



Seaburn Dene Primary School

2022/23 Pupil Premium Strategy Statement

This statement details Seaburn Dene Primary School's use of pupil premium (and recovery premium for the 2022 to 2023 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	Seaburn Dene Primary School
Number of pupils in school	226 (Nur: 40; Rec - Y6: 186)
Proportion (%) of pupil premium eligible pupils	11.3% (24 children)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022-25
Date this statement was published	November 2022
Date on which it will be reviewed	December 2023
Statement authorised by	John Howe
Pupil premium lead	George Smith
Governor / Trustee lead	Jeroen Pichal

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£34,048.75

Recovery premium funding allocation this academic year	£2,178.16
Pupil premium (and recovery premium*) funding carried forward from previous years (<i>enter £0 if not applicable</i>)	£0
Total budget for this academic year	£36,226.91

Part A: Pupil premium strategy plan

Statement of intent

At Seaburn Dene Primary School, our aim is for all pupils to make good progress and achieve high attainment across all subject areas irrespective of their background or the challenges they may face. Our Pupil Premium strategy is fundamental in supporting our disadvantaged children to achieve that goal. We aim for our more able disadvantaged children to achieve GDS.

Our philosophy of having high expectations and aspirations of all of our children, no matter what their background, ensures our children have the right diet to make the best possible progress. Teachers have in-depth knowledge of their disadvantaged children, including barriers to learning and family history which is passed on year on year. SMT meet with staff regularly to have pupil progress meetings to discuss all children but, in particular, disadvantaged children.

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.

First and foremost, our children benefit from Quality First Teaching and an adult- pupil ratio that benefits all pupils and in particular our disadvantaged children. 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 School-led 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.*

Finally, we use EEF to identify a small number of evidence-based strategies to implement in school to target identified barriers

Challenges

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

Challenge number	Detail of challenge
1	Missing first hand experiences for learning due to previous school closures. Investment in the reading curriculum, after school clubs and musical experiences.
2	Assessments indicating children entering Nursery with poorer communication skills.
3	Decline in KSI results (gap for disadvantaged and non-disadvantaged). Interventions put in place around phonics, reading fluency and maths. Year 2 data 2022 shows the significant gaps that are present in children's learning due to lockdowns and school closures.
4	Attendance data - sharper focus on PA children and the impact this is having on, particularly, SEN children.
5	The number of children with SEMH issues is increasing.
6	Baseline data in Nursery has shown that children have entered Nursery with poor personal, social and emotional skills particularly in the area of PSE: specifically, "managing self". Many children are not fully toilet trained or require support to use the toilet.

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
To improve reading outcomes for all children and to close the gap for disadvantaged children. (Read, Write Inc - £1620 pa.)	<ul style="list-style-type: none"> Disadvantaged EYFS children will not fall behind their peers when using phonics to decode and early intervention will support children to ensure the gaps do not begin to widen.

	<ul style="list-style-type: none"> ● KS1 children will move from the phonic scheme to a wider range of materials and develop their comprehension skills. ● Children who are disadvantaged will also make progress through the phonic scheme. ● KS2 reading results will show that children are closing the gaps and results will diminish between non disadvantaged and disadvantaged. ● The school's results for disadvantaged children will be above National Disadvantaged scores with the majority of children who face challenges reaching the expected standard. (Progress will be tracked for disadvantaged children with additional SEN needs.)
<p>To improve writing outcomes for all children and to close the gap for disadvantaged children (The Write Stuff, intervention, training, CPD.)</p>	<ul style="list-style-type: none"> ● EYFS children will begin to close the gaps in writing assessments. ● KS1 children will continue to catch up to their peers in writing assessments. ● KS2 writing results will show that children are closing the gaps and results will diminish between non disadvantaged. ● The school's results for disadvantaged children will be above National Disadvantaged scores with the majority of children who face challenges reaching the expected standard. (Progress will be tracked for disadvantaged children with additional SEN needs.)
<p>To improve maths outcomes for all children and to close the gap for disadvantaged children.</p>	<ul style="list-style-type: none"> ● EYFS children will begin to close the gaps in early maths understanding with a strong emphasis on number. ● KS1 children will continue to catch up to their peers in maths assessments and achieve the expected standard with those able to achieve greater depth being pushed to do so. ● KS2 maths results will show that children are closing the gaps and attainment gaps will diminish between non-disadvantaged and disadvantaged. ● The school's results for disadvantaged children will be above National Disadvantaged scores with the majority of children who face challenges reaching the expected standard. (Progress will be tracked for disadvantaged children with additional SEN needs.)

Improve oral language skills and vocabulary among disadvantaged pupils.	<ul style="list-style-type: none"> ● Assessments, lesson observations and book sampling show that improvements are being made in oral language skills.
To achieve and sustain improved attendance for all pupils and especially disadvantaged.	<ul style="list-style-type: none"> ● Attendance will be demonstrated by: Overall attendance to improve to 96% and the attendance gap between non-disadvantaged and disadvantaged to be less than 2%. ● The % of pupils who are persistently absent to be less than 12% and the gap between disadvantaged and non-disadvantaged to be less than 10%.
To continue to improve the well-being and behaviour of all pupils, especially those who are disadvantaged.	<ul style="list-style-type: none"> ● Fewer incidents of behaviour recorded. ● More participation in extracurricular activities from disadvantaged pupils. ● Collection of data from pupil voice, parental views, lesson observations and teacher feedback. ● Mentoring sessions provided for children and counselling groups will have a positive impact upon behaviour for learning and self esteem. ● Staff will be better trained to support pupils with SEMH needs.
Children will have raised aspirations through a range of broadening experiences to improve cultural capital.	<ul style="list-style-type: none"> ● An increase in the number of children being given the opportunity to learn a musical instrument and work with music professionals. ● Increased social and cultural exposure through educational visits and visitors into school.

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: £6,866.99

Activity	Evidence that supports this approach	Challenge number(s) addressed
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<p>Systematic approach to the teaching of reading including a consistent phonics programme (RWI) and fostering a love of reading across the school.</p>	<p>EEF research and evidence shows that teaching children to develop a range of comprehension strategies has a high impact on attainment.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</p> <p>EEF research and evidence indicates that using a systematic phonics programme can have a high impact on attainment with additional benefits for disadvantaged children.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</p>	<p>1,3</p>
<p>Purchase more phonics books and invest in CPD to embed the RWI scheme.</p> <p>Increase number of books, including non-fiction, in the library and further promote reading for pleasure.</p>	<p>Early literacy approaches EEF The more children have access to a wide range of books the more vocabulary children are exposed to.</p> <p>Phonics is a strong approach to teaching children to read, although it does not focus on comprehension skills.</p> <p>RWI programme that we have chosen does place comprehension alongside phonics to support this and we run WCR sessions alongside this to ensure we have a whole school approach to reading.</p>	<p>1,3</p>
<p>Purchase of high-quality reading books to supplement our reading scheme.</p>	<p>Reading engagement is fundamental if children are to enjoy and succeed in reading and high - quality books are designed to engage the reader.</p>	<p>1,3</p>
<p>Purchase of standardised diagnostic assessments across all year groups. Support for staff to carry out purposeful assessment.</p> <p>Staff meeting time allocated to support assessment.</p>	<p>Standardised tests can be used to track pupils progress and provide support for children where they need it most.</p> <p>Standardised tests Assessing and Monitoring Pupil Progress Education Endowment Foundation EEF Standardised tests can identify areas of strength and weakness to support teachers to identify next steps – intervention etc</p> <p>Discussion through PP meetings will support staff to timetable interventions needed.</p>	<p>1,3</p>

	Retrieval practise embedded in all lessons improving quality first teaching EEF Blog: Does research on 'retrieval practice' translate into...	
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Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £26,117.54

Activity	Evidence that supports this approach	Challenge number(s) addressed
Increased staffing ratios during phonics sessions to support the effective delivery of phonics to children of similar abilities	Reduced size of phonics groups to target disadvantaged pupils and provide them with specific support	1,3
Reading Plus for Upper KS2	Reading Plus is an online reading platform that targets the needs of individual children to improve vocabulary, reading and comprehension. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehensionstrategies?utm_source=/education-evidence/teachinglearning-toolkit/reading-comprehensionstrategies&utm_medium=search&utm_campaign=sitesearch &searchterm=reading	3
A rich cultural capital programme is in place to broaden pupil experiences.	Learning outside of the classroom environment has huge benefits to all children. Widening experiences, providing new opportunities and inspiring a love for learning are essential requirements for our most disadvantaged pupils. Regular trips and visits/visitors linked to curriculum are planned in, along with sporting competitions, an appreciation of the arts, subsidised musical instrumental teaching, outdoor residential activities.	1,4,5
Targeted intervention to ensure the lowest 20% given priority for phonics, reading and maths intervention	On average, one to one reading tuition is very effective at improving pupil outcomes. One to one reading tuition is an effective strategy for providing targeted reading support for pupils who are identified as having gaps in particular areas of phonics and reading.	1,3

<p>Additional speech and language support provided within school each week.</p>	<p>Additional speech and language support is provided within school by a SALT specialist, which is attended by a TA and this session is followed up with further sessions during the week (delivered by the TA).</p> <p>This is targeted at children with identified speech and language issues and at children who staff have concerns about.</p> <p>Aim is to address difficulties at an early stage.</p> <p>EEF teaching and learning toolkit indicates a high impact of +6 months for oral language interventions.</p>	<p>2,3</p>
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £3,242.38

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Improve the quality of social and emotional learning.</p> <p>These approaches will be part of everyday practice.</p>	<p>Vulnerable children, including those who are disadvantaged, will be prioritised for pastoral interventions.</p> <p>The PSHE Curriculum will be supplemented by the use of Friends for Life, Kidsafe and Jigsaw PSHE.</p>	<p>4,5,6</p>
<p>To ensure children attend school as much as possible.</p>	<p>Attendance at school is crucial if children are to make progress and attain.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/attendance-interventionsrapid-evidence-assessment/?utm_source=educationevidence/evidence-reviews/attendance-interventionsrapid-evidenceassessment&utm_medium=search&utm_campaign=site_search&search_term=attendance</p>	<p>4</p>
<p>Music professionals to play in school and music specialists to teach music, including guitar and violin.</p>	<p>Music and talking enables school staff to assess the social and emotional skills of young people quickly and effectively, ensuring they can respond in the right way. Sessions will allow children to listen to, and talk to, musicians from Northern Sinfonia in school and complete activities linked to the music they listen to. This will break down barriers of some disadvantaged children's</p>	<p>1,5</p>

	<p>opportunities to gain access to classical music played at a professional level.</p> <p>Disadvantaged children will also get the opportunity to learn to play a musical instrument for free with tuition from a music specialist.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation</p>	
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Total budgeted cost: £36,226.91

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Phonics: 100% of the school's Yr 1 Disadvantaged cohort achieved the expected standard in Phonics, (1 pupil =.) 75 % of the school's end of KSI disadvantaged cohort achieved the expected standard in Phonics (3 children out of 4.)

KS2: Writing: 75% (3 children out of 4) of the school's Disadvantaged cohort achieved the expected standard. Reading/Maths: 75% (3 children out of four) of the school's Disadvantaged cohort achieved the expected standard.

KSI: Writing 75% (3 children out of 4) of the school's Disadvantaged cohort achieved the expected standard. Reading, 50% (2 children out of 4) of the school's Disadvantaged cohort achieved the expected standard. Maths 25% (1 children out of 4) of the school's Disadvantaged cohort achieved the expected standard.

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.

Programme	Provider
Reading Plus	Reading Solutions UK
Read, Write, Inc	Oxford University Press
The Write Stuff	Jane Considine Education