

# Seamer & Irton CP School

## Pupil Premium Strategy Statement

### 2021 - 2024

This statement details our school's use of pupil premium 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	Seamer & Irton CP
Number of pupils in school	404
Proportion (%) of pupil premium eligible pupils	17% (includes LAC/PLAC and service children)
Academic year/years that our current pupil premium strategy plan covers	2021-2024
Date this statement was published	November 2021
Date of last review	November 2022
Statement authorised by	Helen Mallory
Pupil premium lead	Jonathan Wanless
Governor / Trustee lead	Denise Palmer- Jenkinson

#### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year (2022/23)	£ 83050
Recovery premium funding allocation this academic year	£ 11832
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£ 0
<b>Total budget for this academic year (2022/23)</b>	<b>£ 94882</b>



## Part A: Pupil premium strategy plan

### Statement of intent

Seamer & Irton CP School is committed to providing the best possible education for every individual pupil. We have high aspirations and expectations for all of our pupils and believe that no child should be left behind. This includes making appropriate provision for pupils who belong to vulnerable groups including those who may be socially disadvantaged. We are determined that all our pupils are given every opportunity to realise their potential. We will strive to overcome barriers to learning for pupils and give every individual the best possible chance of success by providing a culture where staff believe in all children and no excuses are made for underperformance.

### Challenges

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

Challenge number	Detail of challenge
1	Attendance and punctuality
2	Progress in reading and maths
3	Academic resilience
4	Maintaining healthy lifestyles and general wellbeing
5	Speech, language and communication development
6	Parental engagement and support for home learning
7	Acquisition of "Cultural Capital" and opportunities to take part in the wider curriculum

### 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.

**Latest RAG rating: November 2022**

Intended outcome	Success criteria
Disadvantaged pupils in school receive timely support appropriate to their needs.	All PP pupils are included on class provision maps and are tracked through monitoring and assessment systems. All monitoring includes reference to the experience of disadvantaged pupils.
Pupils receive pupil premium champion mentoring sessions to identify strengths and needs.	Pupils' voice is used to provide a bespoke support plan.
Learning Conversations developed to inform and involve parents, while also pinpointing areas of need to be worked on with the child.	Parental engagement has improved, parents have attended learning conversations and individual needs analyses are completed to inform the bespoke support plan.
Reduce the gap between attendance of disadvantaged pupils and non-disadvantaged pupils.	No gap between disadvantaged and non-disadvantaged pupils. 95% of disadvantaged pupils have 95% or above attendance. The number of pupils who are late is reduced to 1%.
Quality first teaching is improved through Rosenshine's principles of instruction.	Staff training is completed, and monitoring shows positive impact on the quality of education.
Achieve the Healthy School Award.	School has Healthy School Award focussed on pupils' wellbeing and their ability to lead healthy lifestyles.

Pupils have become more independent, self-regulated learners with academic resilience.	<p>Pupil champions in place.</p> <p>Vulnerable pupils have made measurable improvement.</p> <p>Individual needs analysis has been completed for all disadvantaged pupils.</p> <p>PP pupils have made good progress in core subjects.</p>
Pupils to make good progress in maths from their baseline assessments.	<p>Pupil progress data for maths shows good progress rates.</p> <p>Targeted pupils have benefited from the maths tuition provided by the NTP and school-led solutions.</p>
To make Seamer & Irton a “reading school” with a curriculum that is led by books.	<p>Pupils make good progress in reading and develop a lifelong love of books.</p>
Disadvantaged pupils receive a high level of phonics teaching to help them become effective readers.	<p>Phonics check scores of PP pupils compare favourably with national non-PP data.</p>
Raise pupils’ aspirations and motivation through an enriching curriculum, including off-site visits.	<p>The school provides an exciting and engaging curriculum that is enhanced through a range of curriculum enrichment activities.</p> <p>All pupils wishing to play an instrument can do so.</p> <p>All pupils access Forest School.</p> <p>Monitoring shows PP pupils are accessing curriculum and thriving.</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: £5 000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Quality first teaching CPD (Rosenshine)	Fundamental to pupil progress. “What happens in the classroom makes the biggest difference” EEF	2
Securing good progress in maths	Fundamental to pupil progress and future prospects.	2
Securing good progress in reading	Fundamental to pupil progress and future prospects.	2
Training of all staff involved in roll out of new phonics scheme, Little Wandle	Consistency and fidelity to new scheme is critical to its success. Phonics first approach is widely recognised.	2

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

Budgeted cost: £75 000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Increase the amount of TA support for every year group to deliver targeted support	EEF research supports the careful, planned use of TAs to support learning and deliver structured interventions.	2,3
NTP maths tuition	By pre-learning the maths curriculum, pupils can progress more confidently in lessons. EEF research supports tutoring as an effective way to help children improve academically.	2
School-led tuition	Additional structured learning opportunities and general well-being. As above.	2,3
Provision of IT equipment	Provides essential access to homework and remote learning activities.	6
Provision maps and intervention programmes	Bespoke interventions targeted to individual needs. EEF research shows that targeted small group interventions have the potential for the largest immediate impact on attainment.	2,3
Phonics, NELI, Speech & Language screening and intervention programmes	Early intervention will prevent any gaps widening	5

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

Budgeted cost: £15 000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Adult mentor / PP Champion	Essential to coordinate provision, elicit pupil and parent voice and track progress.	3, 4, 6
Supporting access to wider curriculum opportunities	A broad and exciting curriculum will build cultural capital and raise aspirations.	7
Attendance support	Proven links between attendance and progress.	1
Inter-school competitions and specialist coaching	Success in non-academic areas has a positive impact on self-esteem and mental health	4
A broad range of extra-curricular opportunities, including cycling, table tennis, yoga and surfing.	Health and wellbeing are positively impacted by active lifestyles	4

**Total budgeted cost: £95 000**

## 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 2021 to 2022 academic year.

Specialist speech and language programmes were provided by Chatterbugs during 2020/21 and this was fully funded through the DfE Opportunity Area initiative. This funding is no longer available, but the school recognises the impact of early language screening and development and funded this provision for 2021/22.

#### Pupil outcomes for the academic year 2021-22.

Points progress across the year (6 expected progress)	Reading		Writing		Maths	
Year Group	PPremium	Non PP	PP	Non PP	PP	Non PP
1 (Dec-July = 4pts)	3.33	3.39	4.66	4.44	3.75	3.88
2	3.22	3.17	5.0	4.4	4.11	3.87
3	6.18	6.02	6.0	5.51	5.18	5.58
4	2.4	3.13	5.6	5.29	2.2	5.21
5	5.75	5.59	4.38	5.34	5.37	4.53
6	6.82	6.21	5.0	5.02	6.0	6.8
Average	4.87	4.82	5.2	5.11	4.57	5.2

At expected	Reading		Writing		Maths	
Year Group	PPremium	Non PP	PP	Non PP	PP	Non PP
1	58% (7/12)	56% (24/43)	58% (7/12)	77% (33/43)	58% (7/12)	67% (29/43)
2	50% (6/12)	50% (23/46)	17% (2/12)	43% (20/46)	42% (5/12)	65% (30/46)
3	75% (9/12)	62% (28/45)	67% (8/12)	36% (16/45)	75% (9/12)	67% (30/45)
4	57% (4/7)	58% (30/52)	71% (5/7)	52% (27/52)	57% (4/7)	65% (34/52)
5	78% (7/9)	76% (37/39)	44% (4/9)	57% (28/49)	67% (6/9)	65% (32/49)
6	57% (8/14)	90% (43/48)	43% (6/14)	73% (35/48)	64% (9/14)	73% (35/48)
Average	62% (41/66)	65% (185/283)	48% (32/66)	56% (159/283)	61% (40/66)	67% (190/283)
Phonics screening data (June 2022)		By end Y2: PP 100%, Non PP 88%				

#### Observations on 2021-22 data

- Pupil Premium pupils made good progress in 2021/22 compared to the non-PP group.
- Year 4 reading and maths progress is very low and requires further investigation. They are a small cohort (7) with a significant level of SEND.
- Adjustments from Y1 to Y2 accounted for the low scores.
- Writing attainment is a key area for development and this is reflected in the SDP.
- 2022 phonics data shows 100% of PP pupils achieving the expected standard.
- Small numbers of pupils can make data mis-leading. All pupils are regarded as individuals and support is targeted to specific, individual needs.
- Y1 now trackable from September due to change in way EYFS data is entered.

#### Pupil Attendance Analysis 2021-22

Group	Holiday (authorised)	Holiday (unauthorised)	Illness	Pupils with attendance <90% (PA)	Total absence	Attendance
Pupil Premium (75) *	0.04	0.65	4.87	25.33	6.55	93.45
Non-Pupil Premium (354)	0.07	1.34	3.46	7.91	5.17	94.83

\* Includes LAC/PLAC and service children

#### Observations on 2021-22 attendance data

- PP pupils went on holiday less, were ill more often and were more likely to have an attendance of less than 90% (i.e. persistent absentee PA)
- Many of the children classed as PA have now left the school to move into Y7 or re-locate to schools nearer their homes.
- PA data for autumn 1 2022 shows much closer values (PP 16.92%, non-PP 11.85%)
- The school is engaged in a funded attendance project with a group of local schools. This has helped inform us of patterns in data and consistency in policies.
- Our Attendance Officer is instrumental in maintaining good relationships with parents, especially those with persistent absences, and is a key element of the project.

**The school recognises that the most powerful methods of supporting the progress of disadvantaged pupils are;**

1. **Quality First teaching**
2. **A Pupil Premium Champion mentoring programme**
3. **Bespoke interventions targeted to individual needs**
4. **A broad, exciting, and ambitious curriculum**

**These remain our primary strategies for the use of pupil premium funding.**



### Externally provided programmes

Programme	Provider
NTP (ceased in 2022)	Conexus
Times tables	TT Rockstars
Maths intervention	Dynamo Maths
Speech, language, and communication	Chatterbugs (Ali Hay from September 2022)
Home learning support	Purple mash