



Pupil Premium strategy statement review: Seabridge Primary School 17/18

The pupil premium is additional funding for publicly funded schools in England to raise the attainment of disadvantaged pupils and close the gap between them and their peers. Pupil premium funding is available to:

- Local authority maintained schools, including special schools and pupil referral units (PRUs)
- Voluntary-sector alternative provision (AP), with local authority agreement
- Special schools not maintained by the local authority (NMSS)

Academies and free schools, including special and AP academies Pupils' eligibility for this additional funding is based on them meeting at least one of the following elements:

- Students who are currently in receipt of Free School Meals (FSM)
- Students who have been in receipt of Free School Meals at any point in the last 6 years (Ever 6)
- Students who have at least one parent currently serving in the British Armed Forces (Ever 6 Service)

Students who have been in receipt of care from a Local Authority (Children Looked After) Pupil Premium Grant allocations:

- Free School Meals and Ever 6 £1320
- British Armed Forces Ever 6 £300
- Children Looked After up to £1900

Breakdown of PP at Seabridge Primary

Free School Meals	24
Ever 6	55- 24 = 31
Ever 6 Service	3
Looked after	3 (1 Who is a FSM)
Total	55

Barriers to learning	Type of support	Amount	Description of support	Impact
A- Outcomes for Y2,3 and 6 pupil in receipt of PPG are not as strong as for other groups in Reading.	Targeted support in specific year groups,	41,580.00	-Additional Teacher support in targeted year groups to support PP children. -Teaching assistant intervention for small groups and next day fluid intervention. - Additional adult allows PP children to receive an extra reading session	Majority of the children have made the expected level of progress in reading with some children closing the attainment gap.

			compared to that of their peers.	
B- Outcomes for Y2,3 and 6 pupil in receipt of PPG are not as strong as for other groups in Writing.	Targeted support in specific year groups,	As above	-Additional Teacher support in targeted year groups to support PP children. -Teaching assistant intervention for small groups and next day fluid intervention. -Link between whole class text and written content always rich and varied discussion to support written work.	- Children are getting more instant, verbal feedback on their work which is allowing the children to improve the quality of their written work. -Progress in writing in all year groups was either in line or above that of the non PP children. -Fluid intervention has allowed children to be identified and supported more quickly, aiding progress.
C- Outcomes for Y2,3 and 6 pupil in receipt of PPG are not as strong as for other groups in Maths.	Targeted support in specific year groups, Targeted teams during group work	As above	-CPD for all staff on Mastery in the curriculum -Additional Teacher support in targeted year groups to support PP children. -Teaching assistant intervention for small groups and next day fluid intervention.	- All staff have a clearer understanding of what mastery looks like within maths and are more capable at supporting children within lesson and during intervention to achieve mastery. - Mastery leaning is evident in majority of the year groups with most children's progress matching that of their peers.
D- Self control and resilience of pupils in receipt of PPG	Whole class support with a target on PP children (2 sessions per week with different years)	1,955.00 Contribution to residentials 2,120.00 Contribution to trips 750.00	-Forest Schools leader delivering sessions to encompass collaborative learning experiences with a high level of physical (and often emotional) challenge, practical problem-solving, explicit reflection and discussion of thinking and emotion. -Trips and residentials to build independence and confidence.	Self esteem and confidence have risen with a number of PP children taking on the lead of Forest Leader helping to build their communication skills whilst acting in a supporting and caring way. Through a variety of residentials, children build resilience whilst growing in confidence.
E- Use of ICT (Radio Station and Green Screen) to raise attainment and	Whole class support with a target on PP children (2 sessions per week with	4890.00	-Additional staff member to deliver Radio station broadcasts, develop	The Radio Station has allowed children to express their views in a non

develop key skills-communication, reading, writing, working with others, problem solving and performance skills.	different years)		communication skills, complete research and interview guests. - Class support	confrontational format. Children have gained in confidence when speaking to a range of people. Communication skills have vastly improved with children developing their listening and speaking skills.
F- Engagement of families through Family Learning opportunities to break down barriers for reading, writing and maths	Targeted support and a whole school approach	1100.00	-Morning sessions with TA to engage parents in supporting children with early phonics, reading and writing. -Open afternoon for parents/grandparents to encourage family learning. -Parent support worker to help to support parents regarding attendance and family issues.	Barriers between home and school are broken down. Children's self confidence improved as a result of being able to share their learning with their family. Through the use of the PSW, attendance is an improving picture.

Attendance:

Whole school	Whole School	School Disadvantaged	School Non-disadvantaged
Attendance %	96.3	94.2	96.5
PA %	5.25	1.83	3.42

Impact: attainment and progress

Attainment – National Expected Standard or above

End of Key Stage Two

Subject area	National	School	School Disadvantaged pupils (9)
Reading	75%	88%	100%
Reading Higher standard		34%	33.3%
Writing	78%	88.4%	88.8%
Writing Greater Depth		35.7%	44.4%
Maths	76%	84%	77.7%
Maths Higher		17%	11.1%

ALL **BLUE** TEXT TO BE CONFIRMED FOLLOWING RELEASE OF BOUNDARIES FURTHER DATA IN AUTUMN 2018. PREVIOUS FIGURE OF 110 USED TO CALCULATE HS/GDS.

End of Key Stage one

Year 2 60 5	% Below Expectations (working towards WTS)	% In Line with Expected standard	% Reaching greater depth
Reading	All = 25 Disadvantaged =20	All = 75 Disadvantaged =60	All = 38.33 Disadvantaged =20
Writing	All = 23.3 Disadvantaged =40	All = 76.7 Disadvantaged =60	All = 23.33 Disadvantaged =0
Mathematics	All = 20 Disadvantaged =40	All = 80 Disadvantaged =60	All = 25 Disadvantaged =0
Phonics	All = 33.3 Disadvantaged =0	All = 66.6 Disadvantaged =0	All = N/A Disadvantaged = N/A

Phonics screening

Phonics (end of year)	% Below Expectations (working towards WTS)	% In Line with Expected standard
Y1	All =17 Disadvantage= 20	All = 83 Disadvantage =80