

This statement details our school's use of pupil premium funding to help improve the attainment of our disadvantaged pupils.

## Seamer & Irton CP School

### Pupil Premium Strategy Statement

#### 2021 - 2024

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	411
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	June 2024
Date of last review	June 2023
Statement authorised by	Helen Mallory
Pupil premium lead	Jonathan Wanless/Robert Webb
Governor / Trustee lead	Denise Palmer- Jenkinson

#### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year (2023/24)	£107390
Recovery premium funding allocation this academic year	£6960
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£ 0
<b>Total budget for this academic year (2023/24)</b>	<b>£114350</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: June 2024

Intended outcome	Success criteria
Disadvantaged pupils in school receive timely support appropriate to their needs.	<p>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.</p> <p>CPOMS has been purchased to facilitate clear record keeping of support and data analysis (October 2023). DSL Meetings include data analysis of groups of pupils. (June 2024)</p> <p>Additional staff are provided to reduce Y6 class sizes and increase support. (Jan 2024)</p>
Pupils receive pupil premium champion mentoring sessions to identify strengths and needs.	<p>Pupils' voice is used to provide a bespoke support plan.</p> <p>All PP pupils have an Inclusion Passport.</p> <p>Disadvantaged pupil voice is always collected during monitoring activities. (Sept 2023)</p>
Learning Conversations developed to inform and involve parents, while also pinpointing areas of need to be worked on with the child.	<p>Parental engagement has improved, parents have attended learning conversations and individual needs analyses are completed to inform the bespoke support plan.</p> <p>Learning conversations with all PP pupil parents is not sustainable. Inclusion Passports are a viable alternative- to be reviewed (June 2024).</p>

	100% parental engagement at parents' evenings (June 2024)
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.  June 2024 The number of pupils who are late is reduced to 1%. All pupils - 95.68% Non PP = 95.83% (unauthorised lates = 0.03%) PP = 94.75% (unauthorised lates = 0.08%)
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. A new T&L policy is being developed and will be a KP in 2023/4 (June 2023)
Achieve the Healthy School Award.	School has Healthy School Award focussed on pupils' well-being and their ability to lead healthy lifestyles.
Pupils have become more independent, self-regulated learners with academic resilience.	Pupil champions in place Vulnerable pupils have made measurable improvement. Individual needs analysis has been completed for all disadvantaged pupils. PP pupils have made good progress in core subjects.
Pupils to make good progress in maths from their baseline assessments.	Pupil progress data for maths shows good progress rates. Targeted pupils have benefited from the maths tuition provided by the NTP and school-led solutions. Dynamo maths and Mastery in Number initiatives have shown significant impact. Mastery in Number has been extended into KS2 for 2023/24. (June 2023)
To make Seamer & Irton a "reading school" with a curriculum that is led by books.	Pupils make good progress in reading and develop a lifelong love of books. Reading school aspiration was re-established in April 2023
Disadvantaged pupils receive a high level of phonics teaching to help them become effective readers.	Phonics check scores of PP pupils compare favourably with national non-PP data (June 2022)
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. All pupils wishing to play an instrument can do so. All pupils access Forest School. Monitoring shows PP pupils are accessing curriculum and thriving. We have broadened the range of extra-curricular opportunities and PP pupils are encouraged to attend clubs. All PP pupils will represent the school at least once. There are PP pupil representatives on the School Council (June 2023)

### 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: £100 000

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
Increase ratio of teaching staff to pupils in key year groups based on level of need and data	Smaller classes only impact upon learning if the reduced numbers allow teachers to teach differently – for example, having higher quality interactions with pupils or minimising disruption	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
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**Wider strategies (for example, related to attendance, behaviour, wellbeing)**

Budgeted cost: £15 000

<b>Activity</b>	<b>Evidence that supports this approach</b>	<b>Challenge number(s) addressed</b>
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: £120 000**

**Part B: Review of outcomes in the previous academic year**

**Pupil premium strategy outcomes**

**Pupil Premium Data Report - June 2024**

EYFS (5 PUPILS PP)	READING	WRITING	MATHS
PUPIL PREMIUM	60% EXP	40% EXP	80% EXP
NON-PP	80% EXP	76% EXP	87% EXP

Y1 PHONICS (6 PUPILS PP)	SCORE
Pass rate at end of Y1 2024	PP 57% Non-PP 70%
Pass rate by end Y2 2024	PP 83% Non-PP 90%

Year 2 (5 PUPILS PP)	READING	WRITING	MATHS
PP	40% EXP+	20% EXP+	40% EXP+
	20% RWM COMBINED		
NON-PP	51%	51%	66%
	43% RWM COMBINED		

Y4 MTC (11 PUPILS PP)	SCORE (predicted)
Children Scoring 20+	PP 73% Non-PP 69%
PP Average Score	21
Non-PP Average Score	21

KS2 (12 PUPILS PP)	READING	WRITING	MATHS	SPAG
PP	62.5%	62.5%	37.5%	50%
	25% RWM COMBINED			
NON-PP	60%	79.6%	56%	64%
	46.94% RWM COMBINED			

**ATTENDANCE REPORT (DATA FROM 5/9/23 - 11/6/24)**

	PUPIL PREMIUM	NON-PUPIL PREMIUM
NUMBER OF PUPILS	58	361
TOTAL LATE MARKS	0.67%	0.25%
TOTAL ABSENCE	5.25%	4.16%

TOTAL ATTENDANCE	94.75%	95.84%
PERSISTENT ABSENCE	18.97%	6.65%
<ul style="list-style-type: none"> <li>• There are no notable differences between rates of attendance across year groups or classes.</li> <li>• Overall figures for PP pupils are improved from 2022/23 data.</li> <li>• Total lates of 0.67% exceeds target of 1% set in PP strategy. This figure is an improvement on last year's figure of 0.85%.</li> <li>• The rate of persistent absenteeism has increased for both pupil premium and non-pupil premium pupils.</li> </ul>		

### Externally provided programmes

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