



# Seamer and Irton CP School

## Pupil Premium Strategy Statement 2024-2027



This statement details our school's use of pupil premium (and recovery 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 outcomes for disadvantaged pupils last academic year.

### School overview

Detail	Data
Number of pupils in school	414
Proportion (%) of pupil premium eligible pupils	16.6% (69)
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> )	2024-2027
Date this statement was published	September 2024
Date on which it will be reviewed	September 2025
Statement authorised by	Full Governing Board
Pupil premium lead	Robert Webb (Headteacher)
Governor / Trustee lead	Denise Palmer-Jenkinson

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year <i>(inc. Ever 6, LAC, PLAC)</i>	£110840
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>	£0
Pupil premium funding carried forward from previous years <i>(enter £0 if not applicable)</i>	£0
<b>Total budget for this academic year</b>	£110840

# 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 under-performance.

Where needed, we provide support for families too so they can also support us in ensuring their child is in school and ready to learn.

We do not make any assumptions about our pupil premium children and support them as individuals, responding to what they need on a case-by-case basis.

## Challenges

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

Challenge number	Detail of challenge
1	Assessments, observations, and discussions with pupils indicate under-developed speech and language skills and vocabulary gaps among some of our pupils who are in receipt of pupil premium funding.
2	Assessments, observations, and discussions with pupils suggest some pupils in receipt of pupil premium funding have greater difficulties with phonics than their peers. This negatively impacts their development as readers and writers.
3	Internal and external assessments indicate that maths attainment among some pupils in receipt of pupil premium funding is significantly below that of non-disadvantaged pupils.
4	Attendance – overall, there are some disparities between the attendance of pupils in receipt of pupil premium funding and their peers, particularly those who are persistent absentees. Pupil Premium – Overall 94.56% / Persistent absenteeism 18.64% Non-Pupil Premium – Overall 95.63% / Persistent absenteeism 6.65%
5	Some of our pupils in receipt of pupil premium funding have had fewer opportunities to acquire the same level of “Cultural Capital” as their peers outside of school. This impacts on pupils’ speech and language skills as well as their ability to access the wider curriculum.
6	Our observations and discussions with pupils and families have identified many pupils and their families are impacted by social, emotional and mental health issues.  Referrals for support have markedly increased. During 2023-2024 12 families in receipt of Pupil Premium funding received support from agencies such as Early Help and 7 children received support from our own mental health team.

## 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
All pupils have secure speech and language skills.	Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.
Disadvantaged pupils receive a high level of phonics teaching to help them become effective readers	Phonics check scores and assessment of PP pupils compare favourably with school and national non-PP data.
Improved reading, writing and maths attainment for disadvantaged pupils.	Reading, Writing and Maths assessment outcomes are raised for all pupils with no significant gap between those from disadvantaged backgrounds and their peers.  Where there are gaps in attainment there are no significant gaps in progress.
All pupils attend school regularly and arrive on time.	There is no significant gap in overall attendance figures between PP and non-PP pupils.  The gap between the number of PP pupils and non-PP pupils who are persistent absentees closes.
To increase the culture capital of our pupil premium pupils by enabling them to participate fully in school trips, educational visits and extra-curricular activities provided by the school.	All pupil premium pupils will engage with school trips and residential visits. Pupil premium funding is used to fund cost of all trips.  Engagement with extra-curricular activities is monitored and pupils are encouraged to attend.  All pupils represent the school at an inter school event before the end of Y6.

## 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: £ 48000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase Little Wandle subscription and resources	<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="https://www.educationendowmentfoundation.org.uk/phonics">Phonics   EEF (educationendowmentfoundation.org.uk)</a></p>	1, 2, 3
Purchase NELI subscription and resources.	<p>Children receiving the 30-week version (beginning in Nursery, and continuing in early Reception) made about four months of additional progress in language skills compared to children receiving standard provision.</p> <p><a href="https://www.educationendowmentfoundation.org.uk/nuffield-early-language-intervention">Nuffield Early Language Intervention   EEF (educationendowmentfoundation.org.uk)</a></p> <p><a href="https://www.educationendowmentfoundation.org.uk/oral-language-interventions">Oral language interventions   EEF (educationendowmentfoundation.org.uk)</a></p>	1, 2
Support staff member in completing NPQLL.	<p>High quality teaching improves pupil outcomes, and effective professional development offers a crucial tool to develop teaching quality and enhance children's outcomes in the classroom (EEF Effective Professional Development Guidance Report 2021)</p> <p><a href="https://www.educationendowmentfoundation.org.uk/effective-professional-development">Effective Professional Development   EEF (educationendowmentfoundation.org.uk)</a></p>	1, 2
Implement an evidence-based teaching and learning policy based on Rosenshine's Principles of Instruction - Provide CPD to all teaching and support staff.	<p><a href="https://www.educationendowmentfoundation.org.uk/high-quality-teaching">High-quality teaching   EEF (educationendowmentfoundation.org.uk)</a></p> <p><a href="https://www.aft.org/resources/principles-of-instruction-research-based-strategies-that-all-teachers-should-know">Principles of Instruction: Research-Based Strategies That All Teachers Should Know, by Barak Rosenshine; American Educator Vol. 36, No. 1, Spring 2012, AFT (teachertoolkit.co.uk)</a></p> <p><a href="https://www.educationendowmentfoundation.org.uk/effective-professional-development">Effective Professional Development   EEF (educationendowmentfoundation.org.uk)</a></p>	1, 2, 3
Implement an evidence-based math's curriculum inline with the school's teaching and learning policy to close the gap between the maths attainment of PP pupils and their non-PP peers.	<p><a href="https://d2tic4wvo1iusb.cloudfront.net/EEF-Improving-Mathematics-in-Key-Stages-2-and-3-2022-Update.pdf">EEF-Improving-Mathematics-in-Key-Stages-2-and-3-2022-Update.pdf (d2tic4wvo1iusb.cloudfront.net)</a></p>	3

Ensure leaders at all levels have adequate time to assess, monitor and evaluate their subjects. Allow time for them to develop and improve their areas of responsibility and track the progress and attainment of disadvantaged learners.	Give staff access to high quality CPD following EEF principles and research which will impact positively on progress.  <a href="https://www.educationendowmentfoundation.org.uk">Effective Professional Development   EEF (educationendowmentfoundation.org.uk)</a>  Allocate blocks of time for staff to focus on their subjects with feedback to whole staff in meetings throughout the year	2, 3
Maths and English leaders to develop and implement a program of CPD and coaching.	Evidence indicates that high quality teaching is the most powerful way for schools to improve pupil attainment, particularly for socio-economically disadvantaged students.  <a href="https://publishing.service.gov.uk">Coaching for teaching and learning: practical guide for schools (publishing.service.gov.uk)</a>	1, 2, 3
High quality resources/manipulatives to match the maths scheme are purchased to support pupils accessing the maths curriculum.	<a href="https://www.educationendowmentfoundation.org.uk">EEF-Improving-Mathematics-in-Key-Stages-2-and-3-2022-Update.pdf (d2tic4wvo1iusb.cloudfront.net)</a>	3
Develop a lesson study approach to lesson observations, coaching and CPD.	Evidence indicates that high quality teaching is the most powerful way for schools to improve pupil attainment, particularly for socio-economically disadvantaged students.  <a href="https://www.educationendowmentfoundation.org.uk">High-quality teaching   EEF (educationendowmentfoundation.org.uk)</a>  <a href="https://www.educationendowmentfoundation.org.uk">Lesson Study - trial   EEF (educationendowmentfoundation.org.uk)</a> – (focus on pedagogy).	1, 2, 3
Developing assessment strategies which inform a response to the needs of all pupils.	<a href="https://www.educationendowmentfoundation.org.uk">Embedding Formative Assessment   EEF (educationendowmentfoundation.org.uk)</a>	1,2,3

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

Budgeted cost: £ 50000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Embedding principles of good practice set out in the DfE's Working together to Improve School Attendance (2024). This will involve training and release time for attendance officer to develop and implement new procedures	<a href="https://www.educationendowmentfoundation.org.uk">Supporting attendance   EEF (educationendowmentfoundation.org.uk)</a>	4

and attend cluster meetings. Working together to improve school attendance (applies from 19 August 2024) (publishing.service.gov.uk)		
Attendance officer to complete EEF planning tool.		
Support staff are deployed to provide high-quality provision within the classroom and deliver structured interventions inc. Mathematics, NELI, speech and language and phonics.	<a href="https://www.educationendowmentfoundation.org.uk/making-best-use-of-teaching-assistants-eeef">Making Best Use of Teaching Assistants   EEF (educationendowmentfoundation.org.uk)</a>	1, 2, 3
Provide targeted after school booster groups to close the attainment gap between PP pupils and their non-PP peers.	<a href="https://www.educationendowmentfoundation.org.uk/extending-school-time-eeef">Extending school time   EEF (educationendowmentfoundation.org.uk)</a>	2, 3
CPD - Targeted interventions and resources to be implemented to meet the specific needs of disadvantaged pupils with SEND. 20% of our SEND register are currently in receipt of PP.	<a href="https://www.educationendowmentfoundation.org.uk/2-targeted-academic-support-eeef">2. Targeted academic support   EEF (educationendowmentfoundation.org.uk)</a>	1, 2, 3
SALT to assess pupils' speech and language needs and provide support staff with interventions and training to deliver.	<a href="https://www.educationendowmentfoundation.org.uk/2-targeted-academic-support-eeef">2. Targeted academic support   EEF (educationendowmentfoundation.org.uk)</a>  <a href="https://www.publishing.service.gov.uk/best-start-in-speech-language-and-communication-supporting-evidence">Best Start in Speech, Language and Communication: Supporting evidence (publishing.service.gov.uk)</a>  <a href="https://www.educationendowmentfoundation.org.uk/oral-language-interventions-eeef">Oral language interventions   EEF (educationendowmentfoundation.org.uk)</a>	2

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

Budgeted cost: £ 13000

Activity	Evidence that supports this approach	Challenge number(s) addressed
DSL meetings to include analysis of PP data in terms of safeguarding and attendance. Attendance officer and Mental Health Lead to attend all DSL meetings.	<a href="https://www.educationendowmentfoundation.org.uk/supporting-attendance-eeef">Supporting attendance   EEF (educationendowmentfoundation.org.uk)</a>	4, 6
All monitoring activities to include monitoring of disadvantaged pupils (where appropriate).	<a href="https://d2tic4wvo1iusb.cloudfront.net/Pupil-Premium-resource-evidence-brief.pdf">Pupil-Premium-resource-evidence-brief.pdf (d2tic4wvo1iusb.cloudfront.net)</a>	1, 2,3,4, 5, 6

Develop a pupil premium record of support.	Focus: Support being offered to PP pupils through quality first teaching, TA support, technology, interventions, wellbeing.	
Provide a wide range of extra-curricular activities. Monitor PP participation in extra-curricular activities and support and encourage access to them.	<a href="https://educationendowmentfoundation.org.uk">Arts participation   EEF (educationendowmentfoundation.org.uk)</a>  <a href="https://educationendowmentfoundation.org.uk">Physical activity   EEF (educationendowmentfoundation.org.uk)</a>	5, 6
Additional face-to-face parents evening opportunities to facilitate regular updates and personalisation of support for PP pupils.	<a href="https://d2tic4wvo1iusb.cloudfront.net/EEF_Parental_Engagement_Guidance_Report.pdf">EEF Parental Engagement Guidance Report.pdf (d2tic4wvo1iusb.cloudfront.net)</a>	1, 2, 3, 4, 5, 6
Ensure a broad a balanced curriculum is in place inc. golf, yoga, cycling, basketball, cookery and peripatetic music opportunities. Ensure resources are readily available to PP pupils.	<a href="https://educationendowmentfoundation.org.uk">Arts participation   EEF (educationendowmentfoundation.org.uk)</a>  <a href="https://educationendowmentfoundation.org.uk">Physical activity   EEF (educationendowmentfoundation.org.uk)</a>	5, 6
Develop nurture space (s) to support pupils with self-regulation and SEMH needs.	<a href="https://educationendowmentfoundation.org.uk">EEF   Self-Regulation and Executive Function (educationendowmentfoundation.org.uk)</a>	6
Introduce a whole school well-being curriculum.	<a href="https://educationendowmentfoundation.org.uk">EEF   Self-Regulation and Executive Function (educationendowmentfoundation.org.uk)</a>  <a href="https://educationendowmentfoundation.org.uk">Social and emotional learning   EEF (educationendowmentfoundation.org.uk)</a>	6

**Total budgeted cost: £ 111000**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

#### **Pupil Premium Outcomes - July 2024**

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

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

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

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

<b>KS2 (10 PUPILS PP)</b>	<b>READING</b>	<b>WRITING</b>	<b>MATHS</b>	<b>SPAG</b>
PP	60%	60%	30%	50%
	30% RWM COMBINED			
NON-PP	60%	79.6%	56%	65%
	46.94% RWM COMBINED			

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

	<b>PUPIL PREMIUM</b>	<b>NON-PUPIL PREMIUM</b>
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%



- There are no notable differences between rates of attendance across year groups or classes.
- Overall figures for PP pupils are improved from 2022/23 data.
- 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%.
- The rate of persistent absenteeism has increased for both pupil premium and non-pupil premium pupils.

View RAG rating on previous Pupil Premium Strategy which identifies the success of the implementation of the previous strategy: [Pupil Premium Strategy 2021-2024](#)

## Externally provided programmes

Programme	Provider
CPOMs	CPOMs Systems Ltd
Little Wandle Letters and Sounds	Little Wandle Letters and Sounds
Times tables	TT Rockstars
Shine Maths	Rising Stars
Shine Reading	Rising Stars
Maths programme	Mastery in Number
Speech, language, and communication	Ali Hay SALT
Home learning support	Purple mash
Complete PE – Ownership/membership/CPD	Complete PE
Wellbeing scheme of work	KAPOW
Essential CPD	National College
White Rose Maths On demand CPD	White Rose Maths
White Rose Maths Booklets Scheme	White Rose Maths

## Service pupil premium funding (optional)

<b>How our service pupil premium allocation will be spent:</b>
<p>We currently support 7 pupils in receipt of Service Pupil Premium.</p> <p>Introduce service pupil premium champions to provide open lines of communication with parents and carers and bespoke pastoral support for service pupil premium pupils.</p>
<b>The impact of that spending on service pupil premium eligible pupils</b>

All service pupil premium pupils have access to bespoke pastoral support from their champion, the mental health team or other key worker if required.

All children in receipt of service pupil premium receive a SPP pastoral support plan.

Staff are aware when parents are deployed and additional support can be put in place if/when required.

Headteacher to attend Service Pupil network meetings.