

Seaton Sluice First School

Pupil Premium Strategy Statement 2024-25

This statement details our school's use of pupil premium (and recovery premium for the 2024 to 2025 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	177
Proportion (%) of pupil premium eligible pupils	14.7%
Academic year/years that our current pupil premium strategy plan covers	2024/25
Date this statement was published	October 2024
Date on which it will be reviewed	July 2025
Statement authorised by	Amanda Bennett, Headteacher
Pupil premium lead	Katie Walsh, Deputy Headteacher
Governor / Trustee lead	David Gray, finance Governor

Funding Overview

Detail	Amount
Pupil premium funding allocation this academic year	£44,970
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	£44,970

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	Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. These are evident from Nursery through to KS2 and in general, are more prevalent among our disadvantaged pupils than their peers.
2	Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with phonics than their peers. This negatively impacts their development as readers.
3	Disadvantaged pupils may require a range of different approaches and support in order to strengthen their social and emotional development and maintain and enhance their mental health and wellbeing.
4	Disadvantaged pupils may not always have the same life experiences as their peers, or equal access to resources and opportunities, therefore they may require additional support to access this curriculum offer in school.

Intended Outcomes

Intended outcome	Success criteria
1. Improved oral language skills and vocabulary among disadvantaged pupils.	Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including an in-depth look at speech and language throughout the whole school by our private speech and language therapist (Amy from Jigsaw Therapy Services) and Katie Walsh (Deputy Headteacher/SEND/CO/SLT literacy lead).
2. Improved reading attainment among disadvantaged pupils.	KS1 reading outcomes in 2024/25 show that more than 98% of disadvantaged pupils met the expected standard.
3. To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	Sustained high levels of wellbeing from 2024/25 demonstrated by: <ul style="list-style-type: none"> • qualitative data from student voice, student and parent surveys and teacher observations • a significant reduction in children being referred to CYPs, School Nursing team and other agencies for support with children's emotional well-being.
4. Pupil premium children will have the same opportunities in school as all other children.	Children throughout school will be able to access all areas of the curriculum, including extra-curricular activities. All children will be able to explain and talk about opportunities they have had outside the classroom.

Activity this Year

Teaching

Budgeted Cost: £17,100

Activity	Evidence that supports this approach	Challenge number(s) addressed
Development of resources used in school to support the teaching of phonics and reading. The school has	EEF: Phonics has a positive impact overall (+5 months) with very extensive evidence and is an important component in the development of early reading	2

<p>purchased a new phonics scheme – Little Wandle.</p> <p>Implementation of Accelerated Reader in KS1 and KS2 to assess the children’s reading age and provide appropriate reading material.</p>	<p>skills, particularly for children from disadvantaged backgrounds.</p>	
<p>Jigsaw Therapy whole school consultation on the teaching of language and the use of sensory breaks. Observations were carried out throughout the school, impacting upon how SEL is used and taught throughout the school.</p>	<p>EEF: Teach SEL skills explicitly - Use a range of strategies to teach key skills, both in dedicated time, and in everyday teaching. Self-awareness: expand children’s emotional vocabulary and support them to express emotions. Self-regulation: teach children to use self-calming strategies and positive self-talk to help deal with intense emotions. Social awareness: use stories to discuss others’ emotions and perspectives. Relationship skills: role play good communication and listening skills. Responsible decision-making: teach and practise problem solving strategies.</p>	<p>3, 4</p>

Targeted Academic Support

Budgeted cost: £ 21,370

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Two members of staff have been trained as a full Thrive Practitioners, and have been timetabled to deliver Thrive to the children who need it.</p>	<p>EEF: SEL interventions in education are shown to improve SEL skills and are therefore likely to support disadvantaged pupils to understand and engage in healthy relationships with peers and emotional self-regulation, both of which may subsequently increase academic attainment.</p>	<p>1, 2, 3</p>
<p>Jigsaw SALT and OT. School will use some of the allocated funding to support and assess those pupils not on the SEN</p>	<p>EEF: Language provides the foundation of thinking and learning and should be prioritised. High quality adult-child interactions are important and sometimes</p>	<p>2, 3, 4</p>

register but require some targeted support from SALT and OT.	<p>described as talking with children rather than just talking to children.</p> <p>Use a wide range of explicit and implicit approaches including planning the teaching of vocabulary, modelling and extending children's language and thinking during interactions and activities such as shared reading.</p> <p>Evidence also suggests that unmet OT and SALT needs can lead to mental health issues in children.</p>	
<p>Small group and 1:1 drumming session for children in years 3 and 4, with a specialist teacher.</p> <p>Whole class music and IT teaching for years 3 & 4, with a specialist teacher.</p>	<p>EEF: Arts participation -Moderate impact for very low cost based on moderate evidence.</p> <p>Some arts activities have been linked with improvements in specific outcomes. For example, there is some evidence of the impact of drama on writing and potential link between music and spatial awareness.</p> <p>Wider benefits such as more positive attitudes to learning and increased well-being have also consistently been reported</p> <p>There is a wide range of evidence to support the positive impact music has on an individuals mental health.</p>	3,4

Wider Strategies

Budgeted cost: £6,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
All staff trained on de-escalation strategies and positive handling.	<p>EEF: Metacognition and self regulation -Very high impact for very low cost based on extensive evidence. Teach learning behaviours alongside managing misbehaviour</p> <p>Teaching learning behaviours will reduce the need to manage misbehaviour.</p>	1, 2, 3 and 4

	Teachers can provide the conditions for learning behaviours to develop by ensuring pupils can access the curriculum, engage with lesson content and participate in their learning. Teachers should encourage pupils to be self-reflective of their own behaviours.	
The delivery of Forest School for all pupils in Reception.	Evidence linked to a wide range of benefits that forest school can have on the children's mental health and academic progress can be found on the link below: https://www.cambridgeforestschools.co.uk/schools/forest-school-and-outdoor-learning-research/	1, 2, 3 and 4

Total budgeted cost: £44,970