

# Seabrook CEP School Pupil premium strategy 2021-2022 statement ( Inclusive of Recovery Funding)

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	Seabrook
Number of pupils in school	106
Proportion (%) of pupil premium eligible pupils	15%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2020-2024
Date this statement was published	December 2021
Date on which it will be reviewed	September 2022
Statement authorised by	Liz Carter Executive Head
Pupil premium lead	Liz Carter Executive Head
Governor / Trustee lead	Sarah Carter

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£17850
Recovery premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£579600

## Part A: Pupil premium strategy plan

### Statement of intent

Our intention is that all pupils, 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 to achieve that goal, including progress for those who are already high attainers. We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not. High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils 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. Our strategy is also integral to wider school plans for education recovery, notably in its targeted support through the National Tutoring Programme for pupils whose education has been worst affected, including non-disadvantaged pupils. Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they're set
- act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve

### Challenges

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

Challenge number	Detail of challenge
1	Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. These are evident from Reception through to KS2 and in general, are more prevalent among our disadvantaged pupils than their peers

2	Internal and external (where available) assessments indicate that maths attainment among disadvantaged pupils is below that of non-disadvantaged pupils.
3	Our assessments and observations indicate that the education and wellbeing of many of our disadvantaged pupils have been impacted by partial school closures to a greater extent than for other pupils. These findings are supported by national studies. Gaps in knowledge for non-core subjects is evident. This has resulted in significant knowledge gaps leading to pupils falling further behind age-related expectations, especially in maths
4	Our attendance data over the last year indicates that attendance among disadvantaged pupils has been lower than for non-disadvantaged pupils. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress.

## 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
Improved oral language skills and vocabulary among disadvantaged pupils.	Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment. Language Link/ NELI data will show that the oral language skills of specific disadvantaged pupils has improved.
Improved maths attainment for disadvantaged pupils at the end of KS2.	Improved maths outcomes for all children particularly lower Key Stage 2 and Key Stage 1 disadvantaged children and all children.
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils. To ensure that the benefits of cultural capital are prioritised for disadvantaged pupils	Sustained high levels of wellbeing from 2021 demonstrated by: <ul style="list-style-type: none"> <li>• qualitative data from student voice, students and parent surveys and teacher observations</li> <li>• a significant increase in participation in enrichment activities, particularly among disadvantaged pupils including after school clubs</li> <li>• to ensure opportunities are provided for cultural capital to be prioritised</li> </ul>

<p>To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.</p>	<p>Sustained high attendance from 2021/2022 demonstrated by</p> <p>: • the overall absence rate for all pupils being no less than 97%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced by 2.5%.</p> <p>• the percentage of all pupils who are persistently absent being below 5% and the figure among disadvantaged pupils being no more than 2.5% lower than their peers</p>
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## 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: £ *[insert amount]*

Activity	Evidence that supports this approach	Challenge number(s) addressed
. Purchase of standardised diagnostic assessments. Training for staff to ensure assessments are interpreted and administered correctly.	Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction: Standardised tests   Assessing and Monitoring Pupil Progress   Education Endowment Foundation   EEF	1,2,3,4
Embedding dialogic activities across the school curriculum. These can support pupils to articulate key ideas, consolidate understanding and extend vocabulary. We will purchase resources and fund ongoing teacher training and release time. The resource that will be purchased will be Language Link intervention programme. Subscribe to the Nuffield Language Intervention Programme.	There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading: Oral language interventions   Toolkit Strand   Education Endowment Foundation   EE	1
Enhancement of our maths teaching and curriculum planning	The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in	3

<p>in line with DfE and EEF guidance.</p> <p>We will fund teacher release time to embed key elements of guidance in school and to access Maths Hub resources and CPD (including Teaching for Mastery training).</p> <p>The maths team will monitor and observe lessons, providing coaching and feedback to teachers.</p> <p>We will invest in further intervention programmes to support learning: Dynamo Maths and Plus 1.</p>	<p>Teaching of Mathematics, drawing on evidence-based approaches:</p> <p>Maths_guidance_KS_1_and_2.pdf (publishing.service.gov.uk)</p> <p>The EEF guidance is based on a range of the best available evidence: Improving Mathematics in Key Stages 2 and 3</p>	
<p>Improve the quality of social and emotional (SEL) learning.</p> <p>SEL approaches will be embedded into routine educational practices and supported by professional development and training for staff</p>	<p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers)</p> <p>:</p> <p>EEF_Social_and_Emotional_Learning.pdf(educationendowmentfoundation.org.uk)</p>	5
<p>Enhancement of the wider curriculum opportunities in which spotlight subjects ensure all key knowledge is being taught.</p> <p>Subject leaders and school leaders will devise a knowledge based curriculum across the whole school. Monitoring</p>	<p>Children's knowledge will be assessed before and after a spotlight subject has been taught. Standardised tests   Assessing and Monitoring Pupil Progress   Education Endowment Foundation   EEF All children will access outdoor learning within the wider curriculum:</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teachinglearning-toolkit/outdoor-adventurelearning">https://educationendowmentfoundation.org.uk/education-evidence/teachinglearning-toolkit/outdoor-adventurelearning</a></p>	4

and assessments of spotlight subjects will regularly take place		
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## Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £ *[insert amount]*

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase of a programme to improve listening, narrative and vocabulary skills for disadvantaged pupils who have relatively low spoken language skills. Register with Nuffield Early Language Intervention for free training and intervention.	Oral language interventions can have a positive impact on pupils' language skills. Approaches that focus on speaking programme, listening and a combination of the two show positive impacts on attainment: Oral language interventions   EEF ( <a href="http://educationendowmentfoundation.org.uk">educationendowmentfoundation.org.uk</a> )  Release of TAs to implement small group and 1-1 intervention for Nuffield Early Language Intervention.	1,4
Engaging with the National Tutoring Programme to provide a blend of tuition, mentoring and school led tutoring for pupils whose education has been most impacted by the pandemic. A significant proportion of the pupils who receive tutoring will be disadvantaged, including those who are high attainers. Additional maths small group intervention across all year groups from years 3-6.	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind. This will be in small groups of 3 children focusing on maths.  Additional small group intervention  Small group tuition   Toolkit Strand   Education Endowment Foundation   EE	3

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

Budgeted cost: TBC

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Embedding principles of good practice set out in the DfE's Improving School Attendance advice. This will involve training and release time for staff to develop and implement new procedures and appointing attendance/support officers to improve attendance.</p>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p>	<p>6</p>
<p>Contingency fund for acute issues</p>	<p>. Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.</p>	<p>All</p>



## 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.

Our internal assessments during 2020/21 suggested that the performance of disadvantaged pupils was lower than in previous years in key areas of the curriculum. In previous years, disadvantaged children performed well in comparison to their peers however, the difference has been seen since the covid pandemic. Our assessment of the reasons for these outcomes points primarily to Covid-19 impact, which disrupted all our subject areas to varying degrees. As evidenced in schools across the country, school closure was most detrimental to our disadvantaged pupils, and they were not able to benefit from our pupil premium funded improvements to teaching and targeted interventions to the degree we had intended. The impact was mitigated by our resolution to maintain a high quality curriculum, including during periods of partial closure, which was aided by use of online teaching via Zoom webinars. Maths for disadvantaged pupils was significantly affected due to maths being taught remotely through the White Rose. This is now a key focus alongside the acquisition of language skills. All disadvantaged children are screened first in Reception so that early intervention and support can start at the earliest opportunity. Although overall attendance in 2020/21 was lower than in the preceding years, at times when all pupils were expected to attend school, absence among disadvantaged pupils was lower than their peers which is why attendance is a focus of our current plan. Our assessments and observations indicated that pupil behaviour, wellbeing and mental health were significantly impacted last year, primarily due to COVID-19-related issues. The impact was particularly acute for disadvantaged pupils. We used pupil premium funding to provide wellbeing support for all pupils, and targeted interventions where required. We are building on that approach with the activities detailed in this plan.