

Pupil premium strategy statement

This statement details our 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	Seaton Delaval First
Number of pupils in school	188 [163 + 25]
Proportion (%) of pupil premium eligible pupils	40 pupils/ 21%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022/ 2023, 2023/ 2024 [2024/ 2025]
Date this statement was published	20.09.2022
Date on which it will be reviewed	July 2023/ July 2024
Statement authorised by	OF
Pupil premium lead	OF
Governor lead	MR

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£71,300
Recovery premium funding allocation this academic year	£3,553
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£00
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£74, 853

Part A: Pupil premium strategy plan

Statement of intent

You may want to include information on:

- Improve rapidly knowledge, understanding and skills in Prime and Specific areas throughout Nursery and into Reception.
- Diminish further any achievement differences between boys and girls in English and Mathematics throughout school and in every year group.
- Diminish further any difference between Pupil Premium pupils and their peers in Mathematics, writing and SEND PP.
- Diminish further any small differences in attendance between groups of pupils within school.
- To further narrow/ diminish achievement gaps between boys and girls in English and Mathematics.
- Continue to further diminish/ reduce the gap between groups of pupils and their peers in writing and Mathematics and SEND.
- Continue to further reduce/ diminish the gap between Pupil Premium pupils and their peers in Mathematics, writing and SEND PP ["CHALLENGE THE GAP"].
- *Minimise differences between pupil's knowledge and understanding as a result of COVID 19 lockdown and variation in engagement with online learning/ school closure learning/ tasks/ work [Summer 2020 and Spring 2021].*

Challenges

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

Challenge number	Detail of challenge
1	A high proportion of children begin Nursery with no, or very little, pre-school experiences; speech and language issues are obvious among a significant proportion of new to school Nursery and Reception children [24% of Reception 2022/23 did not attend our Nursery].
2	Prime areas plus reading, writing and maths show 'not typical' attainment on entry when children complete their baselines across the whole cohort.
3	A high proportion of PP children/ pupils are also boys and SEND. Attainment on entry is below National Expectation in Prime & Specific.
4	<i>Attendance is slightly lower for PP/ FSM pupils: 2021 - 2022 PP = 95.18% vs non-PP 95.54%/ FSM = 98.28% vs No FSM = 95.47%, but still well above national average for all others historically..</i>

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
<p>Disadvantaged pupils maintain at least the standard of attainment they achieved at the end of the previous year (Reading, Writing and Maths) and previous key stage; those who have 'fallen behind' make accelerated progress and 'catch up' or exceed prior attainment standards.</p> <p>To ensure fallen behind children receive targeted high-quality intervention monitored by intervention leader.</p> <p>[Diminish further any difference between Pupil Premium pupils and their peers in Mathematics, writing and SEND PP.]</p>	<p>End of summer 2022 and 2023 and 2024 data will show that 95 - 100% of disadvantaged children have made at least expected progress from the previous summer.</p> <p>End of summer data will also show that 10 - 20% of disadvantaged children will have made accelerated progress.</p> <p>Analysis of interventions will show that interventions have had a positive impact on the disadvantaged children's learning and has helped in accelerating their progress.</p>
<p>Pupils and families with identified social, emotional or health needs are well supported by school staff so that the needs are removed or alleviated.</p>	<p>SENCo and Headteacher identify and support families and children and work to alleviate barriers to learning.</p> <p>Vulnerable disadvantaged children are also allocated a PP mentor (support staff and SLT), who will meet with them regularly and provide support/alleviate barriers.</p> <p>Pupil and parent questionnaires will show that parents and children of disadvantaged families feel supported and additional barriers alleviated where possible.</p>
<p>Pupils have a breadth of experiences that enable them to contextualise their learning.</p> <p>School will deliver an engaging, broad and varied curriculum.</p>	<p>Revised curriculum will provide pupils with exciting, varied and challenging learning. Pupil questionnaires/discussions/ mind maps will show that children enjoy school and are enthused to learn more. We will have instilled a love of learning in all children.</p> <p>Teachers and support staff will plan a wide range of visits/WOW events/experiences to in-spire/enhance learning and make it memorable. Each year group will spend allocated funding on providing WOW days and events which excite and enthuse children to learn across all subjects.</p> <p>Children will be exposed to a wide range of social, cultural, enrichment and sporting experiences within (and outside) the school day.</p>
<p>All disadvantaged pupils will meet or better national expectations for attendance/persistent absence.</p> <p>[Diminish further any small differences in attendance between groups of pupils within school.]</p>	<p>Disadvantaged pupils will match or exceed national attendance averages for non-disadvantaged pupils (historical 96+%).</p> <p>Monitoring of attendance by Head teacher brings about an increase in PP pupils' attendance and a decrease in persistent absence.</p>

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: £ 10,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Deputy Head teacher to run a whole school coaching programme for teachers and Teaching assistants.</p> <p>Headteacher to work with subject leaders to improve/enhance the teaching and learning within every subject.</p>	<p>https://educationendowmentfoundation.org.uk/public/files/Publications/Pupil_Premium_Guidance_iPDF.pdf</p> <p>https://sandbox.educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit</p>	1/ 2
<p>Allocation of funds towards Continuing Professional Development (CPD) for teachers and TAs across school. Impact of each CPD event to be recorded and monitored.</p> <p>Allocation of funds for reading, writing and maths initiatives, subscriptions and high quality texts for EYFS, KS1 and KS2.</p>	<p>Quality of Education - at least good teaching, with a significant proportion outstanding, in all classes every day. Provision of interventions and target teaching for children identified as needing to catch-up - see www.gov.uk/publications/the-pupil-premium-how-schools-are-spending-the-funding-success-fully.</p>	1/ 2
<p>Funding to maintain staffing structure with 10 LSA's</p> <p>LSA's will work with existing teachers to team teach and work independently with groups for maths and English. LSA's will also provide interventions to ensure all children have achieved learning objectives from the morning session.</p>	<p>https://sandbox.educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit</p>	1/ 2

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

Budgeted cost: £ 68,350

Activity	Evidence that supports this approach	Challenge number(s) addressed
Provide targeted, structured interventions to children across whole school using catch up funding and Pupil premium funding. Interventions to be monitored and evaluated by Headteacher/ SLT. Interventions to be carried out by experienced LSA's and teachers within school.	Provision of QFT, mastery curriculum and effective challenge for children identified as needing to catch-up - see www.gov.uk/publications/the-pupil-premium-how-schools-are-spending-the-funding-successfully .	1/ 2
Full-time, highly qualified and experienced NNEB and Level 3 LSA in EYFS2 [Reception]. Experienced HLTA to work in EYFS 1 [Nursery] and Reception. NNEB in EYFS 2 to deliver "Talk Boost" and Early Interventions.	See baseline and AoL info. Provision of QFT, mastery curriculum and effective challenge for children identified as needing to catch-up - see www.gov.uk/publications/the-pupil-premium-how-schools-are-spending-the-funding-successfully .	1, 2, 3
LSA to do Speech and Language plus target support 2 afternoons every week.	See baseline and AoL info. Provision of QFT, mastery curriculum and effective challenge for children identified as needing to catch-up - see www.gov.uk/publications/the-pupil-premium-how-schools-are-spending-the-funding-successfully .	1,2,3
LSA interventions - spelling groups, phonic groups, O2O reading, O2O Maths in KS1 Y2 RWI, Nurture groups, Wave 3 Maths, Numricon Maths, Handwriting interventions, Basic Maths skills interventions, target readers.	See baseline and AoL info. Provision of QFT, mastery curriculum and effective challenge for children identified as needing to catch-up - see www.gov.uk/publications/the-pupil-premium-how-schools-are-spending-the-funding-successfully .	1.2.3,4
All trips heavily subsidised by school.	Provision of QFT, mastery curriculum and effective challenge for children identified as needing to catch-up - see www.gov.uk/publications/the-pupil-premium-how-schools-are-spending-the-funding-successfully .	1,2,3, 4

Before School Club and After School Clubs - no charge to pupils.	Provision of QFT, mastery curriculum and effective challenge for children identified as needing to catch-up - see www.gov.uk/publications/the-pupil-premium-how-schools-are-spending-the-funding-successfully .	4
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 10,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Targetted time for SEN leader and Headteacher to support families with high need SEN and Pupil Premium children.	https://sandbox.educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning	1/ 2/ 3
Headteacher and SENCo identify and support families and children and work to alleviate barriers to learning. Vulnerable children to be highlighted and supported through Nurture sessions, positive play sessions, and Lego Therapy sessions. All vulnerable PP children to be allocated a PP Mentor who will support them in alleviating barriers to learning by meeting regularly throughout the year.	https://sandbox.educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement	1/ 2/ 3/ 4
All children in school to be given opportunity to participate in activities which enhance and broaden the curriculum and their learning experiences. This will be achieved through WOW funding for each year group to plan enriching experiences and activities, after school club funding for pupil premium children.	Provision of a range of initiatives to extend children's experiences see www.gov.uk/publications/the-pupil-premium-how-schools-are-spending-the-funding-successfully . Education Endowment Trust Toolkit	1/ 2/ 3
Headteacher to ensure that parents are made aware of expected attendance levels when they fall below 96%/ 94%/ 92%/ 90%. Partnership working with EWO re pupils <96%/ 94%/ 92%/ 90%. Increased	Deployment of staff to support families to improve attendance and eradicate persistent absenteeism see www.gov.uk/publications/the-pupil-premium-how-schools-are-spending-the-funding-successfully .	4

rewards for improving and good attendance.		
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Total budgeted cost: £ 74,853

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.

Due to COVID-19, performance measures have not been published for 2020 to 2021, and 2020 to 2021 results will not be used to hold schools to account. Given this, please point to any other pupil evaluations undertaken during the 2020 to 2021 academic year, for example, standardised teacher administered tests or diagnostic assessments such as rubrics or scales.

If last year marked the end of a previous pupil premium strategy plan, what is your assessment of how successfully the intended outcomes of that plan were met?

Evaluation:

Children in receipt of pupil premium make at least good, and better, progress and achieve well. Teachers and SLT analysed reading age score, spelling/ phonics test result as well as teacher assessment tasks, and tests, to accurately band all children. End of year assessments were quality assured and moderated by SLT. [updated June 2022/ July 2022/ to be checked September 2022]

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
N/A	N/A

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	All classrooms have a LSA for morning English and Maths lessons to ensure FQT is never less than good and often exceptional. All children read regularly one to one in school and access fluid interventions that are planned to meet emerging and current needs. All children experience small 'stage not age' phonic groups 4 mornings every week.

What was the impact of that spending on service pupil premium eligible pupils?

Progress was evident from previous summer and/ or key stage assessment of learning information.

Further information (optional)

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