



SEATHORNE PRIMARY ACADEMY

# **Pupil Premium Strategy Statement**

**2020-2021**

## School overview

Metric	Data
School name	Seathorne Primary Academy
Pupils in school	302
Proportion of disadvantaged pupils	49% (147 Pupils)
Pupil premium allocation this academic year	£188,814 (estimated)
Academic year or years covered by statement	2020-2021
Publish date	November 2020
Review date	July 2021
Statement authorised by	Kris Radford
Pupil premium lead	Matthew Wood

## Disadvantaged pupil progress scores for last academic year

Measure	Score
Reading	n/a*
Writing	n/a*
Maths	n/a*

## Disadvantaged pupil performance overview for last academic year

Measure	Score
Meeting expected standard at KS2	n/a*
Achieving high standard at KS2	n/a*

*\*In March 2020, the Secretary of State for Education announced that the 2019/20 national curriculum assessments would not take place due to the coronavirus (COVID-19) pandemic.*

*The following assessments were cancelled:*

- end of key stage 1 and key stage 2 assessments (including tests and teacher assessment)*
- phonics screening check*
- multiplication tables check*
- science sampling tests*
- all statutory trialling*

*The department recognises this creates a gap in KS1 and KS2 attainment data for year 2 and year 6 pupils in 2020 and future progress measures that rely on that data will also be missing.*

*As there were no formal assessments in the 2019/20 academic year, schools should not be asked to provide assessment data to Ofsted or local authorities.*

## Strategy aims for disadvantaged pupils

Measure	Activity
Priority 1	<p><b>The Quality of Education:</b> To further develop the implementation of our contextually relevant, ambitious, broad and engaging curriculum. Investing in Quality First Teaching and personalised learning strategies that also respond to the daily needs of the pupils as well as being planned and timetabled.</p> <ul style="list-style-type: none"> <li>- Investment in teaching/support staff to ensure class sizes are minimised and that personalised learning approaches are more possible.</li> <li>- Implementation of a robust 'recovery' curriculum that addresses and meets the needs of all pupils eligible for the PPG</li> </ul>
Priority 2	<p><b>Behaviour and Attitudes/Personal Development:</b> To continue ensuring that the emotional wellbeing of pupils eligible for the PPG is met in an inclusive and nurturing way.</p> <ul style="list-style-type: none"> <li>- Investment in Inclusion Team (PP Lead, SENDCo, FWO and Inclusion Officer) to ensure that the correct level of bespoke support can be offered to our most vulnerable children and their families.</li> </ul>
Barriers to learning these priorities address	<p>Children have missed several months of teaching and learning. Despite remote learning throughout lockdown, there is a clear disparity between engagement and participation levels.</p> <p>High levels of Free School Meals (FSM) eligibility in school 44.0% (133/302) in comparison to National Average 17.3% (27<sup>th</sup> October 2020)</p> <p>High levels of pupils with dual vulnerabilities – e.g. disadvantaged plus identified SEND/EAL/CLA:</p> <ul style="list-style-type: none"> <li>• 20.4% (30/147) of children eligible for PPG also have been identified as needing SEND support, with 3% of these having an EHC Plan in place. (National Average 12.1% SEND support, with 3.3% ECH Plans - 2<sup>nd</sup> July 2020).</li> <li>• 3.4% (5/147) of children eligible for PPG also have English as an Additional Language.</li> <li>• 7% (10/147) of children eligible for PPG are in care or have post-care arrangements in place. (SEND, EAL etc).</li> </ul> <p>70.45% of pupils who met Persistent Absence threshold of 10% were also eligible for PPG for Academic Year 2019/2020 (31/44)</p> <p>EEF highlight that disadvantaged pupils are at increased risk of being absent when school reopens. Disadvantaged pupils typically have lower rates of attendance, and disadvantaged pupils' families are</p>

	<p>subsequently less likely to send their child back to school if given the choice.</p> <p>Maintaining sufficient staffing levels in order to deliver interventions will also be a barrier due to Covid-19 absences.</p>
Projected spending	£188,814

### Teaching priorities for current academic year

Aim	Target	Target date
Progress in Reading	<p>To meet achievement targets set for individual pupils.</p> <p>To maximise progress for all in both phonics and reading.</p>	July 2021
Progress in Writing	<p>To meet achievement targets set for individual pupils.</p> <p>To maximise progress for all in both Spelling, Punctuation and Grammar (SPaG) and writing skills.</p>	July 2021
Progress in Mathematics	<p>To meet achievement targets set for individual pupils.</p> <p>To maximise progress for all with arithmetic skills, times tables and reasoning.</p>	July 2021
Phonics	<p>To achieve the target set for individual pupils.</p> <p>To maximise progress for all in phonics – supporting early reading skills.</p>	July 2021
Other	<p><b>Attendance</b></p> <p>In anticipation of the possible whole-school/year group/bubble closures due to COVID 19 we still aim</p> <p>To ensure that pupils attend well and have comparable attendance data to pupils not eligible for PPG.</p> <p>To support and challenge poor attendance and persistent absence to ensure pupils have access to a consistent education.</p> <p><b>Dual vulnerability of SEND</b></p> <p>To ensure that pupils also identified with SEND close learning gaps and make appropriate steps of progress.</p>	July 2021

Remember to focus support on disadvantaged pupils reaching the expected standard in phonics check at end of year 1.

### Targeted academic support for current academic year

Measure	Activity
Priority 1	To understand and deploy appropriate interventions to support children eligible for the PPG with their learning so that they can make good or better progress, in order to close the gap in attainment to that of their peers.
Priority 2	To support accelerated phonic, language and literacy skills acquisition, so that children's Reading and Writing skills, understanding and knowledge are developed and can be applied to a wide range of curriculum areas. To support accelerated fluency in number knowledge and understanding, so that children's Maths skills, understanding and knowledge are developed through a range of problem solving and reasoning opportunities.
Barriers to learning these priorities address	Pupils arriving to school with identified poor vocabulary development, which has historically slowed progress in subsequent years and negatively impacted on all learning areas, in particular Reading and Writing (inc. SPaG) outcomes at the end of KS2 and the percentage of higher ability pupils eligible for PP going on to achieve GDS at KS2. Staffing: including staff new to school and staff new to a particular year group
Projected spending	£100,000

### Wider strategies for current academic year

Measure	Activity
Priority 1	Further develop the schools safe, supportive, respectful and positive culture and practices in order to promote aspirational goals, resilience and positive attitudes, empowering pupils to be successful and confident learners for the future. Further investment in lunchtime-leadership ensuring quality lunchtime provision with focus on positive engagement, play and inclusion.
Priority 2	Parents to recognise themselves as partners in their child's learning.
Barriers to learning these priorities address	Poor attendance (inc. lates/early leavers) and high persistent absence rates of pupils eligible for PP leading to gaps in learning which in turn impacts on their ability to access and assimilate new knowledge, skills and understanding. This also now includes absence as a result of COVID-19 (including but not limited to recovery after past national

	lockdown, potential future national and local lockdowns, possible school or bubble closures, children and families shielding, self-isolating due to showing symptoms, having a confirmed case or on the advice of PHE through Test and Trace). Limited life experiences and low aspirations held by parents which translate into lower learning achievements of their children.
Projected spending	£88,814

## Monitoring and Implementation

Area	Challenge	Mitigating action
Teaching	Staff absence and training needs.	Use of INSET and Teacher Development Meetings to ensure training is delivered to relevant staff members. If isolating, adults to have access to a device. Plans to be in place in advance of absence due to COVID so that learning and curriculum plans are quickly adapted to support Bubble closure, remote learning, or even staff teaching from home. Tracking absence for both pupils and staff to help identify where curriculum learning has been lost. Curriculum plans to build in elements of revision of prior learning.
Targeted support	Pupil and staff absences	Tracking absence for both pupils and staff to help identify where intervention time has been lost. Intervention logs to be kept up to date. Individual targeted support to be agreed and monitored at regular Core Team Meetings. Systems in place to trigger remote learning support for pupils who are self-isolating.
Wider strategies	Engagement in home learning	Regular contact to offer support, level and type of support with be in line with needs. Adapted plans for Parent-Teacher meetings and SEND review meetings to enable home and school communication to continue. Pupils prepared to access elements of learning from home through certain online platforms: School Website: Class Pages, MS Teams, Airhead etc. Pupil well-being and e-safety priorities embedded within PSHE curriculum for all.

## Review: last year's aims and outcomes

Due to the changes to educational provision caused by the COVID-19 pandemic, the original aims in Seathorne Primary Academy's Pupil Premium Strategy Statement for 2019-2020 had to be reviewed and adapted from March 2020. Our use of the funding had to be adapted to meet students' needs as they arose, whilst still maintaining wherever possible the principles outlined in this document, and in others related to the effective use of PPG.

During the pandemic, the following key steps were taken to ensure that ‘disadvantaged’ pupils’ barriers to learning would continue to be overcome wherever possible:

- Step 1 – Ensuring children are offered a place to attend our HUB provision (at first, in attendance with other local GAT schools at Skegness Secondary Academy, and later at Seathorne)
- Step 2 - Ensuring children have the correct tools and learning materials/IT access to complete home learning where attendance at our HUB provision was not taken up.
- Step 3 – Ensuring family support is offered through regular contact with Inclusion Team.

Aim	Outcome
<p>Pupils eligible for PPG with additional needs will receive forensic, bespoke support to ensure these needs do not become a barrier to learning or impact negatively on their academic attainment.</p>	<p>Core Team meetings were held fortnightly for Y2 and Y6 from September 2019. These also started for EYFS in 2020. These meetings were a regularly opportunity to discuss the attainment and progress information for all pupils in these year groups and agree next step plans for the universal quality first teaching as well as targeted intervention that needed to be incorporated into planning to ensure progress was maximised.</p> <p>The Academy’s Raising Standards Lead also supported Y1 and Y3 teachers during their weekly PPA sessions during 2020. This support involved CPD access arrangements for the PiXL assessment cycle, the effective use of QLAs after these assessments to inform the pitch of future learning and streamlining personalised interventions and therapies that can be used to help children make progress towards their individual targets.</p> <p>At the point of school closure due to COVID-19, we were just about to roll out Core Team meetings for Y1, Y3 and Y4 to ensure there was a consistent approach across school for putting in place the necessary support for all pupils, including our most disadvantaged. This is now going to take place in Term 1 of 2020-2021.</p>
<p>All pupils will be exposed to a vocabulary-rich environment, where language and communication is valued at all levels</p>	<p>The action plans for EYFS and English last year linked to the Academy’s school-wide focus on reading: the impact of which was to be measured through pupils’ outcomes in writing. This was also dependent on pupils’ development in vocabulary: knowledge, retention, use and application.</p> <p>Monitoring during last year saw classrooms become language-rich learning environments. Our whole-school curriculum development also included the initial roll-out of our own Knowledge Organisers which highlighted Tier 2 and Tier 3 vocabulary words and their meanings. We were just starting our next phase of curriculum development which was to look at knowledge retention.</p> <p>EYFS team meetings took place each week and pupil’s progress was monitored in the Prime Areas of Communication and Language: Listening and Attention, Understanding and Speaking.</p>
<p>Parents and children will receive support leading to reduced incidents of poor parenting, safeguarding and social and emotional issues.</p>	<p>Fortnightly inclusion meetings were held with Inclusion Team in attendance: SENDCo, PP Lead, FWO, Inclusion Officer. These meetings enabled the right support to be put in place depending on the needs of the children e.g. curriculum, pastoral, behaviour or family support.</p>

<p>With the support of all adults, especially the Inclusion, Attendance and Safeguarding Teams, attendance and persistent absence rates of pupils eligible for PP will be improved.</p>	<p>Fortnightly attendance meetings were also held, and support was then put in place for families where attendance was falling, or significant improvements were not seen. SAP meetings were held.</p> <p>Persistence Absence figures were improving before school was closed due to the National Lockdown in March 2020.</p> <p>The children eligible for PPG within the whole-school PA figures were attending more in Term 4 than in Term 1, despite rising anxieties related to COVID-19:</p> <p>Term 1 2019 – 2020: 69.05% (29/42 pupils)</p> <p>Term 4 2019 – 2020: 61.90% (26/42 pupils)</p>
<p>Broaden pupils' life experiences so that pupils begin to understand the depth of possibilities their future holds.</p>	<p>The Curriculum lead for Seathorne left school at Easter 2020. Curriculum leadership has now fallen to the Principal and Deputy Principal once again.</p> <p>The Careers Leader in school has stayed in role and also in Y6 for 2020-2021 – a key year group for this curriculum enrichment as children prepare for the next stage of their education. His attendance at the Careers Leader Cluster meetings will continue.</p> <p>Trips, visits and residential were reduced last year due to school closures as part of the National Lockdown. However, 43 visits took place before this time which included one residential trip to PGL Caythorpe for 38 pupils in our Y5 cohort. The other trips and visits comprised of Physical Education and Sport competitions and experience days, attendance at a Secondary School Career's Fair and access to Junior Online Safety Officer training with local schools.</p>