

Seabrook CEP School

Pupil Premium Strategy 2025-2028

School overview

Detail	Data
School name	Seabrook CE Primary School
Number of pupils in school	106
Proportion (%) of pupil premium eligible pupils (September 2025)	17 children
Academic year/years that our current Pupil Premium strategy plan covers (3 year plans are recommended)	2025-2026, 2026-2027, 2027-2028
Date this statement was published	December 2025
Date on which it will be reviewed	December 2026
Date it will end	December 2028
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	£19295
Recovery premium funding allocation this academic year	0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	0
Total budget for this academic year	£19295

Our ultimate objectives for disadvantaged pupils

- Ensure every disadvantaged pupil at Seabrook CEP School achieves age-related expectations (ARE) or better across the early years and key stages, particularly in reading, writing and maths, so they are prepared for their next stage of education and life.
- Close any attainment and progress gaps between disadvantaged pupils and their peers by providing consistently high-quality teaching, targeted academic support and timely wider pastoral and family support.
- Improve attendance, emotional wellbeing and resilience so that disadvantaged pupils can access learning consistently and thrive socially and academically.

- Strengthen parental engagement and home–school partnerships so that pupils’ home lives support learning and wellbeing.

How this strategy works towards those objectives

- We adopt the DfE Menu of Approaches and the EEF evidence base to structure spending and activity across three tiers: (1) High-quality teaching, (2) Targeted academic support, and (3) Wider strategies. This balances whole-class improvement, targeted catch-up, and non-academic barriers (attendance, SEMH, parental engagement).
- Activities are chosen because they are supported by high-quality evidence (Education Endowment Foundation / DfE resources) and are tailored to Seabrook’s context: a small coastal voluntary-controlled primary with half-form entry and a strong Christian vision emphasising care for every pupil.
- We prioritise sustainable, embedded approaches (e.g., systematic phonics, teacher professional development, small-group tuition, nurture-informed SEL) over one-off or short-term solutions.

Key principles that guide our strategy

- Fewer things done well: focus on a small number of evidence-backed priorities implemented with fidelity.
- Diagnose then intervene: use regular assessment and pastoral data to identify pupils’ academic and non-academic needs and monitor impact.
- Whole-school responsibility: every teacher is responsible for disadvantaged pupils’ outcomes; pupil premium is used to support whole-school systems as well as targeted interventions.
- Early and proportionate support: intervene early (including EYFS) with proportionate intensity—early years language and phonics work, then small-group tuition, and one-to-one where necessary.
- Family partnership: work with parents and carers to improve attendance, routines and home learning using evidence-based communications and support.
- Monitor impact and cost-effectiveness: track outcomes, attendance and wellbeing; review interventions termly and reallocate resources to highest-impact approaches.

Evidence base and compliance

- This strategy follows the DfE’s Menu of Approaches and is grounded in EEF guidance on phonics, small-group and one-to-one tuition, social and emotional learning (SEL), attendance interventions and parental engagement. Relevant evidence sources are cited in the activity tables and below. See DfE/EEF guidance for the underpinning research and implementation advice ([DfE Menu of Approaches](#); [EEF Guide to the Pupil Premium](#)).

2. Challenges

(Challenges are numbered and derived from the pupil premium information and the school context.)

Challenge Number	Detail of challenge

1	Attendance: persistent lower attendance among some disadvantaged pupils that reduces access to teaching and pastoral support, limiting attainment and social development.
2	Social, emotional and mental health (SEMH), resilience and nurture needs: some disadvantaged pupils show emotional needs, lower resilience and require targeted nurture-style support to engage fully in learning.
3	Home life and parental engagement: barriers in the home (reduced routines, limited home learning opportunities or inconsistent parental engagement) that affect early language, reading practice and regular attendance.

Notes from school data (contextualised)

- Seabrook’s attainment data shows strengths: phonics appears strong (phonics 93% overall; Pupil Premium phonics 100%); KS2 outcomes show high proportions meeting expected standards (reading 94% overall / 100% Pupil Premium; writing 88% overall / 100% Pupil Premium; maths 88% overall / 100% Pupil Premium). However EYFS baseline (67%) suggests early years development and school readiness remain areas to prioritise for some pupils. The barriers above (attendance, SEMH, home life) pose the greatest risks to maintaining and improving those outcomes for current and future cohorts.

(Where an evidence claim below is taken from EEF or DfE material it is cited in-line in the Activity tables.)

3. Intended Outcomes

Intended Outcome	Success Criteria
1. Improved attendance for disadvantaged pupils	- Reduce persistent absence (PA) rate for disadvantaged pupils within 12 months (baseline to be set from most recent attendance data). - Increase average attendance for PP pupils to at least match or exceed the whole-school average within 18 months. - Fewer lesson-hours lost to absence for targeted pupils. Evidence of regular monitoring and parental engagement.
2. Improved SEMH, resilience and readiness to learn	- Disadvantaged pupils receiving Social Emotional Learning / nurture support show improved wellbeing scores on school measures (SDQ or equivalent) and fewer behaviour incidents. - Pupils in nurture/targeted SEMH provision make at least expected progress academically in reading and writing over each term. - Positive pupil voice and teacher reports of improved self-regulation.
3. Sustain and build on strong early reading and KS2 outcomes through	- Maintain phonics pass rates and KS2 attainment for PP pupils (at or above current 100% PP K S2 figures). - Increase EYFS GLD for disadvantaged pupils from 67% baseline by a targeted percentage within two years. - Increased frequency of home reading/shared book routines

early language and home support	among targeted families (measured by parental surveys / reading records).
4. Targeted catch-up for pupils with gaps in learning	- Pupils receiving small-group intervention tutoring make measurable additional months of progress compared to baseline (track via regular assessments). - Reduce within-cohort attainment gaps at year milestones.
5. Stronger family-school partnership to remove home barriers	- Increase parental attendance at targeted workshops and communications open for PP families. - Positive feedback from families and reduction in factors affecting attendance (e.g., improved morning routines, reduced lateness).

4. Activity in This Academic Year

All activities are mapped to the DfE Menu of Approaches tiers: Teaching (Tier 1), Targeted Academic Support (Tier 2), and Wider Strategies (Tier 3). Each activity includes the primary evidence source(s) (EEF / DfE) and the challenge number(s) addressed.

Teaching (Tier 1: High-Quality Teaching, Assessment & Curriculum)

Activity	Evidence that supports this approach	Challenge number(s) addressed
1. Maintain and deepen systematic synthetic phonics delivery across EYFS and KS1; provide annual phonics refresher CPD for all staff and training for new TAs; use regular assessment (phonics trackers) to identify pupils needing additional sessions.	EEF — Phonics: "Phonics approaches have a positive impact (+5 months) and are especially effective for disadvantaged pupils" (Phonics — EEF Teaching & Learning Toolkit). Also EEF Early Literacy resources highlight linking phonics to oral language and home reading (Early Literacy — EEF).	3
2. High-quality professional development on evidence-based classroom practice (effective feedback, metacognition and self-regulation strategies) delivered through in-school coaching cycles and targeted INSET for staff.	EEF guidance on the Menu of Approaches and Effective Professional Development emphasises CPD, mentoring and coaching as key to improving teaching quality (Menu of approaches / Evidence brief — DfE & EEF summary). EEF evidence for meta-cognition & self-regulation shows high impact when taught explicitly (EEF Toolkit meta-cognition).	2, 3

<p>3. Use high-quality curriculum materials and standardised assessments to identify gaps early (EYFS baseline, termly phonics checks, reading comprehension checks) and adapt teaching sequences accordingly.</p>	<p>DfE/EEF Menu of Approaches recommends development of high-quality curriculum and purposeful use of standardised assessments to target teaching; see EEF Guide to the Pupil Premium (EEF Guide to the Pupil Premium).</p>	<p>1, 3</p>
<p>4. Maintain small-school strengths (teacher knowledge of each child) through protected PPA and time for termly progress meetings, ensuring disadvantaged pupils are reviewed and provision mapped.</p>	<p>EEF Guide to the Pupil Premium and DfE guidance stress whole-school systems for diagnosis and mapping provision; systematised inclusion improves consistency and impact (example case study: effective school systems) (EEF Guide to the Pupil Premium; DfE Menu of Approaches).</p>	<p>1, 2, 3</p>

Targeted Academic Support (Tier 2: Tutoring, Small Groups, Interventions)

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>5. Deliver small-group intervention (2–4 pupils) for targeted pupils in reading and maths; sessions to run 1–3 times per week for 10–12 weeks, led by trained teacher or trained TA; use diagnostic assessment to sequence content and link to classroom.</p>	<p>EEF — Small group tuition: average impact +4 months when targeted and well-implemented; frequent sessions and small group sizes best practice (Small group tuition — EEF Teaching & Learning Toolkit). Also EEF guidance "Making a Difference with Effective Tutoring".</p>	<p>3, 1</p>
<p>6. Provide focused one-to-one catch-up (where indicated) for pupils with persistent gaps, following EEF recommended structure (short regular sessions, 6–12 weeks).</p>	<p>EEF evidence: one-to-one tuition can produce larger gains (+5 months or more) when high-quality and frequent (One to one tuition — EEF Toolkit; EEF tutoring guidance).</p>	<p>3</p>
<p>7. Implement early language / oral-language interventions in EYFS (storytelling, shared reading, targeted vocabulary sessions) for disadvantaged children and support parents with home reading packs and modelling.</p>	<p>EEF Early Literacy and Preparing for Literacy guidance: oral language interventions have moderate impact (~+5 months) and are foundational to reading/comprehension (Early Literacy — EEF).</p>	<p>3</p>
<p>8. Use evidence-informed programmes for targeted reading support (e.g., guided reading, ABRA/RUKS small-group</p>	<p>EEF-funded trials show small-group reading programmes (e.g., ABRA-based RUKS) can deliver additional progress; EEF</p>	<p>3</p>

approaches or evidence-based phonics catch-up) where needed.	recommends structured small group reading interventions (EEF news: small group reading intervention).	
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Wider Strategies (Tier 3: Attendance, SEMH, Parental Support, Enrichment)

Activity	Evidence that supports this approach	Challenge number(s) addressed
9. Attendance improvement plan: early identification of absence patterns, tailored parental communications ("nudge" letters/messages with personalised days missed), termly attendance reviews for PP families, and designated attendance lead time to support families.	EEF Rapid Evidence Review on attendance and EEF blog "Taking a tailored approach to improving attendance" note that evidence is mixed but parental communication interventions (personalised letters/messages) show promise; tailored, responsive approaches advised (EEF blog: Taking a tailored approach to improving attendance). DfE Working Together to Improve School Attendance guidance also recommended.	1, 3
10. Develop a whole-school Social Emotional Learning (SEL) and nurture offer: universal SEL in classrooms (SEL routines, assemblies, "SEL check-ins"), targeted small nurture groups and 1:1 SEL support where indicated; train staff in SEL strategies and ensure pastoral tracking.	EEF—Improving Social and Emotional Learning in Primary Schools guidance: SEL interventions can improve social behaviour, wellbeing and attainment (+3–4 months) when implemented well and embedded in routines (Improving SEL in Primary Schools — EEF guidance). The EEF summary and NurtureUK/EEF materials highlight nurture groups and components with demonstrated effectiveness.	2
11. Family outreach and parental engagement: targeted "welcome and learning" workshops, home-school reading packs, flexible family support meetings (morning/after-school), and referrals to community support (food, housing, health) where needed. Use EEF-recommended	EEF guidance: parental engagement is associated with improved academic outcomes and some parental-communication approaches can also support attendance; see EEF "Working	3, 1

approaches from "Working with Parents to Support Children's Learning".	with Parents to Support Children's Learning" and Pupil Premium Guide (Working with Parents — EEF guidance ; EEF Guide to the Pupil Premium).	
12. Breakfast club provision for vulnerable pupils and funded access to enrichment (trips, music lessons) for PP families to support routines, engagement and cultural capital.	EEF review notes breakfast clubs can support attendance, behaviour and readiness to learn; extracurricular provision can increase engagement but must be linked to outcomes (Menu of approaches — DfE / EEF evidence brief).	1, 2, 3
13. Nurture-informed transition and induction for new EYFS and Year 1 disadvantaged pupils (nursey visits, transition packs, summer induction) to build routines and parental relationships.	EEF Early Years and Preparing for Literacy materials emphasise early intervention, family engagement and sustained approaches to improving early outcomes; DfE/EEF recommend sustained early years support for disadvantaged children. (Preparing for Literacy / Early Years — EEF).	3

5. Implementation & Monitoring (summary — operational detail)

(Implementation steps and monitoring procedures to ensure fidelity and impact.)

- Leadership oversight: The Executive Headteacher will oversee implementation, reporting to the governing body each term. A named governor will hold school leaders to account for PP strategy outcomes.
- Diagnosis and selection: Use EYFS baseline, phonics trackers, termly formative assessments and pastoral trackers to identify pupils for targeted support and map provision to outcomes.
- Intervention checks: For each targeted intervention (small groups, one-to-one tuition, nurture), record: start/end dates, staff delivering and training, session frequency and length, baseline outcomes, and progress measured at agreed intervals (half-termly reviews).
- Cost-effectiveness: For each activity we will track costs per pupil and impact to prioritise the most effective approaches termly.
- Attendance monitoring: fortnightly attendance reports, targeted parental messages for emerging absence, and rapid escalation to wider support where required. Use personalised communications (nudge letters) as part of early-stage intervention in line with EEF findings.
- Training and capacity building: CPD plan for the year (phonics training, SEL/ nurture training, tutoring preparation for TAs/tutors) and use of coaching cycles to embed practice.
- Reporting: Annual Pupil Premium strategy review published on the school website and updated for governors mid-year based on outcome data; termly internal reviews to adapt provision.