery Premium) for the 2022 to 2023 academic year 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	Seabrook CE Primary School
Number of pupils in school	103
Proportion (%) of pupil premium eligible pupils (September 2023)	13 children
Academic year/years that our current Pupil Premium strategy plan covers (3 year plans are recommended)	**2022-23** **2023-2024 and 2024-2025**
Date this statement was published	December 2023
Date on which it will be reviewed	December 2024
Date it will end	December 2026
Statement authorised by	Liz Carter
Pupil Premium lead	Liz Carter
Governor lead	Jess Hawkins

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£24,100
Recovery premium funding allocation this academic year	£2,519
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	0
Total budget for this academic year	£26,619

Part A: Pupil premium strategy plan

Seabrook CEP School's statement of intent

It is our intention that all children at Seabrook CEP School, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. The focus of our Pupil Premium strategy is to support disadvantaged pupils, through whatever means necessary, so as to achieve this goal, including excellent progress for those who are already high attainers.

We will consider the challenges faced by each of our vulnerable pupils, such as those who have a Social Worker or who are Young Carers. The activity we have outlined in this statement is also intended to support the children's physical and emotional needs, regardless of whether they are disadvantaged or not.

First and foremost, high-quality teaching is at the heart of our approach, with a personalised focus on areas in which our disadvantaged pupils might require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

There are a number of potential barriers to learning to be considered for pupils in receipt of Pupil Premium. These can include learning difficulties, complex family situations currently or in the past, leading to social and emotional difficulties or reduced support, attendance or punctuality issues or financial issues reducing the opportunities open to the child both inside and outside the school setting. Each child entitled to the Pupil Premium grant is unique in their situation and our response to their needs must reflect this.

Given the small number of children who are eligible for Pupil Premium funding at Seabrook CEP School, there is no commonality or trend as to barriers to learning and so each child has a unique profile of need. Throughout 2023-2026 we continue to use strategies that have proved to be effective for our pupils over the past couple of years, providing bespoke support for our small, but increasing number of pupils with Pupil Premium. Particular strategies are used as applicable to the unique child and each child is considered separately. As part of our strategy, we will continue to develop our staff in order to effectively implement our strategies.

We expect the Pupil Premium grant to narrow the gap in attainment and achievement that can sometimes arise for those eligible for the grant. Standards at Seabrook CEP School are higher than those expected nationally, but nevertheless we have high ambitions for those receiving Pupil Premium to attain as well as their peers. We will

use our attainment tracking systems to plot the progress of pupils in receipt of Pupil Premium. This progress is tracked in Pupil Progress meetings 3 times during the school year when the effectiveness of the intervention each child is receiving is thoroughly reviewed.

Challenges

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

Challenge number	Detail of challenge
1	Emotional resilience and well-being. Children throughout the school require support and intervention to help regulate and manage their emotions and resilience especially in the younger age groups.
2	Low attainment on entry to school – less access to home learning and support with homework compared to peers, less exposure to good communication, phonics and reading support leading to underdeveloped oral language skills and vocabulary gaps among some disadvantaged pupils
3	Ensuring good attendance – some pupils need access to before and after school clubs to help achieve good attendance.
4	Maths – progress in maths across Key Stage 2 is not as rapid and outcomes are below national specifically for PP
5	Opportunities to read and enjoy literature with an adult and develop a love of reading and learning

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
Pupils with pupil premium develop a strong wellbeing and social skills that enable them to regulate their emotions.	- Nurture provision embedded within the school offering children opportunities to engage and develop emotionally - Children show greater emotional resilience and able to regulate their emotions. - Boxall profile show children growing emotionally.

	• Nurture and emotional support implemented to enable children to be emotionally resilient and access the curriculum.
Pupils with Pupil Premium achieve academically in line with their peers, or make good rates of progress if they also have special educational needs.	• Pupil progress data shows that pupils with Pupil Premium make similar or better progress when compared to their peers who may be less disadvantaged. • Pupils achieve the expected standard or better at the end of the Early Years Foundation Stage, Key Stage 1 and Key Stage 2. • Pupils with special educational needs as well as Pupil Premium make good progress through specific targets identified. • Outcomes increase in all headline year groups.
Pupil premium attendance and punctuality increases.	• Children want to attend school and enjoy school and therefore attendance of identified PP pupils increases and the gap between PP and non PP narrows. Families have a sound understanding of the importance of attending school and value its purpose.
Outcomes in maths improve and children develop more fluency in their recall.	• Children engage in a variety of maths learning opportunities inside and outside of school. • Increase fluency in timetable standardised tests • Children have more confidence in maths and able to apply reasoning and problem solving skills to all aspects of learning.
Our intent is to help our children grow into adaptable, confident young people who are resilient independent learners with enquiring minds and a 'can do' attitude, coupled with humility and kindness as promoted through our Christian Values of, Love, Hope, Respect Perseverance, Peace and Forgiveness.	• Pupils with Pupil Premium demonstrate the capabilities to take on key school roles in Year 6 and are powerful ambassadors for our school. • They demonstrate a thirst for learning and engage well in lessons, as shown in their involvement in lessons, recorded work and their wider responsibilities through the school.
Children read regularly at home and school and share stories and have a love of literature	• All children enjoy stories and sharing stories with children and adults. They have a love of literature and are keen to share their enjoyment. Outcomes in reading are strong. Links with local

	library and bookshops further strengthen this understanding.

Activities in the next academic year and beyond

This details how we intend to spend our Pupil Premium **this academic year** to address the challenges listed above.

The school refers to the Education Endowment Fund evaluation toolkit when completing this: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: **£ 17,000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional support staff are recruited to run school bespoke nurture provision	Nurture UK	1, 2, 3, 4, 5
Additional teaching staff employed to teach specific pupils in small group booster sessions share / team teach with staff. Adults are deployed to read with children, share stories and promote literature	Education Endowment Fund: Small Group Tuition (low cost, moderate impact)	1, 2,4,5
Oral language interventions Language Link, oracy interventions.	Education Endowment Fund: Oral language interventions (low cost, very high impact)	1, 2 , 3, 5
Enhancing of the new Super Sonic Phonic Friends phonics programme across EYFS, and KS1	Education Endowment Fund: Phonics (very low cost, very high impact)	1,2,5
Enhancing of new English scheme of work Pathways to write	Implement new robust scheme of work that supports each child's unique steps and enables staff to track progress as different levels and adapt teaching to focus on the individual.	1, 2, 5

Further mastery maths training for all staff	NCEMT Mastery approach HUB	4

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

Budgeted cost: **£7619**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Enhance nurture provision and opportunities to support emotional, social and well-being of pupils.	Nurture provision implemented to support emotional, social and well-being of pupils enabling school to break down barriers and impact attainment and attendance.	1.2.3.4.5
Booster lessons and interventions sessions carried out weekly. Team/peer teaching	Education Endowment Fund: Small Group tuition (low cost, moderate impact)	1, 2,4, 5
Teaching Assistant interventions	Education Endowment Fund: Teaching Assistant interventions (moderate cost, moderate impact).	1,2, 4, 5
1-1 reading support by Volunteer and staff	Intervention and 1-1 provision to support disadvantaged and vulnerable children.	1, 2 4, 5

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

Budgeted cost: **£ 2000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Funding for attendance at curriculum clubs	Education Endowment Fund: Arts participation (very low cost, moderate impact).	1,3
Funding for attendance at breakfast and after school clubs.	Education Endowment Fund: Breakfast Club (low cost, moderate impact – 2017 research).	1,2,3
Funding for school uniform	Education Endowment Fund: School Uniform (low cost, unclear impact).	1, 3

Introduction of nurture provision to support emotional, social and well-being of pupils.	Nurture provision implemented to support emotional, social and well-being of pupils enabling school to break down barriers and impact attainment and attendance.	1.2.3.4.5

Total budgeted cost: £26,619

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 2022 to 2023 academic year.

There were 42 pupils in receipt of Pupil Premium or Pupil Premium Plus during the year 2022-2023. 3 were in Year 6.

Our funding priorities for 2022-2023 fell into 3 key areas:

- Learning and the curriculum

- Well- being of children and families

- Attendance

Learning and the Curriculum

In 2022-2023 the impact of this support was seen in pupils attaining well in Maths 100% achieving at the expected standard for all pupils at the end of the year in maths, 100% in writing and 100% in reading.

Well being of children and families

Priorities are made to ensure provision for pupil premium children can attend Breakfast Club and enrichment opportunities such as after school clubs, sporting events and enrichment. Attendance has been a priority and SLT, SENCO and Flo work very closely with families to support all children attending regularly, Overall attendance for all children was 95.67% and PP was 92.45%.

Attendance and enrichment

To encourage attendance and engage children we have focused very much on enrichment opportunities as well as utilising Breakfast Club and after school clubs within the school. Throughout the year there have been a significant number of enrichment events. All classes have had class trips and had visitors to the school offering enrichment opportunities. Often the school attends a large whole school trip to the pantomime and put on a whole school musical event at the local theatre. Some pupils have had support to pay for music lessons. Attendance continues to be a challenge with continuous illness.

Attainment impact 2022-2023

End of Key Stage 2 data shows the overall attainment of pupils in receipt of Pupil Premium based on 3 pupils with progress and attainment data.

Key Stage 2 data		Reading	Writing	Maths
Progress	Achieving expected progress	33	68	33
	National all	73	71	73
	Achieving better than expected progress	0	0	0

This data is based on school-based assessment tests, teacher assessment and end of key stage tests.

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