



# Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 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	<b>Seymour Primary School</b>
Number of pupils in school	<b>465</b>
Proportion (%) of pupil premium eligible pupils	<b>34%</b>
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	<b>2021/2022 to 2024/2025</b>
Date this statement was published	<b>January 2022</b>
Date on which it will be reviewed	<b>July 2022</b>
Statement authorised by	<b>Carol Collins</b>
Pupil premium lead	<b>Emma Eardley</b>
Governor / Trustee lead	<b>Gail Botting</b>

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	<b>£203,358</b>
Recovery premium funding allocation this academic year	<b>Covid Catch Up Premium:</b> <b>£22, 620</b> (top slice 10%) <b>£20, 358</b> <b>School Led Tutoring Grant:</b> <b>£16, 200</b> (top slice 10%) <b>£14, 580</b>
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	<b>£0</b>
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	<b>£217,938</b>



# Part A: Pupil premium strategy plan

## Statement of intent

The Pupil Premium, which is additional to main school funding, is intended to address the current underlying inequalities between children eligible for free school meals (FSM) and their peers, by ensuring that funding to tackle disadvantage reaches the pupils who need it most. The Pupil Premium is allocated to schools to work with pupils who have been registered for free school meals at any point in the last six years. Schools also receive funding for children who have been looked after continuously for more than six months, and children of service personnel. In the 2021 to 2022 financial year, schools will receive the following funding for each child registered as eligible for free school meals at any time:

- £1,345 per pupil from Reception to Year 6

Our intention is that all children, especially pupils eligible for Pupil Premium will access high quality education and provision. Through the introduction of "A Champion for Every Child," every pupil eligible for Pupil Premium (and their families) will have regular one-to-one contact with ACE tutors to build relationships, confidence, aspiration and overcome barriers. Our ACE programme is part of the roll-out of the TKAT pilot started in September 2021, which has been externally evaluated by Impact Ed.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. 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 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 National Tutoring Programme for pupils whose education has been worst affected, including non-disadvantaged pupils.

The Education Endowment Foundation (EEF) has produced a teaching and learning toolkit to help teachers and schools effectively use the pupil premium to support disadvantaged pupils and measure the impact of the approaches they are using. This is used by the school to decide the most effective strategies to improve learning.

## Challenges

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

Challenge number	Detail of challenge
1	<p><b>Attendance</b></p> <p>Attendance is 95.8% and below the national average of 96%. The percentage of persistent absentees is 8.1%. Unauthorised absence is 0.98% - higher than the national average 0.5%. Children with SEND and Pupil Premium children have higher levels of absence than children without SEND or non Pupil Premium children.</p>
2	<p><b>EYFS Language and Literacy Skills</b></p> <p>Children enter the EYFS with expressive and receptive language, and listening skills well below their developmental age and stage. 11% were on track to be at age related expectations at their point of entry to school. This means their language and early literacy skills are poor. 0% of Pupil Premium children in EYFS were on track at baseline in September 2021.</p> <p>Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. These are evident from Reception through to KS2 and in general, are more prevalent among our disadvantaged pupils than their peers.</p>
3	<p><b>Phonics</b></p> <p>Phonics data in EYFS and Key Stage 1 has shown that disadvantaged pupils generally have greater difficulties with phonics than their peers. This impacts on their reading and ability to access the rest of the curriculum.</p>
4	<p><b>Reading comprehension</b></p> <p>NTS reading assessments show that pupils eligible for Pupil Premium score lower on Reading comprehension than non-Pupil Premium mainly due to poorer vocabulary understanding</p>
5	<p><b>Children with SEND who are Pupil Premium</b></p> <p>48% of children with SEND are also Pupil Premium. Assessment data shows that children with SEND have fallen further behind in Reading, Writing and Maths.</p>
6	<p><b>Behaviour and Attitudes, &amp; Wellbeing</b></p> <p>Our assessments, observations and discussions with children show school engagement including goal orientation, motivation, perseverance and self-efficacy are lower for the disadvantaged children than the non-disadvantaged. Developing children's motivation, perseverance and</p>

	<p>aspirations and their ability to make viable plans and take action towards desired goals is a focus.</p>
<b>7</b>	<p><b>Engagement</b></p> <p>Pupils eligible for Pupil Premium engage less in after school activities and the residential trip in Year 6.</p> <p>Parents of pupils eligible for Pupil Premium engage less with the teachers - this has been measured by attendance at meetings and parents/carers appointments.</p>
<b>8</b>	<p><b>Safeguarding</b></p> <p>Pupils eligible for Pupil Premium are more likely to be subject to Child Protection plans, or registered with Early Help. There are higher numbers of pupils who have been identified as in need of early help but who are not yet accessing it.</p>
<b>9</b>	<p><b>Combined Attainment</b></p> <p>Internal standardised assessments indicate combined attainment (Reading, Writing and Maths) is lower than that of non-disadvantaged pupils leaving a gap. Although the attainment gap is closing, it still exists between Pupil Premium and Non Pupil Premium children. 3 Observations indicate that the education of our disadvantaged pupils have been impacted by partial school closures to a greater extent than other pupils. These findings are supported by national studies.</p>

## 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
<b>Rapidly improving attendance or attendance that is at or above the national average for all non-Pp pupils.</b>	Pupils eligible for Pupil Premium have comparable attendance rates that are at or above the national average for all non Pupil Premium pupils. Measured by termly attendance percentages and EWO reports
<b>Rapidly improving language and literacy skills for children in EYFS</b>	Pupils eligible for Pupil Premium will leave Reception with the same attainment in Communication and Language and Personal, Social and Emotional Development in line with the national average for all non Pupil Premium pupils.
<b>Improved Phonics outcomes for children in Reception and Key Stage 1</b>	A rigorous teaching structure and intervention programme will ensure that there are no differentials between children eligible for Pupil Premium and non Pupil Premium.
<b>Improved Reading outcomes for children in Key Stage 2</b>	A “Talk for Reading” approach will result in there not being any differentials between pupils eligible for Pupil Premium and non Pupil Premium.
<b>Improved progress for children with SEND</b>	Using the 5 strand approach to provision for children with SEND, more precise diagnostic assessment and precision teaching their Standardised Scores will rise steadily.
<b>Increased uptake of opportunities offered by the school outside of the classroom</b>	Attendance at extra curricular and sporting activities held during the day will show that the same number of pupils eligible for Pupil Premium will participate as pupils non Pupil Premium.
<b>Increased communication between school and home with rapid intervention or referral processes, as required</b>	Increased engagement of identified parents in their children’s learning is seen. Evidence measured through ACE Tutor and Ace Mentor parental records and through annual parental feedback surveys.



## 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: £103, 715

Activity	Evidence that supports this approach	Challenge number(s) addressed							
<p><b>Continued professional development for teachers and Learning Support Assistants on the school's phonics scheme: Read, Write, Inc. CPD led by the Phonics lead and release time budgeted for.</b></p>	<p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading particularly for disadvantaged pupils.</p> <p><a href="#">Phonics   EEF</a></p>	2, 3							
<p><b>Recruit 2 reading intervention LSAs for EYFS &amp; KS1</b></p>			<p><b>Purchase of standardised diagnostic assessments: National Style-Tests (NTS). Year 1 to Year 6 in Reading and Maths.</b></p> <ul style="list-style-type: none"> <li>• <b>No More Marking comparative judgement and moderation platform for Writing. Year 1 to Year 6.</b></li> <li>• <b>Accelerated Reader. Yr2 to Year 6. Professional development opportunities for staff included.</b></li> </ul>	<p>Standardised assessments will provide reliable insights into specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction. Accelerated Reader helps to regularly track pupils with reading. National data sets are available and are used as part of a strategy to improve reading.</p> <p><a href="https://educationendowmentfoundation.org.uk/public/files/Review_of_Attainment_Measures_final.pdf">https://educationendowmentfoundation.org.uk/public/files/Review_of_Attainment_Measures_final.pdf</a></p> <p><a href="#">Accelerated Reader   EEF</a></p>	4, 9	<p><b>Reading Development of our own Reading model to complement RWI and Accelerated reader. CPD led by the Reading Lead and release time</b></p>	<p>Reading comprehension strategies have a strong evidence base that indicates high positive impact.</p> <p><a href="#">Reading comprehension strategies   EEF</a></p>	4	<p><b>Recruit a 0.5 teacher to work with children with SEND who need alternative provision and different approaches in core subjects in Key Stage 2</b></p>
<p><b>Purchase of standardised diagnostic assessments: National Style-Tests (NTS). Year 1 to Year 6 in Reading and Maths.</b></p> <ul style="list-style-type: none"> <li>• <b>No More Marking comparative judgement and moderation platform for Writing. Year 1 to Year 6.</b></li> <li>• <b>Accelerated Reader. Yr2 to Year 6. Professional development opportunities for staff included.</b></li> </ul>	<p>Standardised assessments will provide reliable insights into specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction. Accelerated Reader helps to regularly track pupils with reading. National data sets are available and are used as part of a strategy to improve reading.</p> <p><a href="https://educationendowmentfoundation.org.uk/public/files/Review_of_Attainment_Measures_final.pdf">https://educationendowmentfoundation.org.uk/public/files/Review_of_Attainment_Measures_final.pdf</a></p> <p><a href="#">Accelerated Reader   EEF</a></p>	4, 9							
<p><b>Reading Development of our own Reading model to complement RWI and Accelerated reader. CPD led by the Reading Lead and release time</b></p>	<p>Reading comprehension strategies have a strong evidence base that indicates high positive impact.</p> <p><a href="#">Reading comprehension strategies   EEF</a></p>	4							
<p><b>Recruit a 0.5 teacher to work with children with SEND who need alternative provision and different approaches in core subjects in Key Stage 2</b></p>	<p>Pupils with Special Educational Needs and Disability (SEND) have the greatest need for excellent teaching and are entitled to provision that supports achievement at, and</p>	5							

<b>Recruit an Additional Needs LSA to work with children with SEND who have EHCPs in Core Subjects</b>	enjoyment of, school. The attainment gap between pupils with SEND and their peers is twice as big as the gap between pupils eligible for free school meals and their peers. However, pupils with SEND are also more than twice as likely to be eligible for free school meals. We will use the EEF 5 evidenced based strategies <a href="#">Special Educational Needs in Mainstream Schools   EEF</a>	5
<b>Recruit a 0.5 teacher to lead the ACE programme</b>	There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers) <a href="#">Social and emotional learning   EEF</a>	6, 7, 8
<b>Recruit 2 x 0.5 LSAs as ACE tutors</b>		6, 7, 8

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

Budgeted cost: £56,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<b>Identify children in EYFS to participate in Nuffield Early Language Intervention programme</b>	<a href="https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/nuffield-early-language-intervention">https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/nuffield-early-language-intervention</a>	2
<b>Purchase of Mable speech assessments and 1:1 tutoring sessions</b>	Speech and Language Link group work <i>EEF: Approaches that focus on speaking, listening and a combination of the two all show positive impacts on attainment</i> <a href="#">Oral language interventions   Toolkit Strand   Education Endowment Foundation   EEF</a>	2
<b>Purchase Sandwell assessment materials and deliver precise interventions to children with SEND</b>	<a href="#">Special Educational Needs in Mainstream Schools   EEF</a>	5 9
<b>Identify children needing further intervention to address attainment</b>		5 9

<p>and progress gaps using baseline data and target with the deployment of additional specialist teachers to deliver small group and one-to-one intervention programmes in reading, writing and maths</p>		
<p><b>Engaging with the National Tutoring Programme to provide a blend of tuition, mentoring and school-led tutoring for pupils whose education has been most impacted by the pandemic. A significant proportion of the pupils who receive tutoring will be disadvantaged, including those who are high attainers.</b></p> <p><b>Specialist intervention support teachers</b></p>	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one:</p> <p><a href="https://www.educationendowmentfoundation.org.uk">One to one tuition   EEF (educationendowmentfoundation.org.uk)</a></p> <p>And in small groups:</p> <p><a href="https://www.educationendowmentfoundation.org.uk">Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	<p>1, 3, 4, 5 and 9</p>

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

Budgeted cost: £60, 000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Employment of school based Educational Welfare Officer (EWO) The EWO will work with families to increase attendance</p>	<p><a href="https://www.gov.uk/government/news/improving-school-attendance-support-for-schools-and-local-authorities">Improving school attendance: support for schools and local authorities - GOV.UK</a></p>	<p>1</p>

<p>rates of identified children. Termly reports compiled by the EWO provide detailed analysis of attendance for the SLT. Parents are supported with their child's attendance by the EWO. Targets are set at regular meetings and failure to meet these are robustly challenged. Weekly reports shared with the SLT.</p>		
<p><b>Implement ACE Tutoring programme</b></p>	<p>“Overall the evaluation from the ACE programme’s pilot year sees promising evidence of impact, particularly on pupils’ attainment in maths and on levels of goal orientation, self-efficacy and motivation. Qualitative data from teachers and tutors also reflected a positive perception of the overall impact of the programme, alongside a number of recommendations for how the programme implementation could be improved further in future.” ImpactEd September 2021</p>	<p>6, 7</p>

**Total budgeted cost: £219, 715**

## 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.

<b>Phonics screening 2021</b>	<b>13 Pupils eligible for PP</b>	<b>41 Pupils not eligible for PP</b>
<b>% who passed phonics screening</b>	92.3%	92.6%
<b>Key Stage 2 2020- 2021</b>	<b>20 Pupils eligible for PP</b>	<b>39 Pupils not eligible for PP</b>
<b>% achieving ARE and ARE+ in Reading, Writing, Maths</b>	70%	69%
<b>% achieving ARE and ARE+ in Reading</b>	70%	72%
<b>% achieving ARE and ARE+ in Writing</b>	70%	69%
<b>% achieving ARE and ARE+ in Maths</b>	75%	74%
<b>% achieving ARE and ARE+ in Reading, Writing, Maths</b>	70%	69%

Internal assessments during 2020/21 suggest that the performance of disadvantaged children is improving in Reading, Writing and Mathematics at the end of Key Stage 2. However, data suggests this is not consistent across the school. Nationally, disadvantaged children have been hardest hit by successive lockdowns and therefore in-school catch-up strategies have helped to avoid the gap extending significantly once more. All year groups experienced a dip in attainment after the second lockdown. However, evidence from standardised testing showed improved attainment in Reading, Writing, Mathematics and Phonics between March and July. The impact was mitigated by the school's commitment to maintaining a high quality curriculum during periods of partial closure. This was aided by the use of Google classroom by teachers to deliver daily remote lessons to their classes. Supporting disadvantaged children with remote learning by providing chromebooks for use at home and regular check-ins by members of the school staff further supported their time out of school. Supported by the COVID catch up



funding, a robust recovery curriculum, regular assessment, varied strategies and deployment of additional teaching staff was introduced in a timely manner and enabled all children to recover lost learning as they returned to school.



## Further information (optional)

*Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.*