

Seaton Sluice First School

Pupil Premium Strategy Statement 2026-27

This statement details our school's use of pupil premium (and recovery premium for the 2026 to 2027 academic year) 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 effect that last year's spending of pupil premium had within our school.

School Overview

Detail	Data
School name	Seaton Sluice First School
Number of pupils in school	176
Proportion (%) of pupil premium eligible pupils	31/176 17.6%
Academic year/years that our current pupil premium strategy plan covers	2026-27
Date this statement was published	September 2026
Date on which it will be reviewed	July 2027
Statement authorised by	Amanda Bennett, Headteacher
Pupil premium lead	Katie Walsh, Deputy Headteacher
Governor / Trustee lead	David Gray, Chair of Governors

Funding Overview

Detail	Amount
Pupil premium funding allocation this academic year	£41,250
Recovery premium funding allocation this academic year	n/a
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£41,250

Pupil Premium Strategy Plan

Statement of Intent

Evidence shows that disadvantaged children generally face additional challenges in reaching their potential at school and often do not perform as well as other pupils. These challenges are broad and varied and there can be no 'one size fits all' approach. Evidence also shows that academically able pupils from disadvantaged backgrounds are most at risk of under-performing. Therefore, we acknowledge that we must allocate this funding for all abilities to support academically able, as well as less academically able pupils. Due to the relatively small number of pupils who are eligible for 'Pupil Premium' funding at Seaton Sluice First School, we have taken the decision to review our 'Pupil Premium Strategy Statement' annually, in order to ensure that it meets the specific needs of our children

Challenges

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

Challenge number	Detail of challenge
1	Reading and Phonics Attainment: Assessments and observations indicate that a proportion of our disadvantaged pupils struggle with early reading skills and blending, requiring structured phonics intervention to meet age-related expectations.
2	Attendance and Persistent Absence: Attendance data shows that the persistent absence rate for disadvantaged pupils is higher than that of their non-disadvantaged peers. This lost learning time directly impacts their academic progress and social integration.
3	Mental Health and Emotional Well-being: Observations show that some disadvantaged pupils face barriers related to emotional regulation, social-emotional well-being, and structured play, which can manifest as low engagement during standard break times
4	Enrichment and Cultural Capital: Disadvantaged pupils often have fewer opportunities outside of school to engage in specialized creative arts and extracurricular music instruction, impacting their confidence and broader engagement with school life.

Intended Outcomes

Intended outcome	Success criteria
1. Reading and Phonics Attainment Disadvantaged pupils make rapid progress in early reading, narrowing the attainment gap between them and their non-disadvantaged peers. Targeted phonics interventions and communication tools will ensure robust decoding and blending skills.	Early Years/KS1 Progress: Phonics tracker data shows accelerated tracking progress for Pupil Premium (PP) pupils receiving targeted blending support.
2. Attendance and Persistent Absence Overall attendance for disadvantaged pupils improves, moving closer to the school target. The rate of persistent absence among PP pupils decreases significantly due to high-engagement activities like OPAL and enriching school trips.	Attendance Rate: The attendance gap between disadvantaged and non-disadvantaged pupils closes by at least 2% compared to the previous academic year. Persistent Absence reduction: Persistent absence among PP pupils drops below 10%. Engagement Metrics: Internal registers show that the introduction of specific trip incentives and OPAL play days correlates with a measurable drop in Monday/Friday absences.
3. Mental Health and Emotional Well-being Disadvantaged pupils exhibit improved emotional regulation, social-emotional well-being, and high levels of engagement during break times. Targeted interventions like drumming provide positive creative outlets for emotional expression.	OPAL Impact: A significant reduction in playground behavioural incidents during break times involving disadvantaged pupils. Well-being Surveys: Pupil voice interviews and well-being surveys indicate that PP pupils feel safe, happy, and highly engaged during structured outdoor play. Targeted Support: 100% of pupils selected for after-school drumming show improved focus, confidence, or emotional regulation back in the classroom, as reported by class teachers.
4. Enrichment and Cultural Capital Disadvantaged pupils experience rich cultural, musical, and artistic opportunities that broaden their horizons, building self-esteem and creating parity of experience with their peers.	Participation Rates: 100% of disadvantaged pupils fully participate in school trips and the Bigfoot Arts Project, with zero financial barriers to entry. Extracurricular Uptake: Subsidised after-school drumming spaces are fully utilised by eligible PP pupils, widening access to specialist music instruction. Confidence & Arts Profile: Portfolios from the Bigfoot Arts Project demonstrate high-quality creative output from disadvantaged pupils, and pupil feedback highlights an increase in creative self-confidence. Linguistic Enrichment (Makaton and being a Sing Up School): Whole-class Makaton tuition enriches the wider school culture, ensuring disadvantaged pupils gain a unique, inclusive communication skill that boosts their social confidence and peer interaction. Leadership programme in Year 3 and 4: children gain an insight into skills required to

be a leader and take responsibility, boosting their confidence

Activity this Year

Activity	Evidence that supports this approach	Challenge number(s) addressed
Phonics Interventions & Resources: Core phonics decodable books and fund targeted catch-up training for staff to support early blending.	EEF Toolkit (+5 months): Phonics has a high positive impact on very young learners. Systematic synthetic phonics is exceptionally effective for disadvantaged pupils struggling with early decoding skills.	1
Whole-Class Makaton Tuition: External specialist delivery to train staff and teach pupils.	EEF Toolkit (+6 months): Communication and language approaches have a high average impact. Scaffolding spoken language with signs accelerates vocabulary acquisition and supports phonics development.	1,4
Targeted After-School Drumming Lessons: Subsidised specialist music slots for eligible disadvantaged pupils.	EEF Toolkit (+3 months): Arts participation approaches show positive benefits on wider engagement. Specialist music tuition boosts self-efficacy, rhythm-based cognitive focus, and emotional regulation.	3,4
OPAL (Outdoor Play and Learning): Complete school-wide implementation, including staff training and outdoor play resources.	EEF Toolkit (+4 months): Social and emotional learning interventions support self-regulation. High-quality structured play frameworks significantly lower playground conflict and improve school engagement.	2,3
Bigfoot Arts Project: Whole-school immersive creative arts days and workshops.	EEF Toolkit (+3 months): Creative arts interventions build cultural capital, expand expressive language, and foster a strong sense of school community belonging.	4
Subsidised School Trips: Contribute to educational visits and experiential learning opportunities for disadvantaged pupils.	EEF Toolkit (+4 months): Outdoor adventure and experiential learning build vital background knowledge (cultural capital) that directly enhances comprehension and boosts school attendance.	2,4

Total budgeted cost: £41,250

