



Pupil premium strategy statement

1. Summary information					
School	Seabridge Primary School				
Academic Year	2018/19	Total PP budget	£63240.00	Date of most recent PP Review	February 2018
Total number of pupils	479	Number of pupils eligible for PP (R-Y6)	47 FSM:24 Ever6:19 Ever6 Service:3 SG: 3 (1 also Ever6)	Date for next internal review of this strategy	February 2019

2. Current attainment (July 2018 End of KS2 data - 9 pupils)		
	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average - 2017)</i>
% achieving Expected in reading, writing and maths	77.7%	64
% achieving Expected in reading	100%	75
% achieving Expected in writing	88.8%	78
% achieving Expected in EGPS	100%	78
% achieving Expected in maths	77.7%	76

3. Barriers to future attainment (for pupils eligible for PP, including high ability)	
In-school barriers (<i>issues to be addressed in school, such as poor oral language skills</i>)	
A.	For some families it is difficult to establish an effective environment to support a positive reading culture and support with homework (link to Desired Outcome B, C, D and E)
B.	Access to IT equipment outside the school environment, which impacts on homework (link to Desired Outcome B, C, D and E)

C.	Low aspirations for the future from some PP pupils (link to Desired Outcome E)	
D.	Self confidence, resilience and self-management of PP pupils, which can impact on basic needs of pupils. (link to Desired Outcome D and E)	
E.	Speech and Language skills, linked to wider experience (link to Desired Outcome B, C, and D)	
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)		
F.	For some pupils, parent engagement could be further improved, ensuring increasingly positive relationships and understanding of school systems (link to Desired Outcome A, B, C, D and E)	
G.	Attendance rates for some pupils eligible for PPG are below the target of 92% attendance, reducing their school hours and causing gaps in learning. (link to Desired Outcome A)	
4. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	The attendance of Pupil Premium children is improved from 17/18 - data analysis	Overall attendance to be in line with whole school attendance Reduction in the % of persistent absence. Ensure PP attendance is at least in line with all pupils nationally (96.1%)
B.	Pupils make at least expected progress from their starting points across Reading, Writing and Maths within each year group	Pupils eligible for pupil premium will make at least their individual expected progress year on year in line with the cohort average as demonstrated by internal data analysis.
C.	Progress Measures across Reading, Writing and Maths are in line with non-PP children, across all prior attainment groups - data analysis	Pupils eligible for PP in line with the progress of other pupils within their prior attainment group or of a similar ability across all key stages in maths, reading and writing, as demonstrated by ASP.
D.	PP pupils are more resilient, have good levels of self-confidence and can self-manage from an early age with improving Speech and Language skills - observation, key skill monitoring	The resilience and motivation of pupils eligible for PP in learning situations will be improved. Pupils will be able to self-manage their basic skills (MASLOW hierarchy of need) more effectively. Attainment and progress for these (and other) pupils is improved. Communication of identified pupils is improved.
E.	PP pupils are aspirational about their immediate and longer term futures, with an adequate understanding of pathways of learning - pupil consultation	PP pupils can express their aspirations with an increasing awareness of how to achieve their ambition as a result of engagement with representatives of a variety of careers and access to further education settings. Parents are engaged in this process. Access to a range IT equipment supports their readiness for adulthood.

5. Planned expenditure					
Academic year		2018/19			
The three headings below enable schools to demonstrate how they are using the pupil premium to improve classroom pedagogy, provide targeted support and support whole school strategies.					
i. Quality of teaching for all					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
B. Pupils make at least expected progress from their starting points across Reading, Writing and Maths within each year group	<p>Class-based TA to continue to be employed each morning to secure approx. ratio of 1:15 for English and Maths lessons</p> <p>Additional teacher to reduce group sizes for Maths in Y5 and Y6 (approx. 1:20)</p> <p>Additional teacher to reduce group sizes in English in Y6 (approx. 1:20)</p> <p>A Senior Leader to provide additional intervention ½ day per week, based on needs analysis</p> <p>Staff training on Intervention Marking and high quality feedback, verbal and written comments</p> <p>Develop the involvement of pupils in self-assessment and personal target setting</p>	<p>Reducing class size appears to result in around three months' additional progress for pupils, on average...the evidence does not show particularly large or clear effects until class size is reduced substantially to fewer than 20 or even 15 pupils. Evidence suggests that TAs can have a positive impact on academic achievement. In some cases teachers and TAs work together effectively, leading to increases in attainment. In the most positive examples, it is likely that support and training will have been provided for both teachers and TAs There is also evidence that working with TAs can lead to improvements in pupils' attitudes (EEF)</p>	<p>Monitoring of T&L, including lesson observations of CT and TA, book scrutiny and triangulation with moderated data, pupil progress meetings (SLT approach, to include English and Maths lead)</p>	AD	<p>December 2018 April 2019 July 2019</p>
C. Progress measures across Reading, Writing and Maths are in line with non-PP children across all prior attainment groups	<p>As above</p> <p>Prior attainment data is used effectively to ensure all staff have a secure understanding of relative starting points for PP children from the previous key stage and</p>	<p>Reducing class size appears to result in around three months' additional progress for pupils, on average...the evidence does not show particularly large or clear effects until class size is reduced substantially to fewer than 20 or even 15 pupils. (EEF)</p>	<p>As above</p> <p>Pupil progress meetings to demonstrate secure and comprehensive understanding of pupils' specific needs and expectations for individual progress</p>	AD	<p>December 2018 April 2019 July 2019</p>

	<p>expectations for end of key stage attainment</p> <p>A Senior Leader to provide additional intervention ½ day per week, based on needs analysis</p>				
ii. Targeted support					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
A. The attendance of Pupil Premium children is improved from 17/18	<p>Reward system implemented for attendance over 97% (school target) - half-termly to encourage pupil engagement</p> <p>Half-termly monitoring of attendance by SLT with follow-up conversations and/or meetings with parents of children whose attendance is below 93%</p> <p>Concise and regular information about the impact of low attendance for families, with effectively communicated flowchart of actions linked to key attendance figures</p> <p>First Day Response provision</p>	<p>...increasing parental engagement in primary...schools had on average two to three months' positive impact...developing effective parental engagement to improve their children's attainment is challenging and needs careful monitoring and evaluation. (EEF)</p> <p>Attendance figures linked to learning days lost (95% 1 week, 4 days; 90% 3 weeks, 4 days; 85% 5 weeks 3 days)</p>	Monitoring of attendance, with comparisons drawn to 2017/18	AD/JH	December 2018 April 2019 July 2019
B. Pupils make at least expected progress from their starting points across Reading, Writing and Maths within each year group	<p>Additional TA/T intervention for English and Maths to support the closing of gaps and to challenge across the ability range, providing feedback at the point of learning</p> <p>A Senior Leader to provide additional intervention ½ day per week, based on needs analysis</p>	<p>Feedback studies tend to show very high effects on learning. (+8 months)</p> <p>Overall, evidence shows that small group tuition is effective and, as a rule of thumb, the smaller the group the better. Tuition in groups of two has a slightly higher impact than in groups of three, but a slightly lower impact than one to one tuition. Some studies suggest that greater feedback from the teacher, more sustained engagement in smaller groups, or work which is more closely matched to learners' needs explains this impact.</p> <p>Research which focuses on teaching assistants who provide one to one or small group support shows a</p>	<p>Monitoring of intervention sessions and impact of Learning Support Mentor</p> <p>Monitoring of provision maps linked to additional intervention</p> <p>Data analysis</p>	AD	December 2018 April 2019 July 2019

	Continue to extend the level of challenge for all within a Mastery approach across the curriculum	stronger positive benefit of between three and five additional months on average. There are a number of meta-analyses which indicate that, on average, mastery learning approaches are effective, leading to an additional five months' progress. (EEF)			
D. PP pupils are more resilient, have good levels of self-confidence and can self-manage from an early age with improving Speech and Language skills	Pastoral leader to support identified families (including those of PP children), signposting agencies for further support and building positive relationships, ensuring good levels of engagement Further staff CP re Growth Mindset strategies and meta-cognition	...increasing parental engagement in primary...schools had on average two to three months' positive impact...developing effective parental engagement to improve their children's attainment is challenging and needs careful monitoring and evaluation. (EEF) Metacognition and self-regulation approaches have consistently high levels of impact, with pupils making an average of seven months' additional progress.	Engagement of families Monitoring of actions and impact of Pastoral leader	AD/JH	December 2018 April 2019 July 2019
iii. Other approaches					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?

<p>D. PP pupils are more resilient, have good levels of self-confidence and can self-manage from an early age with improving Speech and Language skills</p>	<p>A wide variety of experiences are provided for pupils which they would not normally access: residential, day visits, Forest School, Cookery sessions, Media opportunities, after school clubs/team competitions: Forest School sessions half-term per year group, identified by PP cohort Media sessions 1 pm per week across all year groups during the year, identified by PP cohort Cookery sessions, half-term per year group, identified by PP cohort</p> <p>A dialogic pedagogy across the curriculum, including P\$C and the RSC (Royal Shakespeare Company) pedagogy, linking critical thinking, drama and physical expression</p>	<p>Taken from EEF</p> <p>(Arts)...Improved outcomes have been identified in English, mathematics and science...with greater effects on average for younger learners and, in some cases, for disadvantaged pupils...there is some evidence of a positive link between drama and writing. Wider benefits such as more positive attitudes to learning and increased well-being have also consistently been reported.</p> <p>The impact of collaborative approaches on learning is consistently positive...structured approaches with well-designed tasks lead to the greatest learning gains...Approaches which promote talk and interaction between learners tend to result in the best gains.</p> <p>Studies consistently find that digital technology is associated with moderate learning gains: on average, an additional four months' progress.</p> <p>...studies of adventure learning interventions consistently show positive benefits on academic learning. On average, pupils who participate in adventure learning interventions make approximately four additional months' progress. There is also evidence of an impact on non-cognitive outcomes such as self-confidence.</p> <p>The overall impact of sports participation on academic achievement tends to be positive but low (about two additional months' progress).</p> <p>studies of oral language interventions consistently show positive impact on learning, including on oral language skills and reading comprehension. On average, pupils who participate in oral language interventions make approximately five months' additional progress over the course of a year.</p>	<p>Monitoring of pupil engagement with identified activities, including follow-up with families to ensure access as necessary. Monitoring of planning and learning links. Observation of pupils and pupil consultation</p>	<p>AD</p>	<p>December 2018 April 2019 July 2019</p>
<p>E. PP pupils are aspirational about their immediate and longer term futures, with an adequate understanding</p>	<p>The profile of learning pathways and career paths is raised across the school, with PP children accessing the radio station to co-interview guests in their chosen careers.</p>	<p>To meet their aspirations about careers, university, and further education, pupils often require good educational outcomes. Raising aspirations is therefore often believed to incentivise improved attainment. (EEF)</p>		<p>AD</p>	<p>December 2018 April 2019 July 2019</p>

of pathways of learning - pupil consultation	Visiting speakers about careers and learning pathways. Targeted extra-curricular provision				
Total budgeted cost					£63240.00