

Seabrook CEP School

Pupil Premium Strategy 2025-2028

Year 1 (2025–2026) – Foundation and Early Impact

- Attendance focus: Launch attendance improvement plan with personalised parental communications and termly reviews.
- Phonics and early language: Strengthen systematic phonics teaching; provide refresher CPD; begin EYFS oral-language interventions.
- Staff development: Deliver CPD on feedback, metacognition, and self-regulation; embed coaching cycles.
- Targeted tutoring: Start small-group tuition in reading and maths; pilot one-to-one catch-up for pupils with persistent gaps.
- Family engagement: Introduce workshops and home-school reading packs; begin breakfast club for vulnerable pupils.

Success markers:

- Baseline attendance data established and persistent absence reduced.
- Phonics pass rates sustained at 100% for PP pupils.
- EYFS GLD for disadvantaged pupils begins to rise above 67%.

Year 2 (2026–2027) – Embedding and Expansion

- Attendance systems: Refine monitoring; escalate support for families with ongoing absence issues.
- Curriculum and assessment: Use standardised assessments to adapt teaching; track progress termly.
- Tutoring scale-up: Expand small-group and one-to-one tuition; ensure diagnostic assessments guide interventions.
- SEL and nurture: Embed whole-school SEL routines; expand nurture groups and pastoral tracking.
- Parental partnership: Increase family workshop attendance; strengthen transition support for EYFS and Year 1 pupils.
- Enrichment: Broaden funded access to trips, music, and cultural capital opportunities.

Success markers:

- PP attendance matches or exceeds whole-school average.
- Improved wellbeing scores and reduced behaviour incidents for PP pupils.
- EYFS GLD for disadvantaged pupils shows measurable improvement (target +10%).

Year 3 (2027–2028) – Sustainability and Consolidation

- Whole-school responsibility: Ensure every teacher consistently reviews PP pupils in progress meetings.
- Cost-effectiveness: Termly evaluation of interventions; prioritise highest-impact approaches.
- Leadership and governance: Strengthen governor oversight; publish annual review with clear impact evidence.
- Family outreach: Deepen parental engagement with flexible support meetings and community referrals.
- Transition and readiness: Sustain nurture-informed induction for EYFS; ensure PP pupils are secondary-ready.

Success markers:

- KS2 PP attainment sustained at 100% in reading, writing, and maths.
- Attendance gaps closed; persistent absence minimal.
- Strong parental partnership evidenced by feedback and participation.
- Clear evidence of resilience and readiness to learn across PP cohorts.

Overall Aim

By December 2028, disadvantaged pupils at Seabrook CEP School will consistently achieve age-related expectations or better, with no significant gaps in attainment, attendance, or wellbeing compared to peers.