



Seamer & Irton CP School

Pupil Premium Statement 2019/20

Pupil Premium funding is a central government grant allocated to children who are identified as needing additional support to raise their attainment to an age related level and to close the gap between their performance and that of other pupils in the school.

Our school receives additional funding via the Pupil Premium to help ensure that all groups of children have the opportunity to achieve well. Funding is linked to the number of pupils who are eligible to receive free school meals and aims to support those pupils who are identified as being disadvantaged. This also includes additional funding for children who are Looked After, Previously Looked After, and children from families who serve in the armed forces.

The purpose of this report is to inform parents, carers and governors how the School's Pupil Premium funding for 2019 -2020 has been allocated. It also provides information on how the Pupil Premium funding for 2018 – 2019 was spent and the impact it had on pupils' outcomes.

School overview

Metric	Data
Pupils in school	410
Proportion of disadvantaged pupils	11%
Pupil premium allocation this academic year (2019/20)	£57000
Academic year or years covered by statement	2018 - 2020
Publish date	February 2020
Review date	February 2021
Statement authorised by	Mrs. H. Mallory (Chair of Governors)
Pupil premium lead	Mr. J. Wanless
Governor lead	Mrs. D. Palmer-Jenkinson

School Data 2018/19

Headline figures from the 2019 data	% of pupils achieving the expected standard Pupils in receipt of pupil premium grant		% of pupils achieving the expected standard Pupils not in receipt of pupil premium grant		School Gap School PP/National non-PP	National Gap National PP/National non-PP
	School	National	School	National		
EYFS (achieving GLD)						
Year 1 (phonics check)	50	84	80 (all pupils)	82 (all pupils)	-32	+2
KS1 Reading	50	78	65	78	-28	0
KS1 Writing	0	73	60	73	-73	0
KS1 Maths	0	79	63	79	-79	0
KS2 Reading, writing and maths combined	50	51	57	71	-21	-20
Progress in reading	-3.50	-0.62	0.28	0.32	-3.82	-0.94
Progress in writing	-2.76	-0.50	0.72	0.27	-3.08	-0.77
Progress in Maths	-2.60	-0.71	-0.67	0.37	-2.97	-1.08
ABSENCE DATA						
	Sessions missed School %	Sessions missed National %	Persistent absentees School %	Persistent absentees National %		
All pupils	4.0	3.9	7.8	8.4		
Ever 6 FSM	5.8	5.4	17.1	15.7		
Non-Ever 6 FSM	3.8	3.4	6.8	5.8		

i. Quality of teaching for all

Action	Intended outcome	Estimated impact:	Lessons learned	Cost £6000
Building academic resilience.	Children to develop strategies to build resilience outside academic subjects.	<p>PPG pupils identified for support – see provision maps.</p> <p>Boxall profiles show quantifiable improvement (Academic Resilience project).</p> <p>All staff trained to L1 Compass Buzz. Selected staff trained to L3. Compass Buzz action plan in place.</p> <p>Pastoral support system in place.</p> <p>Increased number and range of clubs and activities available for pupils.</p>	<p>Provision maps are effective in targeting and tracking interventions.</p> <p>Vulnerable pupils are successfully identified.</p> <p>Boxall profiles show impact.</p> <p>Continue with this approach in 2019/20</p>	
Improve library resources and access to books.	Children to read more books at home. Pupils' outcomes in literacy improve. Support provided for pupils to access literature. Pupils make sustainable links with other libraries.	<p>Improved progress in reading by end KS2 (-0.4 from -2.60)</p> <p>Visits to Eastfield Library completed for Y3 pupils. Access to digital books has been increased through registering all pupils in Y3 and above with North Yorks library service.</p> <p>Library lending data shows over 6000 books borrowed for the academic year 2018/19. Lending rates PP at least in line with other pupils.</p>	<p>Library visits and NY library service registration will maintain access to ebooks.</p> <p>Library budget will be maintained.</p> <p>Active Learn project to run in 2019/20</p> <p>Reluctant reader project to be added, including augmented reality books.</p>	

ii. Targeted support				
Action	Intended outcome	Estimated impact:	Lessons learned	Cost £40000
<p>Language Link programme and access to speech and language therapy.</p> <p>SALT drop-in sessions for parents</p>	<p>Identify children with poorly developed language skills upon entry to school and target effective interventions.</p> <p>Provide support and advice to parents</p>	<p>Outcomes to match non PPG pupils in EYFS and KS1. Progress from baselines at least as good as non PPG pupils.</p> <p>All EYFS pupils screened in autumn term.</p> <p>SALT completed individual assessments and regular parent drop-in sessions.</p> <p>EYFS CLL mean score (2.25) was the highest of all areas of learning in 2018/19</p>	<p>All pupils in EYFS and Y3 will be screened using Language Link programme.</p> <p>Some interventions will be adapted to our needs.</p> <p>Specialist SALT provision will be maintained in 2019/20</p>	
<p>Targeted individual support</p> <ul style="list-style-type: none"> • Dynamo maths • Y6 booster classes • Pastoral support programme • Phonics/reading support 	<p>To support individual children to achieve at the expected rate and to stop any gap developing.</p> <p>All PPG pupils receive intervention</p> <p>Pupils achieve end of KS targets</p> <p>Pupils receive pastoral support as required</p> <p>Pupils achieve end of KS targets</p>	<p>Pupils accessing Dynamo Maths made accelerated progress compared to other pupils.</p>	<p>Our focus is always on quality first teaching but targeted individual support is an important element that will be maintained.</p> <p>This is quality assured through the provision maps.</p>	

iii. Other approaches				
Action	Intended outcome	Estimated impact:	Lessons learned	Cost £9000
Study Club	To provide children with opportunities to access the internet to complete internet based activities.	The vast majority of PPG pupils attend Study/Homework club.	An important part of the extended school offer that will be maintained in 2019/20	
Homework club	To allow children to complete their homework outside class.	Pupils hand in homework on time 80% of the time.	An important part of the extended school offer that will be maintained in 2019/20	
All visits and activities to remain free to PPG pupils, including residential visits and music lessons.	Raise pupils' aspirations and motivation through an enriching curriculum, including off-site visits.	The school provides an exciting and engaging curriculum that is enhanced through a range of curriculum enrichment activities. The "Learning Journey" has been enriched with "Learning Adventures" that pupils were consulted on. All pupils have access to these.	The importance of the curriculum remains a key element of the school development plan and enrichment activities will remain free of charge for disadvantaged pupils.	
Provide free music lessons for PPG pupils	PPG who wish to learn an instrument are able to do so.	Free music tuition was offered to all PP pupils in 2018/19.	This offer will remain in 2019/20	

Barriers to Educational Achievement

At Seamer & Irton CP School we take a two-fold approach to identifying barriers to learning for Pupil Premium children: - we identify the barriers common to a number of pupils and put in place whole school measures to address these barriers; - we understand that barriers to learning are not the same for all children and we strive to identify and address those barriers for individuals.

Common barriers to achievement for pupils at Seamer & Irton CP School include:

- Attendance and punctuality
- Progress in reading
- Academic resilience
- Maintaining healthy lifestyles and general wellbeing
- Speech, language and communication development
- Parental engagement and support for home learning
- Acquisition of “Cultural Capital” and opportunities to take part in the wider curriculum

Overcoming the barriers

Spending from our Pupil Premium funding is a priority in our School Development Plan and is linked to evidence based strategies to drive improvement. These include: -

- Prioritising achievement and progress for all Pupil Premium pupils through the Pupil Premium Champion
- Supporting good attendance and punctuality
- Ensuring Quality First Teaching and an inspirational curriculum
- Developing pupils as readers
- Providing pastoral and welfare support
- Working closely with parents
- Working closely with the school’s SENCO
- Supporting access to wider curriculum opportunities

Prioritising achievement and progress for all Pupil Premium pupils through the Pupil Premium Champion

- 2 hours per week for tracking and pupil view
- Individual needs analysis
- Named link governor visits

Allocated budget: £6000

Supporting good attendance and punctuality

- Attendance policy review and action plan
- Extend clubs offer

Allocated budget: £6000

Ensuring Quality First Teaching and an inspirational curriculum

- Dedicated PP section for all lesson observation and monitoring
- PP monitoring added to the monitoring schedule
- Staff training
- Targeted interventions

Allocated budget: £20000

Developing pupils as readers

- Whole school key priority
- Active Learn project
- Reluctant reader project
- Library access and ebooks

Allocated budget: £7000

OVERCOMING BARRIERS TO EDUCATIONAL ACHIEVEMENT

2019/2020

Providing pastoral and welfare support

- Healthy school award
- Pupil wellbeing champions
- Academic resilience
- Vulnerable pupils tracking

Allocated budget: £4000

Supporting access to wider curriculum opportunities

- Forest school
- Educational visits
- Music lessons
- Extra-curricular clubs
- PE premium targets

Allocated budget: £10000

Working closely with the school's SENCO

- Targeted interventions and provision mapping
- Tracking and analysing progress

Allocated budget: £2000

Working closely with parents

- Individual needs analysis
- Regular meetings and feedback

Allocated budget: £2000

TOTAL ALLOCATED FUNDS £57000

Our Priorities for 2020/21				
Barrier	Intended outcome. What do we want to achieve this year?	What will success look like?	How will we spend the money to address this barrier?	Staff lead and monitoring plan.
<p>Leadership Capacity</p> <p>Prioritising achievement and progress for all Pupil Premium Pupils through the work of a Pupil Premium Champion</p>	<p>Raise the profile of disadvantaged pupils in school.</p> <p>Increase staff effectiveness at identifying barriers to learning at the earliest possible opportunities.</p> <p>Identify a range of whole school strategies to combat specific barriers.</p> <p>Effective use of Data to identify disadvantaged pupils at risk of falling below their targets.</p> <p>Learning Conversations developed to inform and involve parents, while also pinpointing areas of need to be worked on with the child.</p>	<p>Progress rates improve.</p> <p>All PP pupils have an individual plan.</p> <p>Parental engagement has improved and parents have attended learning conversations.</p>	<p>Pupil Premium Champion to work with SENCO to:</p> <ul style="list-style-type: none"> • coordinate and drive pupil premium initiatives in line with research based projects • Support and challenge staff and hold to account for outcomes • Provide a holistic, individual pupil based approach to pupil premium spending • Track and analyse impact of programmes of support 	<p>HT, SENCO, PP champion</p> <p>Lead governor.</p> <p>Reports to governors at 6 monthly intervals</p> <p>Allocated budget: £8000</p>
<p>Attendance and punctuality</p>	<p>Reduce the gap between attendance of disadvantaged pupils and non-disadvantaged pupils.</p> <p>Improve attendance of individual pupils.</p> <p>Provide clubs to support punctuality.</p> <p>Review the attendance policy</p>	<p>No gap between disadvantaged and non-disadvantaged pupils</p> <p>95% of disadvantaged pupils have 95% or above attendance</p> <p>The number of pupils who are late is reduced to 1%</p>	<ul style="list-style-type: none"> • Time for HT and admin staff to work with attendance admin on meetings with parents. • Salary for staff to run before school clubs. • Attendance policy review and action plan 	<p>HT, admin team, PP champion</p> <p>Monthly attendance reports</p> <p>Allocated budget: £6000</p>

<p>Ensuring Quality First Teaching and an inspirational curriculum</p>	<p>Complete a curriculum review</p> <ul style="list-style-type: none"> • Develop learning adventures – 12 enrichment activities for every year group • Complete knowledge organisers for each subject to ensure curriculum coverage and progression <p>Provide TA staff for every year group to support QFT.</p> <p>Provide intervention programmes, including Dynamo maths, phonics first and Language Link</p>	<p>Curriculum is exciting and engaging.</p> <p>All pupils access Forest School.</p> <p>Monitoring shows PP pupils are accessing curriculum and thriving.</p> <p>Provision maps are completed detailing impact of intervention groups.</p>	<ul style="list-style-type: none"> • Dedicated PP section for all lesson observation and monitoring • PP monitoring added to the monitoring schedule • Staff training • Targeted interventions in maths, phonics and reading • Develop Forest School provision • Staff training 	<p>SLT</p> <p>Monitoring schedule and feedback</p> <p>Allocated budget: £20000</p>
<p>Providing pastoral and welfare support</p>	<p>Achieve the Healthy School Award.</p> <p>Pupils have become more independent, self-regulated learners with academic resilience.</p>	<p>School has Healthy School Award.</p> <p>Pupil champions in place.</p> <p>Vulnerable pupils have made measureable 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>	<ul style="list-style-type: none"> • Develop staff aspirations for disadvantaged pupils through advocacy of PP Champion. • Raise parental aspirations for children through regular meetings to identify and addresses key barriers to learning. • Identify vulnerable pupils and track using Boxall profile. • Train Pupil Wellbeing Champions. • Healthy school award application • Academic resilience project 	<p>PHSE lead, SENCO, HT</p> <p>HT report to governors</p> <p>Allocated budget: £4000</p>

<p>Developing pupils as readers</p>	<p>To make Seamer & Irton a “reading school” with a curriculum that is led by books.</p>	<p>Pupils make good progress in reading and develop a lifelong love of books.</p>	<ul style="list-style-type: none"> • Whole school key priority • Staff training and resources • Active Learn project • Reluctant reader project • Library access and ebooks 	<p>Subject leader Data analysis Allocated budget: £7000</p>
<p>Working closely with parents</p>	<p>Learning Conversations developed to inform and involve parents, while also pinpointing areas of need to be worked on with the child.</p>	<p>Parental engagement has improved and parents have attended learning conversations.</p>	<ul style="list-style-type: none"> • Individual needs analysis • Regular meetings and feedback 	<p>PP champion and SENCO Allocated budget: £2000</p>
<p>Supporting access to wider curriculum opportunities</p>	<p>Raise pupils’ aspirations and motivation through an enriching curriculum, including off-site visits. PPG who wish to learn an instrument are able to do so.</p>	<p>The school provides an exciting and engaging curriculum that is enhanced through a range of curriculum enrichment activities.</p>	<ul style="list-style-type: none"> • Forest school • Educational visits • Music lessons • Extra-curricular clubs • PE premium / healthy lifestyle targets 	<p>HT HT report to governors Allocated budget: £10000</p>