



Pupil premium strategy statement (primary)

1. Summary information					
School	Seabridge Primary School				
Academic Year	2017-18	Total PP budget	£72,600	Date of most recent PP Review	NA
Total number of pupils	412	Number of pupils eligible for PP	55	Date for next internal review of this strategy	January 2018

2. Current attainment (July 2017 End of KS2 data)		
	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>
% achieving Expected in reading, writing and maths	50%	53%
% making Expected progress in reading	83%	66%
% making Expected progress in writing	77%	74%
% making Expected progress in maths	75%	70%

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.	Outcomes for Y2, 3 and 6 pupils in receipt of PPG are not as strong as for others groups in Reading.
B.	Outcomes for Y2 and 6 pupils in receipt of PPG are not as strong as for others groups in Writing.
C.	Outcomes for Y2, 4 and 6 pupils in receipt of PPG are not as strong as for others groups in Maths.
D.	Self confidence and resilience of pupils in receipt of PPG.
E.	Use ICT (Radio Station and Green Screen) to raise attainment and develop key skills - communication, reading, writing, working with others, problem solving and performance skills.
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)	
F.	Engagement of families through Family Learning opportunities to break down barriers for reading, writing and maths.

G.	Attendance rates for some pupils eligible for PPG are below the target of 92% attendance. This reduces their school hours and causes them to fall behind.	
4. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Improve outcomes for pupils in receipt of PPG in Reading.	Pupils eligible for PPG in every class make accelerated progress in Reading by the end of the year so that the differential between pupils eligible for PPG and 'other' pupils is reduced.
B.	Improve outcomes for pupils in receipt of PPG in Writing.	Pupils eligible for PPG in every class make accelerated progress in Writing by the end of the year so that the differential between pupils eligible for PPG and 'other' pupils is reduced.
C.	Improve outcomes for pupils in receipt of PPG in Maths.	Pupils eligible for PPG in every class make accelerated progress in Maths by the end of the year so that the differential between pupils eligible for PPG and 'other' pupils is reduced.
D.	Improve self confidence and resilience of pupils in receipt of PPG through the use of Forest Schools.	Through collaborative learning experiences with a high level of physical (and often emotional) challenge, practical problem-solving, explicit reflection and discussion of thinking and emotion. Self-confidence and resilience of PPG pupils will increase and impact on their progress.
E.	Use ICT (Radio Station and Green Screen) to raise attainment and develop key skills - communication, reading, writing, working with others, problem solving and performance skills.	Through researching interviewees, interviewing local celebrities and businesses and editing and broadcasting articles attainment will be raised and key skills developed.
F.	Engagement of families through Family Learning opportunities	Increase engagement of some parents
G.	Increased attendance and punctuality rates for pupils eligible for PPG	Reduce the number of persistent absentees among pupils eligible for PP to 5% or below. Overall PP attendance improves to 92% in line with 'other' pupils.

5. Planned expenditure

Academic year

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?
A & B : Improve outcomes for pupils in receipt of PPG in Reading and Writing.	<p>Additional Teacher in Years 2, 3 and 6 throughout the year to allow 3 groupings for English. This will target more able pupils on the FSM register and provide extension opportunities as well as additional support for lower under achieving vulnerable pupils.</p> <p>Teaching Assistant Intervention for small focus groups and next day intervention.</p>	<p>Short regular sessions additional to normal teaching. One to one and small group precision teaching has been evidenced in school to provide moderate impact if planned to complement quality first teaching.</p> <p>EEF – Evidence indicates that one to one tuition can be effective, on average accelerating learning by approx. five additional months’ progress. Evidence also suggests tuition should be additional to, but explicitly linked with, normal teaching, and that teachers should monitor progress to ensure the tutoring is beneficial.</p> <p>National research and current work in school has shown the effectiveness of using independent learning strategies, open questioning and developing higher order thinking skills to enhance quality first teaching approaches. As a result, attainment and progress will be accelerated showing high and moderate impact for low cost. These approaches will be used to enable middle ability pupils to achieve ‘ARE’ by the end of year 6 in reading, writing and mathematics.</p>	<p>Assessments before and after each 10 week intervention to ensure effectiveness. Pupil attainment and progress will be monitored termly at pupil progress meetings.</p> <p>The impact of training on classroom practice will be monitored through book scrutiny and learning walks.</p> <p>There will be a positive impact on the number of children eligible for PP attaining ARE in Reading and Writing.</p>	<p>Inclusion Manager</p> <p>Class teachers</p>	<p>Intervention planning sheets monitored termly by Inclusion Manager.</p> <p>Assessment data will be monitored to ensure that progress is made after each 10 week intervention. Monitoring will also be conducted through book scrutiny, learning walks and professional dialogue. Pupil Progress meetings held each term with the Deputy Head, SENCO, Inclusion Manager and class teachers.</p>

<p>C: Improve outcomes for pupils in receipt of PPG in Maths.</p>	<p>Additional Teacher in Year 2, 4 and 6 throughout the year to allow 3 groupings for Maths. This will target more able pupils on the FSM register and provide extension opportunities as well as additional support for lower under achieving vulnerable pupils.</p> <p>Teaching Assistant Intervention for small focus groups and next day intervention.</p> <p>CPD for all staff on Mastery in the curriculum</p>	<p>Mastery learning appears to be particularly effective when pupils work in groups or teams and take responsibility for supporting each other's progress. It also appears to be important that a high level of success is set. Mastery learning may also be more effective when used as an occasional or additional teaching strategy as the impact decreases for longer programmes of over 12 weeks or so.</p> <p>Lower attaining pupils may gain more from this strategy than high attaining students, by as much as one or two months' progress, so mastery learning appears to be a promising strategy for narrowing the gap.</p>	<p>Assessments before and after each 10 week intervention to ensure effectiveness. Pupil attainment and progress will be monitored termly at pupil progress meetings.</p> <p>The impact of training on classroom practice will be monitored through book scrutiny and learning walks.</p> <p>There will be a positive impact on the number of children eligible for PP attaining ARE in Maths.</p>	<p>Inclusion Manager</p> <p>Class teachers</p>	<p>Intervention planning sheets monitored termly by Inclusion Manager.</p> <p>Assessment data will be monitored to ensure that progress is made after each 10 week intervention. Monitoring will also be conducted through book scrutiny, learning walks and professional dialogue. Pupil Progress meetings held each term with the Deputy Head, SENCO, Inclusion Manager and class teachers.</p>
---	--	--	--	--	---

<p>D: Improve self confidence and resilience of pupils in receipt of PPG through the use of Forest Schools.</p>	<p>Additional staff member to deliver Forest Schools programme which will 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. Self-confidence and resilience of PPG pupils will increase and impact on their 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 over the course of a year. There is also evidence of an impact on non-cognitive outcomes such as self-confidence.</p>	<p>Assessment before each block of Forest School sessions. Class teachers are also involved in the block of Forest School sessions so they can see resilience and self esteem.</p>	<p>Forest School Leader Class teacher Inclusion Manager</p>	<p>Forest School planning monitored termly by Inclusion Manager.</p>
---	---	---	--	---	--

<p>E: Use ICT (Radio Station and Green Screen) to raise attainment and develop key skills - communication, reading, writing, working with others, problem solving and performance skills.</p>	<p>Additional staff member to deliver Radio Station broadcasts and Green Screen projects along with PPG children.</p> <p>Through (i) researching interviewees, interviewing local celebrities and businesses and editing and broadcasting articles attainment will be raised and key skills developed. (ii) working alongside children to record, edit and publish video clips to School website attainment will be raised and key skills developed</p>	<p>A School Radio station run by the students and for the students helps build an inclusive atmosphere in the school. Radio is all about communication and running a radio show takes commitment and teamwork in order for it to be a success. Most people find talking to a 'mic' in a closed room far less intimidating than appearing on camera or on stage. This allows students to express their views and build their confidence whether it is discussing important issues or sharing ideas, radio gives our students a confident voice within our school. Radio is about speaking and listening. Whether you are presenting or just listening to a show, these vital skills are not only fundamental in radio but are essential for 'real world' skills. School Radio offers a platform for our students to discuss the issues that matter to them in a non-confrontational format. Whether it is discussing important issues or sharing the music they love, radio gives our students a voice within our school. Planning and presenting radio shows requires a great deal of teamwork.</p>	<p>Use ICT to raise attainment. Establish a school radio station to develop key skills such as communication working with others, problem solving, improving own learning and performance as well as speaking and listening and reading and writing skills.</p>	<p>Radio Station leader</p> <p>Class teachers</p> <p>Inclusion Manager</p>	<p>Radio Station usage monitored alongside audience figures.</p>
Total budgeted cost					£67,205
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?

<p>A, B and C: Improve outcomes for pupils in receipt of PPG in Reading, Writing and Maths.</p>	<p>Additional teaching and learning opportunities including TA support to enable one to one and small group tuition, including additional teaching and learning opportunities for more able pupils.</p>	<p>Some pupils need targeted support to catch up. Additional teaching and learning opportunities from teachers and teaching assistants to demonstrate moderate impact particularly if planned to complement quality first teaching and when a structured, time-limited programme is used.</p>	<p>Assessments before and following all 10 week interventions. Pupil attainment and progress will be monitored termly at pupil progress meetings.</p>	<p>Inclusion Manager Class teachers</p>	<p>Assessment data will be monitored to ensure that progress is made after each 10 week intervention. Monitoring will also be conducted through book scrutiny, learning walks and professional dialogue. Pupil Progress meetings held each term with the Deputy Head, SENCO and Inclusion Manager.</p>
---	---	---	---	--	--

<p>D: Improve self confidence and resilience of pupils in receipt of PPG through the use of Forest Schools.</p>	<p>Additional teacher to lead Outdoor learning and Forest School activities alongside the class teacher.</p>	<p>Overall, 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 over the course of a year. There is also evidence of an impact on non-cognitive outcomes such as self-confidence. Non-cognitive skills such as perseverance and resilience are developed through adventure learning and these skills have a knock-on impact on academic outcomes. If adventure learning interventions are effective because of their impact on non-cognitive skills, then explicitly encouraging students to actively apply these skills in the classroom is likely to increase effectiveness.</p>	<p>Assessments before and following each set of Forest School sessions. Pupil attainment and progress will be monitored termly at pupil progress meetings.</p>	<p>Forest School Leader Class teacher</p>	<p>Assessment data will be termly to ensure that progress is made. Monitoring will also be conducted through book scrutiny, learning walks and professional dialogue. Pupil Progress meetings held each term with the Deputy Head, SENCO and Inclusion Manager.</p>
---	--	---	--	---	---

<p>E: Use ICT (Radio Station and Green Screen) to raise attainment and develop key skills - communication, reading, writing, working with others, problem solving and performance skills.</p>	<p>Additional teacher to lead Radio Station broadcasts and Green Screen sessions alongside the class teacher.</p>	<p>Seabridge Primary has run the Seabridge Radio for 3 years now. During that time we have seen many benefits for the pupils: build their confidence and self esteem; improve speaking and listening skills; learn to write creative scripts and copy; conduct research into a range of topics; work as a team; understand the value of communication.</p> <p>There have also been benefits for the whole school community: improved inclusion for pupils and staff providing a cross school communications platform; better engagement with our pupils; helped teachers in achieving a majority of the National Curriculum Standards; engage pupils that struggle with more traditional forms of demonstrated learning; develop a school community; improve links with our wider community and around the world; showcase the talents of our pupils.</p>	<p>Assessments before and following each set Radio Station and Green Screen sessions. Pupil attainment and progress will be monitored termly at pupil progress meetings.</p>	<p>Radio Station / Green Screen Leader Class teacher</p>	<p>Assessment data will be termly to ensure that progress is made. Monitoring will also be conducted through book scrutiny, learning walks and professional dialogue. Pupil Progress meetings held each term with the Deputy Head, SENCO and Inclusion Manager.</p>
---	---	---	--	---	---

Total budgeted cost					£67,205
----------------------------	--	--	--	--	---------

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>F. Engagement of families through Family Learning opportunities</p>	<p>TA with responsibility for Family Learning sessions will deliver support sessions for reading skills, phonic awareness etc</p>	<p>Parents, carers and family members are by far the most important influences in their children's lives. They mould how young people think about education, their future and society.</p> <p>Therefore, their support for schools and engagement in learning are powerfully significant if the learning outcomes for each child in each school are to be more than just aspirations. Parental engagement can be defined in a variety of ways. It can include the idea of parental involvement. However, parents can be involved in</p>	<p>TA to plan and deliver Family Learning sessions to parents. Take feedback from parents and gauge their future needs.</p>	<p>Family Learning TAs Inclusion Manager</p>	<p>Take parents feedback after each session. Use feedback to plan further sessions.</p>

		<p>school activities without being engaged in their children's learning. It is parental engagement in their children's learning that brings about significant gains in achievement.</p> <p>TA led workshops will aim to break down barriers between home and school and hopefully help to accelerate learning. Workshops held have included reading and number strategies and phonic awareness.</p>			
G: Increased attendance and punctuality rates for pupils eligible for PPG	Part time Parent Support Worker to monitor pupils and follow up quickly on absences. First day response provision.	Pupils need to be in school to improve attainment. NFER identifies addressing attendance is a key step.	Parents Support Worker will produce weekly reports highlighting children of concern for each pupil group and actions to follow. Inclusion Manager will collaborate with PSW and EWW to ensure school processes work smoothly and EHA plans are initiated when necessary. Improved levels of attendance, punctuality, and a decrease in Persistent Absentees.	Inclusion Manager	September 2017
Total budgeted cost					£5395

6. Review of expenditure				
Previous Academic Year				
i. Quality of teaching for all				
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
A and B : Improve outcomes for pupils in receipt of PPG in Reading and Writing.	<p>Additional Teacher in Years 2, 3 and 6 throughout the year to allow 3 groupings for English. This will target more able pupils on the FSM register and provide extension opportunities as well as additional support for lower under achieving vulnerable pupils.</p> <p>Teaching Assistant Intervention for small focus groups and next day intervention.</p>	<p>In Y2 PP pupils made on average 2.3 points progress in Reading and 2.7 points progress in Writing.</p> <p>In Y3 PP pupils made on average the expected progress of 2 points in both Reading and Writing.</p> <p>In Y6 PP pupils made 2.6 point progress in Reading and 2.4 points progress in Writing.</p>	<p>Reading and Writing interventions had a positive impact on pupil progress and will continue next year.</p>	<p>Approx £67,205</p>

<p>C: Improve outcomes for pupils in receipt of PPG in Maths.</p>	<p>Additional Teacher in Year 2, 4 and 6 throughout the year to allow 3 groupings for Maths. This will target more able pupils on the FSM register and provide extension opportunities as well as additional support for lower under achieving vulnerable pupils.</p> <p>Teaching Assistant Intervention for small focus groups and next day intervention.</p> <p>CPD for all staff on Mastery in the curriculum</p>	<p>In Year 2 PP pupils made 2.6 point progress in Maths. In Year 4 PP pupils made 2.1 points progress in Maths. In Year 6 PP pupils made 2.5 points progress in Maths.</p>	<p>Maths interventions had a positive impact on pupil progress and will continue next year.</p>	
<p>D: Improve self confidence and resilience of pupils in receipt of PPG through the use of Forest Schools.</p>	<p>Additional staff member to deliver Forest Schools programme which will 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. Self-confidence and resilience of PPG pupils will increase and impact on their progress.</p>	<p>Through collaborative learning experiences with a high level of physical (and often emotional) challenge, practical problem-solving, explicit reflection and discussion of thinking and emotion self-confidence and resilience of PPG pupils has increased and made positive impact on their progress.</p>	<p>Forest Schools has enabled pupils to be stimulated by the outdoors. It has been observed that PP pupils involved in Forest School activities showed an increase in their self belief, confidence, enthusiasm, learning capacity, communication and problem solving skills and emotional well-being.</p> <p>Forest Schools will continue next year.</p>	

<p>E: Use ICT (Radio Station and Green Screen) to raise attainment and develop key skills - communication, reading, writing, working with others, problem solving and performance skills.</p>	<p>Additional staff member to deliver Radio Station broadcasts and Green Screen projects along with PPG children.</p> <p>Through (i) researching interviewees, interviewing local celebrities and businesses and editing and broadcasting articles attainment will be raised and key skills developed. (ii) working alongside children to record, edit and publish video clips to School website attainment will be raised and key skills developed</p>	<p>Through (i) researching interviewees, interviewing local celebrities and businesses and editing and broadcasting articles attainment will be raised and key skills in English developed. (ii) working alongside children to record, edit and publish video clips to School website, attainment will be raised and key skills developed.</p>	<p>We have had a lot of positive feedback from visitors about our young presenters. They have shown resilience, self confidence and have developed key skills - communication, reading, writing, working with others, problem solving and performance skills.</p> <p>Seabridge Radio Station will continue next year.</p>	
---	---	--	---	--

ii. **Targeted support**

Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
<p>F. Engagement of families through Family Learning opportunities</p>	<p>TA with responsibility for Family Learning sessions will deliver support sessions for reading skills, phonic awareness etc</p>	<p>TA led workshops aimed to break down barriers between home and school and helped to accelerate learning. Workshops held included reading and number strategies and phonic awareness. Through careful discussions between TA and Families we had a much higher uptake of families allowing children to take part in residential.</p>	<p>Feedback was positive from families. Next year we intend to change the Family Learning opportunities. We intend to focus on a year group each half term starting with Y1. Each week there will be a focus on alphabet recognition, story writing etc and include sessions in the school library.</p>	<p>Approx £5,395</p>
<p>G: Increased attendance and punctuality rates for pupils eligible for PPG</p>	<p>Part time Parent Support Worker to monitor pupils and follow up quickly on absences. First day response provision.</p>	<p>Without regular attendance we cannot improve pupil progress. Monthly attendance is monitored for PP pupils and is used to see if absence has an impact on their progress. This is used as evidence in parent meetings about attendance.</p>	<p>Parents Support Worker has produced weekly reports highlighting children of concern for each pupil group and actions to follow. Inclusion Manager has collaborated with PSW and EWW to ensure school processes work smoothly and EHA plans are initiated when necessary. Attendance is reported weekly in assemblies and on the school website. There is a weekly attendance award for classes with the highest % attendance. There have been improved levels of attendance, punctuality, and a decrease in Persistent Absentees. We will continue to use our PSW.</p>	

iii. **Other approaches**

Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost

7. Additional detail

In this section you can annex or refer to **additional** information which you have used to inform the statement above.
 Our full strategy document can be found online at: www.aschool.sch.uk