

Pupil premium strategy statement – Seathorne Primary Academy

This statement details our school's use of pupil 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	271
Proportion (%) of pupil premium eligible pupils	59.2%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended – you must still publish an updated statement each academic year)	2025 - 2028
Date this statement was published	September 2025
Date on which it will be reviewed	July 2026, July 2027, July 2028
Statement authorised by	Matthew Wood
Pupil premium lead	Peter Baker
Governor / Trustee lead	Vicci Godbold

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£208,290.70
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year <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>	£208,290.70

Part A: Pupil premium strategy plan

Statement of intent

The Pupil Premium is an allocation of additional funding provided to schools to support specific groups of children who are vulnerable to possible underachievement. These include pupils who are entitled to free school meals (FSM), those looked after (or previously looked after) by the local authority and children of armed service personnel.

Ultimately, the intended impact of this funding is to accelerate progress, raise attainment and improve both academic and non-academic outcomes for disadvantaged pupils at Seathorne Primary Academy.

Common barriers to learning for disadvantaged children can be less support at home, poor language and communication skills, lack of confidence, more frequent behaviour difficulties and attendance and punctuality issues. There may also be complex family situations that prevent children from flourishing.

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and have good attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including improving or maintaining progress for those who are already high attainers.

The challenges are varied and we recognise there is no 'one size fits all.' We will be mindful of this whilst at the same time recognising that the number of pupils who are identified as Disadvantaged are in the majority in our academy - this means that sometimes a strategy identified as a priority for this group will become a 'whole school' approach as we might have identified common challenges. This strategy is an integral part of our wider school improvement planning. Benefits and effective strategy for this group of pupils is also, almost always, good practice for all other pupils too. We also seek to meet individual and personal need where necessary.

Our approach will be rooted in systematic diagnostic assessment and a thoroughly rounded review of the pupils needs in order to avoid working to 'assumptions' of what disadvantage means.

High-quality teaching is at the heart of our approach, ensuring a focus on areas in which disadvantaged pupils require the most support. The EEF, amongst other research organisations, recognise that it is proven to have the greatest impact on closing the disadvantage attainment gap.

Our curriculum is built on the foundations of work we have done around a Contextual Safeguarding approach - Dr Carlene Firmin <https://www.csnetwork.org.uk/en/about/what-is-contextual-safeguarding>. This risk assessment is reviewed annually, again to challenge assumptions about what the biggest challenges facing our children might be.

We will also:

- ensure disadvantaged pupils are challenged in the work that they're set, and that learning opportunities meet their needs effectively and comprehensively over time
- ensure that we provide for the development of pupils' personal and social wellbeing through learning based on Seathorne Values - equipping pupils with the tools they need in order to have a safe, happy, and purposeful life
- seek to build and maintain positive and constructive relationships between school and home
- act early to provide the earliest possible intervention
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve.

Challenges

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

Challenge number	Detail of challenge
1	<u>Outcomes for the core subjects, especially combined including GLD</u> Assessment and end-of-key-stage outcomes demonstrate that disadvantaged pupils are attaining below their non-disadvantaged peers in a number of areas. This is particularly evident in KS1 reading and mathematics and KS2 reading, mathematics and combined attainment. At the end of KS2, PP pupils achieved 60% in reading compared with 87% of non-PP pupils, 50% in mathematics compared with 80%, and 30% combined compared with 67%. Analysis also identifies specific gender differences, including lower outcomes for PP girls in KS2 reading and mathematics. Improving attainment while sustaining recent improvements in writing is therefore a priority. Outcomes from EYFS show that the gap between PP and non-PP pupils achieving GLD has widened to 19 percentage points, with PP GLD falling to 44%. Assessment indicates differences in outcomes between genders, requiring an increased focus on early identification, communication and language, early literacy and mathematical development. Termly analysis will consider differences within the PP cohort, including gender, SEND and attendance, so that provision responds to individual barriers rather than treating disadvantaged pupils as a homogeneous group.
2	<u>Phonics</u> Outcomes demonstrate significant improvement in phonics for disadvantaged pupils, with PP attainment increasing to 57% and the PP/non-PP gap reducing to 6 percentage points. However, attainment remains below the expected national standard and analysis identifies a significant gender difference, with boys, particularly PP boys, achieving less well than girls. This affects pupils' ability to access reading fluently and can subsequently affect their progress across the curriculum.
3	<u>Vocabulary and oral expression</u> Internal data, observations and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among disadvantaged pupils. This is evident from Early Years through to KS2 and in general, are more prevalent among disadvantaged pupils than their non-disadvantaged peers.
4	<u>Engagement in wider activities and experience of the wider world</u> Observations and our contextual safeguarding indicate that our disadvantaged pupils are less likely to participate in paid activities outside of school, are less likely to experience wider cultural events and families are less likely to access and engage in opportunities in the community.

5	<u>Attendance</u> Attendance data demonstrates a continuing disparity between disadvantaged and non-disadvantaged pupils. In 2025/26, PP attendance was 91.7% compared with 96.0% for non-PP pupils, a gap of 4.3 percentage points. Persistent absence represents a particular challenge, with 25% of PP pupils persistently absent compared with 6.7% of non-PP pupils. Analysis indicates an important intersection between persistent absence, disadvantage, SEND and wider vulnerability. Analysis indicates that persistent absence is particularly significant where disadvantage intersects with SEND and wider vulnerability. Individual analysis and support for these pupils will therefore form a central part of the academy's attendance strategy.
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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
Improve attainment for disadvantaged pupils in reading, writing and mathematics and reduce the gap with non-disadvantaged pupils.	• PP/non-PP gaps reduce from the 2025/26 baseline. • PP attainment in reading and mathematics improves at the end of KS1 and KS2. • Year 6 PP combined attainment improves from the 2025/26 baseline of 30%. • Improvements in KS2 PP writing are sustained. • Termly assessments demonstrate accelerated progress for identified PP pupils who are below age-related expectations.
Improve early language, phonics and reading outcomes for disadvantaged pupils.	• EYFS PP GLD increases from the 2025/26 baseline. • The EYFS PP/non-PP GLD gap narrows. • PP phonics outcomes improve from 57%. • The difference between outcomes for boys and girls reduces. • Pupils requiring phonics catch-up demonstrate measurable progress from their individual starting points.
To improve wellbeing, aspirations and engagement in learning for disadvantaged pupils through access to enrichment opportunities, personal development	• At least 90% of disadvantaged pupils participate in one or more enrichment activities, clubs, competitions, trips or cultural experiences annually. • Pupil voice surveys show that 90%+ of disadvantaged pupils feel safe, valued and positive about school.

and a broad, ambitious curriculum.	• 90%+ of pupils can explain how school values, British Values and Skills Builder skills support their future success. • Monitoring, learning walks and pupil voice evidence show pupils can confidently discuss their learning, recall key curriculum knowledge and identify skills they have developed. • Parent, pupil and staff surveys indicate sustained positive wellbeing and engagement, with outcomes broadly in line with or improving on the previous year. •
Improve disadvantaged attendance and reduce persistent absence.	• PP attendance improves from the 91.7% baseline. • PP/non-PP attendance gap reduces from 4.3pp. • PP persistent absence reduces from 25%. • The PA gap between PP and non-PP pupils reduces from 18.3pp. • PP/SEND pupils identified as persistently absent have individual attendance plans and demonstrate improved attendance.

Activity in this academic year

This details how we intend to spend our pupil premium funding **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £87,482.10

Activity	Evidence that supports this approach	Challenge number(s) addressed
Investment in CPD for leaders - Sustaining existing leaders (English, PSHE, Phonics, EYFS, PP, Maths etc)	EEF Guidance: Using your pupil premium funding effectively suggests a tiered approach, with high quality teaching being the first tier. Spending in this area is “a key ingredient of a successful school and should rightly be a top priority for pupil premium spending.”	1,2,3,4,5
Sustain training cycle for Little Wandle phonics/early reading - New staff - Existing staff	EEF – Phonics – low cost/high impact +5 months. Consistency to a phonics approach is expected by the DfE, based on research evidence.	1,2,3

Curriculum refinement: - Shared/Supported planning: Power Maths; The Historical Association/Key Stage History; Oddizzi; One Decision etc - Review of feedback and marking - Resourcing curriculum areas to ensure experiences are possible inc. enrichment through extracurricular activities	Pupil Premium Menu – EEF Evidence Brief: DfE Case Studies – reducing school workload The aims and expectations detailed in our Curriculum Intent can only be met if classes are resourced appropriately and effectively to meet the needs of the pupils. Considerations need to be made in terms of both access to and engagement with the curriculum. EEF Guidance: Using your pupil premium funding effectively Resources – Tier 1: supporting high quality T&L, Tier 2: meet the specific needs of disadvantaged pupils with SEND; and Tier 3: extracurricular activities.	3,4
Training for staff to enable effective adaptive teaching or the delivery of intervention sessions (inc. pastoral) - Subject Leaders - All CTs/LSAs - MDSAs where appropriate	EEF Effective Professional Development EEF Guidance: Making Best Use of Teaching Assistants suggests 'Where TAs are working individually with low attaining pupils the focus should be on retaining access to high-quality teaching, for example by delivering brief, but intensive, structured interventions.'	1,2,3

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

Budgeted cost: £66,653.02

Activity	Evidence that supports this approach	Challenge number(s) addressed
To develop pupils' oracy and vocabulary to support and strengthen foundations for writing: - Wellcomm training and interventions - Little Wandle intervention training (induction for new staff, refresher for existing) and resources. - Systematic phonics approaches explicitly teach pupils a comprehensive set of letter-sound relationships for	EEF – Oral Language Interventions – low cost/high impact +6 months EEF – Preparing for Literacy Building on recommendations presented in the EEF Improving Literacy in KS1 and KS2 reports. EEF – Small Group Tuition – moderate impact/low cost +4 months EEF – 1:1 Tuition – high impact/moderate cost +5 months	1,2,3

reading and sound-letter relationships for spelling - Explicitly teach spellings and provide pupils with extensive opportunities to practice them.		
To maximise progress for all in both phonics and reading – ensuring children are reading regularly both at home and school. - Staff training, especially for new CTs, to ensure specific skills are taught through daily phonics/reading session - Additional 1:1 or intervention sessions for identified PP children - Invest in Accelerated Reader to promote a love of reading, provide detailed assessments to inform provision and to ensure pupils have a book matched to their ability once secure in Phonics - Using FFT Reading Assessment to pinpoint decoding and fluency ages Encourage parental engagement, especially with phonics/early reading.	EEF – Phonics – low cost/high impact +5 months. Consistency to a phonics approach is expected by the DfE, based on research evidence. EEF – Small Group Tuition – moderate impact/low cost +4 months EEF – 1:1 Tuition – high impact/moderate cost +5 months EEF – Parental Engagement – moderate impact/low cost +4 months	1,2,3
To further enhance Maths provision and progress - Access to quality resources to support QFT (Power Maths) - Access to quality resources to support intervention and QFT (Number Sense Maths, I See Problem-Solving and Times Table Rockstars) - Specific group interventions to address gaps in learning (PIXL QLAs used to inform,	EEF – Mastery Learning – low cost/high impact + 5 months EEF – Improving Mathematics in the Early Years and KS1 EEF – Improving Mathematics in KS2 and 3 Number Sense Maths provides two systematic and structured teaching programmes which develop confidence and flexibility with number and fluency in addition and subtraction facts. Comprehensive guidance and professional development is included to	1,2,3

alongside daily teacher assessment)	ensure teachers get the best possible outcomes for their children. Power Maths is the only mastery programme perfectly aligned to the White Rose Maths progressions and schemes of learning. Written specifically for UK curriculum classrooms by leading mastery experts from around the world and recommended by the UK's Department for Education. I See Problem-Solving helps all children to learn how to solve multi-step maths questions. Questions are broken down step-by-step and represented visually to build understanding, whilst extension tasks and reasoning prompts allow children to explore ideas at greater depth. EEF – Small Group Tuition – moderate impact/low cost +4 months EEF – 1:1 Tuition – high impact/moderate cost +5 months	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £54,155.58

Activity	Evidence that supports this approach	Challenge number(s) addressed
To ensure families can receive additional support from our Inclusion Team to enable early intervention to be timely identified and effectively implemented for children and families more at risk of experiencing poor outcomes: - Attendance and Inclusion Officer - Family Welfare Officer - SENDCo	The Early Intervention Foundation (https://www.eif.org.uk/) recognises that putting early intervention into action can be a challenging process [and that] effective early intervention relies on having caring, skilled and adaptable service managers and practitioners working at the front line. Investment in our Inclusion Team allows us to support our most vulnerable children and families who face a wide range of contextual risks. It also allows to identify those at risk and prevent these outcomes from occurring in the first place, or in reducing the long-term impacts on a young person who has had a harmful experience. - <i>Single Agency support (Seathorne)</i> - <i>Multi-Agency support (Early Help, TAC, CIN, MHST/CAMHS etc)</i>	4,5

	EEF Guidance: Using your pupil premium funding effectively - Tier 3: Wider Strategies "vital in improving attendance"	
To equip all staff with the contextual understanding of our pupils so they can effectively and consistently support pupils socially and emotionally, as well as academically. - Continued CPD for Lunchtime Support Admin, site staff and cleaners also made aware of our contextual priorities and how they can influence pupils in these areas.	With the persistent high numbers of children identified as disadvantaged, it is essential that all staff know our children: their interests, strengths and needs, and can spot triggers which could affect learning. With lunchtime being an important time for developing and practising social communication and interaction skills, consistency and coherence at a whole-school level are paramount; not only to support behaviour during these potentially more-unstructured times, but to also impact positively on attainment outcomes by implementing them in a way that links to classroom expectations on behaviour and learning. EEF Guidance: Improving Behaviour in Schools. EEF – Preparing for Literacy	1,2,3,4,5
To ensure pupils have access to Sports and Music - Lincs Music Service - JB Coaching Competition Framework - GAT Competitions and Subject Enrichment sessions	Every child has the right to learn and play an instrument, as set out in the national curriculum. Recent research has also suggested that lessons in rhythm, melody, and harmony truly have an impact in developing cognitive abilities. Children in the study were given extra music classes for over two years and showed improved language-based reasoning, the ability to plan and complete tasks, as well as better academic results. Childhood obesity and excess weight are significant health issues for children and their families. There can be serious implications for a child's physical and mental health, which can continue into adulthood. The number of children with an unhealthy and potentially dangerous weight is a national public health concern. PHE Guidance: Childhood Obesity: applying All Out Health At Seathorne, we want to ensure that all children have the opportunity to access sports and learn how to improve their own health and well-being. This is supported jointly by our PE and Sports Premium, however it is essential that we do what we can to remove potential barriers for our disadvantaged pupils in accessing sport, both in and outside of school, and allow them the same opportunities open to their peers.	4,5
To respond to the individual needs of pupils/families:	In the same way that we support access to Sports and Music, we are committed to the broadest educational offering in terms of our curriculum enrichment. We ensure that no	4,5

Specific items to support pupils' self-confidence a preparedness to learn: Milk, Snack and Uniform Subsidy Specific support to ensure access to experiences: Trips, Visits and Visitors Subsidy Specific items to support learning at home.	child is left behind by subsidising the cost of such things as attending residential, daytrips and visits as well as accessing visitors and speakers in school. This same subsidy is also used in part to support disadvantaged pupils so that they are ready to learn, by supporting uniform costs, milk and snacks.	
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Total budgeted cost: £ 208,290.70