

# Pupil premium strategy statement Seymour Primary School

This statement details our school's use of pupil premium (and recovery premium) funding to help improve the attainment of our disadvantaged pupils. It is the third year of a 3 year plan which began in 2021/2022

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the outcomes for disadvantaged pupils last academic year.

## School overview

Detail	Data
Number of pupils in school	Seymour Primary School
Proportion (%) of pupil premium eligible pupils	31%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended – you must still publish an updated statement each academic year</b> )	2021/2022 to 2024/2025 3 academic years <b>Year 3</b>
Date this statement was published	December 2023
Date on which it will be reviewed	July 20224
Statement authorised by	<b>Co headteachers:</b> Carol Collins Emma Eardley
Pupil premium lead	Emma Eardley
Governor / Trustee lead	Simon Mitchell

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£235,710
Recovery premium funding allocation this academic year <i>Recovery premium received in academic year 2023/24 cannot be carried forward beyond August 31, 2024.</i>	£22,000
Pupil premium funding carried forward from previous years ( <i>enter £0 if not applicable</i> )	£0
<b>Total budget for this academic year</b> <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£257,710

# 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 children who need it most. The Pupil Premium is allocated to schools to work with children 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 2023 to 2024 financial year, schools will receive the following funding for each child registered as eligible for free school meals at any point in the last 6 years:

- £1,455 for children in Reception year, to Year 6
- £2,410 for children in Reception year, to Year 6 for looked after children (LAC)

Our intention is that all children, irrespective of their background or the challenges they face, will make good progress. The focus of our Pupil Premium strategy is to support disadvantaged children to achieve that goal and attain in line (or better) than children nationally. We want our children eligible for Pupil Premium to experience and enjoy every opportunity that all of our children are offered so that they have an enriching education.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged children 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 children in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged children's attainment will be sustained and improved alongside progress for their disadvantaged peers.

We are committed to ensuring that Pupil Premium funding is integral to wider school plans and is used to:

- Narrow or close the gap between the achievement of the identified children and their peers
- Raise children's attainment through the provision of a variety of educational support programmes which act early to intervene at the point need is identified
- Address underlying inequalities between the identified children and their peers with regard to child well-being, as well as academic development
- Improve teaching quality to benefit all children
- Adopt a whole school approach in which all staff take responsibility for disadvantaged children's outcomes and raise expectations of what they can achieve.

The Education Endowment Foundation (EFF) 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. EEF Teaching and Learning Toolkit Taking an evidence-informed approach to Pupil Premium spending allows the school to:

Compare how similar challenges have been tackled in other schools

- Understand the strength of evidence behind alternative approaches
- Consider the likely cost-effectiveness of a range of approaches
- Be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage.

Overarching our Pupil Premium strategy is the TKAT 'A Champion for Every Child' (ACE) programme: every child eligible for Pupil Premium (and their families) will have regular one-to-one contact with a TKAT ACE tutor to build relationships, set aspirational targets and overcome barriers. Our TKAT ACE programme is part of the trust-wide initiative to support our Pupil Premium children and has been externally evaluated by Impact Ed. Our ultimate aim is for children at Seymour Primary to be emotionally ready to learn so that they will achieve their full potential.

## Challenges

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

Challenge number	Detail of challenge
1	<p><b>EYFS</b></p> <p><b>Assessments, observations and discussions with children indicate that children enter the EYFS with expressive and receptive language, and listening skills well below their developmental age and stage.</b></p> <p>35% of children were on track at baseline. 15% of children eligible for PP were on track at baseline. 45% of children not eligible for PP were on track at baseline.</p>
2	<p><b>Phonics and Reading comprehension</b></p> <p>Assessments, observations, and discussions with children suggest disadvantaged children generally have greater difficulties with phonics than their peers. This negatively impacts their development as readers without the investment of effective intervention.</p> <p>At Seymour Primary school 84% of children eligible for PP passed their Phonic Screening test in year 1. 97% of children not eligible for PP passed their Phonic Screening test in year 1.</p> <p>Assessments show that children eligible for Pupil Premium score lower on Reading comprehension than non-Pupil Premium mainly due to poorer vocabulary understanding from EYFS to Key Stage 2.</p>
3	<p><b>Internal standardised assessment indicates combined attainment in Reading, Writing and Maths is lower than that of children not eligible for Pupil Premium.</b></p> <p>In 2022-2023 KS2 outcomes were 52% of children eligible for Pupil P achieved Expected Standards in Reading, Writing and Maths.</p>

	73% of children not eligible for PP achieved Expected Standards in Reading, Writing and Maths.
4.	<b>Attendance</b> Attendance data indicates that attendance among disadvantaged children has been lower than for non-disadvantaged children.(2021-2022 - PP 90.42%, NPP 94.05%, 2022-2023 - PP 90.5%, NPP 93.2%). There is also a higher rate of persistent absence amongst disadvantaged children - All - 25% PP 33%%, NPP 20%).
5.	<b>Our assessment, observations and discussions with children and their families have identified complex needs for many of our children eligible for Pupil Premium.</b> 20% of our children who are eligible for Pupil Premium have SEND. 1.3% have an EHCNA. 29% of our children who are eligible for Pupil Premium have English as an additional language. 6% of children have English as an additional language and SEND.
6	<b>Our assessments, observations and discussions with children and parents have identified that home-school communications and parental engagement can be more challenging for families with children eligible for Pupil Premium.</b> Parents of children eligible for Pupil Premium engage less with the teachers - this has been measured by attendance at meetings and parents/carers appointments. Therefore they do not know how to support their children as much.
7.	<b>Children eligible for Pupil Premium engage less in after school extra curricular and the residential trips.</b>

## 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>Improve the quality of teaching of reading and provide targeted interventions so that no child falls behind.</b>	Children will end their Reception year on track to pass Phonics Screening.  Children will achieve above national in Phonics Screening and there will be no gap between children eligible for Pupil Premium and those not.  In years 2-6 Reading data from Teacher Assessments, NTS data and Accelerated Reader will show that there will be a less than 5% difference between Pupil Premium and non Pupil Premium children.  Timely and effective interventions delivered to the bottom 20% of children.
<b>Closing gap between</b>	Children will attain in line or above with

<b>disadvantaged children and non-disadvantaged children in reading, writing and mathematics and attainment in line or above national</b>	national expectations in Year 6. In school data will show that the gap between children eligible for Pupil Premium and not eligible is closing from years 2 -5.
<b>Families and children with complex needs will be signposted to the correct support and provided with the correct support in school.</b>	TKAT ACE programme will ensure that parents and families are signposted to the correct support,
<b>A rigorous approach to tackling low attendance</b>	Pupils eligible for Pupil Premium have comparable attendance rates that are at or above the national average for all non Pupil Premium pupils. This will be measured by termly attendance percentages and Attendance Officer reports,
<b>Increased uptake of opportunities offered by the school outside of the classroom.</b>	Pupil Premium children will be equally represented in wider school opportunities such as clubs and residential trips. Measurement of opportunity take up in sports and beyond, which include trips and extra curricular activities, that show Pupil Premium children have been targeted for specific opportunities to encourage take up.
<b>Families of children eligible for Pupil Premium are fully engaged in school events and communication</b>	TKAT ACE tutors will build relationships with families so that families/parents/carers are comfortable with communicating and coming in to school in order that they can support their children more.

## 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: £4,010

<b>Activity</b>	<b>Evidence that supports this approach</b>	<b>Challenge number(s) addressed</b>
<b>Use ReadWriteInc as a Primary Strategy.</b> Read Write Inc Phonics is a proven synthetic phonics	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading	1, 2,

<p>programme that ensures early success in reading, writing and spelling. It helps all children learn to read fluently and at speed so they can focus on developing their skills in comprehension, vocabulary and spelling. All YR to Y3 RWI phonics resources and books purchased.</p> <p>Tiered CPD for all staff:</p> <p>Read, Write Inc support: - Leadership implementation - 2 annual Development Days for RWI lead and teachers of RWI.</p> <p>-Regular progress meetings</p> <p>TKAT Support: RWI lead support (school visits, action planning) - Regular meets for RWI leads across the trust In School Support: - RWI lead support.</p> <p>RWI lead out of class.</p> <p>Weekly training for all KS1 staff Training and support to continue 2023/24</p>	<p>particularly for disadvantaged pupils. Phonics - EEF</p>	
<p><b>Implement TKAT version of Talk through Stories in EYFS &amp; Yr 1.</b></p> <p>Talk Through Stories is for four to six-year-old children. It is especially for children who do not come from a language-rich home. It is designed to extend and deepen children's vocabulary so that they can understand the books they will soon be able to read for themselves.</p> <p>Professional Development x 3 a year for EYFS and Yr 1 teachers.</p> <p><b>TKAT Whole Class Reading programme in years 2-6.</b> In daily half hour lessons children from years 2-6 will be explicitly taught comprehension skills. Staff</p>	<p><i>“Reading comprehension strategies focus on the learners’ understanding of written text. Pupils are taught a range of techniques which enable them to comprehend the meaning of what they read. These can include: inferring meaning from context; summarising or identifying key points; using graphic or semantic organisers; developing questioning strategies; and monitoring their own comprehension and identifying difficulties themselves. Reading comprehension strategies have a high impact on average (+6 months)..” EEF Toolkit</i></p> <p><a href="#">Reading comprehension strategies   EEF</a></p> <p>There is a strong evidence base that suggests oral language interventions are inexpensive to implement with high impacts on reading.</p> <p><a href="#">Oral language interventions   EEF</a></p>	<p>1, 2,</p>

<p>will have 6 meetings over the year for Professional Development and support in embedding the programme.</p> <p>Seymour Reading Lead delivers professional development x 6 a year.</p> <p>Reading lead receives training from TKAT.</p>	<p>All 3 strategies have been devised by Outstanding practitioners and rolled out through training at trust level.</p> <p>Impact has been collated at end of key stage outcomes across the Trust</p>	
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### Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £213,913

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><b>One to one tuition for bottom 20% in phonics provided by a full time Reading intervention specialist.</b></p>	<p>EEF Toolkit evidence states. "Overall, the evidence is consistent and strong, particularly for younger learners who are behind their peers in primary schools, and for subjects like reading and mathematics. Effects on pupils from disadvantaged backgrounds also tend to be particularly positive.</p> <p>Assessment and Feedback - EEF Small Group Tuition - EEF One to One Tuition - EEF</p>	1, 2, 5
<p><b>Identify children needing further intervention to address attainment and progress gaps using baseline data and target with the deployment of additional specialist teachers to deliver small group and 1:1 interventions in:</b></p> <p>Maths Reading</p>		
<p><b>Mable speech therapy facilitated by a 0.5 member of staff</b></p>	<p>There is a strong evidence base that suggests oral language interventions are inexpensive to implement with high impact of reading,</p>	
<p><b>Dyslexia Gold provided for the</b></p>	<p><a href="#">EEF blog: 'Five-a-day' to improve SEND outcomes</a></p>	



bottom 20% of reading and facilitated by LSAs.		
Small group teaching provision provided by 0.5 HLTA	<a href="#">Small group tuition   EEF</a>	

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

Budgeted cost: £39,876

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><b>TKAT ACE (A Champion for Every Child) Tutor Programme</b></p> <ul style="list-style-type: none"> <li>● <b>Appoint and train leads and tutors</b></li> <li>● <b>Link tutors and pupils according to need</b></li> <li>● <b>Communicate programme in and out of school</b></li> <li>● <b>Implement recording and tracking systems</b></li> <li>● <b>Support tutors to ensure pupils have appropriate goals/targets</b></li> <li>● <b>Provide supervision support for tutors</b></li> <li>● <b>Impact measured by an external organisation - ImpactEd</b></li> </ul>	<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.”</p> <p>ImpactEd September 2021 Pilot evaluation see “The Kennal Academies Trust: ACE evaluation summary” 2020-21 (ImpactEd)</p> <p>ImpactEd ACE Evaluation and Summary See also the Parental Engagement EEF report in the learning mentor section.</p>	4,5,6
<p><b>Full time appointment of an attendance officer to support families with improving attendance and reducing Persistent Absenteeism</b></p>	<p><a href="#">Attendance interventions rapid evidence assessment   EEF</a></p>	4
<p><b>1 x 0.1 Educational</b></p>	<p>Attendance to improve consistently</p>	5



<b>Welfare officer to support attendance</b>	throughout the year and number of children eligible for Pupil Premium who are persistent absentees will decrease.	
<b>1 x 2 day per week - artist in residence</b>	Provide artistic cultural capital opportunities for children eligible for pupil premium.	
<b>1 x 1 day a week Shed 13 and Forest School provisions</b> Forest school training for one member of staff.	<a href="#">Forest Schools: impact on young children in England and Wales</a> Forest schools have a positive impact on children's confidence, motivation and communication skills.	
<b>1 x ½ day a week boxing to support children who struggle to focus in class or have a specific behaviour issue.</b>	<a href="#">Physical activity   EEF</a> Whilst physical activity has a low impact on measured progress, it has a positive impact on children's behaviour and attitudes and wellbeing,	

**Total budgeted cost: £257,799**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

2022/23 Key Stage 2 Results - Pupil Premium			
	Pupil Premium	Non Pupil Premium	Difference
Combined	54%	73%	-9%
Reading	68%	70%	-2%
Writing	55%	76%	-21%
Maths	73%	80%	-7%
2022/23 Year 1 Phonic Screening Outcomes			
	Pupil Premium	Non Pupil Premium	Difference
	84%	97%	-13%

### 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
Read Write Inc	Ruth Miskin
Maths Master	Ark Curriculum
Accelerated Reader	Renaissance Learning
Dyslexia Gold	Dyslexia Gold
No More Marking (comparative judgement writing tests)	No More Marking Ltd
Mabel Speech Therapy	Mabel Therapy
NTS Reading and Maths Assessments	Rising Stars Assessment

## Further information (optional)

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