



Pupil premium strategy 2021/24

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 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.

Pupil premium is funding to improve the educational outcomes for disadvantaged pupils in schools in England. 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.

At Sea Mills Primary School we regularly assess the needs of our children and evaluate the impact of provision funded by the Pupil Premium. This annual audit then allows us to use the funding strategically to improve attainment (see below strategy), drawing on evidence of effective practice.

Evidence shows that using pupil premium funding to improve teaching quality is the most effective way to improve outcomes for disadvantaged pupils. By doing so, schools will inevitably benefit non-eligible pupils as well. As a school, we use a tiered approach, targeting spending across 3 areas, with a particular focus on teaching.

1. Teaching

Investing in high-quality teaching, for example:

- training and professional development for teachers
- recruitment and retention
- support for teachers early in their careers

2. Targeted academic support

Additional support for some pupils focussed on their specific needs, for example:

- one-to-one tuition
- small group tuition
- speech and language therapy

3. Wider approaches

Support for non-academic issues that impact success in school, such as attendance, behaviour and social and emotional challenges. For example:

- school breakfast clubs
- counselling to support emotional health and wellbeing

School overview

Detail	Data
School name	Sea Mills Primary
Number of pupils in school	250
Proportion (%) of pupil premium eligible pupils	36.8%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	3 years
Date this statement was published	November 2021
Date on which it will be reviewed	July 2022
Statement authorised by	Resources Governors
Pupil premium lead	Kat Billingham
Governor / Trustee lead	Jennifer Winfield

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£96,840
Pupil Premium Plus (PLAC)	£4,690
Recovery premium funding allocation this academic year	£10,730
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	£ 112,260

Part A: Pupil premium strategy plan

Statement of intent

You may want to include information on:

At Sea Mills Primary School we have high expectations for all pupils in our school and believe that, with high quality teaching, pastoral support, effective engagement with parents and a personalised approach to meeting children's needs, every child can fulfil their individual academic, social and emotional potential. Strong leadership ensures that the Pupil Premium funding is allocated effectively each year to have the necessary impact across school so that pupils achieve at least the same academic outcomes as non-disadvantaged pupils with similar starting points, and so that they have equal access to the extended curriculum and enrichment opportunities, eradicating educational inequity. Our current strategy supports these aims by ensuring pupils receive high-quality teaching in all subjects, but with a specific focus on mastery maths, reading and phonics. Embedded into our practice is the importance of cultural and arts opportunities in supporting the wider learning of disadvantaged students, enhancing cultural capital and removing barriers to accessing and understanding the wider curriculum. Our bespoke curriculum provides children in receipt of Pupil Premium, with opportunities to develop into confident, independent and successful learners who will thrive in later life and make a positive contribution to society. Leaders also use the funding to create opportunities for children to develop resilience, perseverance, self-esteem through quality, targeted and bespoke pastoral care for children and families and through the deployment of external agencies, for example, the educational psychologist. All strategies employed at Sea Mills Primary School are evidence-informed using recommendations outlined by Education Endowment Foundation and The Sutton Trust

- *How does your current pupil premium strategy plan work towards achieving those objectives?*
- Children attend school on time regularly in line with the national averages for all pupils
- Children make better than expected progress in reading, writing and maths to close the gap on their non-disadvantaged peers both locally and nationally
- Levels of engagement and participation of pupil premium children will be maintained across the school
- Pupil's wellbeing is supported effectively to ensure they are ready for learning and develop a passion for learning
- Pupil's develop stamina and independence to achieve targets and are prepared for success in later life
- High quality reading and writing interventions to accelerate progress and close gaps
- High quality WAVE 1 class teaching to ensure all disadvantaged pupils can access learning
- All pupils are in receipt of good or better teaching
- Parents and carers are encouraged to play an active role in their child's education
- Children and families believe that they can do well in the future
- Staff competence, in addressing poverty of vocabulary, supports pupils outcomes in reading and writing
- Parents are sign posted to the Bristol Based Parenting Menu in order to access supportive advice
- EWO service is used to support persistent absence of PP children

Strategy Plan

Our key principles of our strategy is based on the EEF tiered approach to Pupil premium spending. Our main focus will be on improving quality of teaching across the school including the training and support for our new class teachers/teaching staff. Another key area will be targeted support for children for their academic progress using diagnostic assessment to identify specific outcomes. Wider strategies will be used to target specific areas such as attendance, behaviour, wellbeing and mental health.

Challenges

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

Challenge number	Detail of challenge
1	Low attainment upon entry to school particularly in CLL and PSED
2	Poor communication skills and low vocabulary
3	Low levels of resilience and self-belief as a result of poor social and emotional skills which could manifest itself as poor behaviour
4	Speech and language delay
5	Lack of consistent parental engagement
6	High levels of socio-economic deprivation resulting in poor health and wellbeing outcomes for families
7	Higher rates of persistent absence for PP children
8	The community has a history of poor educational outcomes for this group, low levels of aspiration
9	COVID 19 Pandemic
10	Higher rate of domestic violence and substance misuse
11	Poor parental mental health

Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
Children attend school on time regularly in line with the national averages for all pupils	EWO service is used to support persistent absence of PP children Attendance for pupil premium children is in line with National – 95.5%
Children make better than expected progress in reading, writing and maths to close the gap on their non-disadvantaged peers both locally and nationally	The % of children achieving at or above age related expectations is more in line with non-pupil premium children Rates of progress are at or above expected
Levels of engagement and participation of pupil premium children will be maintained across the school	Pupils are engaged and participation in extra-curricular activities is increased Where appropriate, pupil premium children are prioritised for cultural and external opportunities
Pupil's wellbeing is supported effectively to ensure they are ready for learning and develop a passion for learning	Reduction in the number of fixed term exclusions for PP children
Pupil's develop stamina and independence to achieve targets and are prepared for success in later life	Aspirations of pupil premium children demonstrate ambition and success in later life

High quality reading and writing interventions to accelerate progress and close gaps	Targeted intervention ensures gaps are addressed and % of children achieving at or above ARE increases
High quality WAVE 1 class teaching to ensure all disadvantaged pupils can access learning	Classrooms, quality of teaching and evidence in books demonstrate high quality writing
Parents and carers are encouraged to play an active role in their child's education	Number of parents/carers attending events increases Parents are sign posted to the Bristol Based Parenting Menu in order to access supportive advice
Staff competence, in addressing poverty of vocabulary, supports pupils outcomes in reading and writing	Staff are skilled and receive regular CPD to improve their planning and delivery

Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium funding) **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £17,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Qualified teacher taking small groups for additional tuition (£15000)	Children not attaining as well as their peers in Reading, Writing and Maths Small group tuition is defined as one teacher, trained teaching assistant or tutor working with two to five pupils together in a group. This arrangement enables the teaching to focus exclusively on a small number of learners, in a separate classroom or working area. Intensive tuition in small groups is provided to support lower attaining learners and those who are falling behind, it can also be used as a more general strategy to ensure effective progress, or to teach challenging topics or skills. (+4) Small group tuition EEF (educationendowmentfoundation.org.uk)	1,2,3,4,7,8
Whole staff phonics training (£800)	Children not attaining as well as their peers in Reading, Phonics KS1 and spelling in KS2 Phonics is an approach to teaching some aspects of literacy, by developing pupils' knowledge and understanding of the relationship between written symbols and sounds. This involves the skills of hearing, identifying and using the patterns of sounds or phonemes to read written language. The aim is to systematically teach pupils the relationship between these sounds and the written spelling patterns, or graphemes, which represent them.	1,2,3,4,7,8

	<p>Phonics emphasises the skills of decoding new words by sounding them out and combining or 'blending' the sound-spelling patterns (+5)</p> <p>Phonics EEF (educationendowmentfoundation.org.uk)</p> <p>Evidence from Education Endowment Foundation, 'Early Years Toolkit':</p> <p>Early Numeracy Approaches = +6 months</p> <p>Early Literacy Approaches = +4 months</p> <p>Communication and Language Approaches = +6 months</p>	
<p>Nurture training (£600)</p>	<p>Impact of the COVID pandemic has caused an increase in the number of children and parents with mental health needs and social/emotional support. A dedicated family support worker and pastoral team, who are THRIVE trained are able to support individuals and families so they are able to better engage in school. (+4)</p> <p>Parental engagement EEF (educationendowmentfoundation.org.uk)</p> <p>EEF shows that behaviour interventions seeks to improve attainment by reducing a variety of behaviours, from low-level disruption to aggression, violence, bullying, substance abuse and general anti-social activities. (+4)</p> <p>Behaviour interventions EEF (educationendowmentfoundation.org.uk)</p> <p>Metacognition and self-regulation approaches to teaching support pupils to think about their own learning more explicitly, often by teaching them specific strategies for planning, monitoring, and evaluating their learning. (+7)</p> <p>Metacognition and self-regulation EEF (educationendowmentfoundation.org.uk)</p>	4,5,6,7,8
<p>Whole staff CPD - Mastery Learning and individualised learning (Maths, English and Curious City Curriculum) (£600)</p>	<p>Children not attaining as well as their peers in Reading, Writing and Maths</p> <p>Subject matter is broken into blocks or units with predetermined objectives and specified outcomes. Learners must demonstrate mastery on unit tests, typically 80%, before moving on to new material. Any pupils who do not achieve mastery are provided with extra support through a range of teaching strategies such as more intensive teaching, tutoring, peer-assisted learning, small group discussions, or additional homework. Learners continue the cycle of studying and testing until the mastery criteria are met. (+5)</p> <p>Mastery learning EEF (educationendowmentfoundation.org.uk)</p>	1-11

	<p>Individualised instruction involves providing different tasks for each learner and support at the individual level. It is based on the idea that all learners have different needs, and that therefore an approach that is personally tailored — particularly in terms of the activities that pupils undertake and the pace at which they progress through the curriculum — will be more effective. (+4)</p> <p>Individualised instruction EEF educationendowmentfoundation.org.uk</p>	
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £50,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Small Group Tuition booster based classes run by qualified teachers for Reading, Writing and Maths to meet ARE and to exceed ARE</p> <p>(£16,704)</p>	<p>Children not attaining as well as their peers in Reading, Writing and Maths</p> <p>EEF evidence shows that small group tuition is effective. (+4)</p> <p>Small group tuition Toolkit Strand Education Endowment Foundation EEF</p>	1,2,4+7
<p>Reading Recovery and Reading Recovery interventions for Y1/2/3 including CPD support for all staff</p> <p>(£10,000)</p>	<p>Children not attaining as well as their peers in Reading in KS1 and EYFS</p> <p>EEF Reading Comprehension strategies (+6)</p> <p>Reading comprehension strategies Toolkit Strand Education Endowment Foundation EEF</p>	1,2,4,+9
<p>Writing and spelling support</p> <p>Spelling / precision Teaching/ interventions</p> <p>Phonics booster groups</p> <p>Colourful semantics</p> <p>Talk Boost</p> <p>(£17,000)</p>	<p>Children not attaining as well as their peers in Reading, Phonics KS1</p> <p>Phonics approaches have been consistently found to be effective in supporting young readers to master the basics of reading. (+4)</p> <p>Phonics Toolkit Strand Education Endowment Foundation EEF</p> <p>Children not attaining as well as their peers in Reading, writing and in spelling KS2</p> <p>Oral language interventions aim to support learners articulation of ideas and spoken expression. They are based on the idea that comprehension and reading skills benefit from explicit discussion of either the content or processes of learning, or both. (+5)</p>	1,2,4,+9

	Oral language interventions Toolkit Strand Education Endowment Foundation EEF	
National Tutoring Programme (£3267)	<p>Children who require catch up post pandemic as they have fallen further behind in writing and maths</p> <p>EEF evidence shows that small group tuition is effective. (+4)</p> <p>Small group tuition Toolkit Strand Education Endowment Foundation EEF</p>	1,2,4,7+9
Speech and Language (£3000)	<p>Low attainment upon entry to school particularly in CLL and PSED</p> <p>Poor communication skills and low vocabulary</p> <p>EEF tiered approach – Prioritising Teaching CPD</p> <p>Good teaching is the most important lever schools have to improve outcomes for PP children.</p> <p>Oral language interventions aim to support learners articulation of ideas and spoken expression. They are based on the idea that comprehension and reading skills benefit from explicit discussion of either the content or processes of learning, or both. (+5)</p> <p>Oral language interventions Toolkit Strand Education Endowment Foundation EEF</p>	1,2,4,7+9

Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 29,300

Activity	Evidence that supports this approach	Challenge number(s) addressed
Family support (£15,000) Thrive and pastoral support	<p>Increase of absences of PP children</p> <p>Children not attaining as well as their peers as a result of poor mental health and the inability to focus.</p> <p>Low levels of resilience and self-belief as a result of poor social and emotional skills which could manifest itself as poor behaviour.</p> <p>Impact of the COVID pandemic has caused an increase in the number of children and parents with mental health needs and social/emotional support. A dedicated family support worker and pastoral team, who are THRIVE trained are able to</p>	4,5,6,7,8

	<p>support individuals and families so they are able to better engage in school. (+4)</p> <p>Parental engagement EEF (educationendowmentfoundation.org.uk)</p> <p>EEF shows that behaviour interventions seeks to improve attainment by reducing a variety of behaviours, from low-level disruption to aggression, violence, bullying, substance abuse and general anti-social activities. (+4)</p> <p>Behaviour interventions EEF (educationendowmentfoundation.org.uk)</p> <p>Metacognition and self-regulation approaches to teaching support pupils to think about their own learning more explicitly, often by teaching them specific strategies for planning, monitoring, and evaluating their learning. (+7)</p> <p>Metacognition and self-regulation EEF (educationendowmentfoundation.org.uk)</p>	
<p>Targeted attendance support</p> <p>(£8,000)</p>	<p>Higher rates of persistent absence for PP children</p> <p>Parental engagement EEF (educationendowmentfoundation.org.uk) (+4)</p>	7
<p>Enrichment trips and visits</p> <p>(£1800)</p>	<p>Arts participation is defined as involvement in artistic and creative activities, such as dance, drama, music, painting, or sculpture. It can occur either as part of the curriculum or as extra-curricular activity. Arts-based approaches may be used in other areas of the curriculum, such as the use of drama to develop engagement and oral language before a writing task.</p> <p>Improved outcomes have been identified in English, mathematics and science. Benefits have been found in both primary and secondary schools. (+3)</p> <p>Arts participation EEF (educationendowmentfoundation.org.uk)</p>	1-11
<p>Breakfast Club and After School Clubs (paid) and music lessons</p> <p>(£1500)</p>	<p>Arts participation is defined as involvement in artistic and creative activities, such as dance, drama, music, painting, or sculpture. It can occur either as part of the curriculum or as extra-curricular activity. Arts-based approaches may be used in other areas of the curriculum, such as the use of drama to develop engagement and oral language before a writing task.</p> <p>Improved outcomes have been identified in English, mathematics and science. Benefits have been found in both primary and secondary schools.</p> <p>(+3)</p>	1-11

	Arts participation EEF (educationendowmentfoundation.org.uk)	
Play Therapist (£3000)	<p>Low levels of resilience and self-belief as a result of poor social and emotional skills which could manifest itself as poor behaviour.</p> <p>Metacognition and self-regulation approaches to teaching support pupils to think about their own learning more explicitly, often by teaching them specific strategies for planning, monitoring, and evaluating their learning. (+7)</p> <p>Metacognition and self-regulation EEF (educationendowmentfoundation.org.uk)</p> <p>Foundation – Teaching and Learning Toolkit: Social and Emotional Learning = +4 months</p>	4,5,6,7,8

Total budgeted cost: £ 95700

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2020 to 2021 academic year.

Children attend school on time regularly in line with the national averages for all pupils	Attendance for disadvantaged was below other pupils in 2020-2021. This was, in some part, due to coding of vulnerable disadvantaged who did not attend school in periods of closure. This target will requires focus in the academic year 2021-2022
Children make better than expected progress in reading, writing and maths to close the gap on their non-disadvantaged peers both locally and nationally	<p>Due to the Covid-19 pandemic, end of key stage assessments did not take place for EYFS, KS1+ Year 6.</p> <p>Although pupils did not sit statutory tests in Summer 2020 or 2021 some formal assessments were used to support teacher assessments and this enabled school to make summative judgements about progress and attainment. Gaps remained the same or increased.</p> <p>The quality of most teaching across school is now consistently good or better.</p> <p>Monitoring/triangulated evidence shows that majority of pupils have retained key knowledge from all subjects taught</p>
Pupil's wellbeing is supported effectively to ensure they are ready for learning and develop a passion for learning	Highly effective pastoral care has led to early support for families and, as such, personal development outcomes for disadvantaged children are broadly in line with

	outcomes for all 'other' children at Sea Mills Primary School.
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Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
Talk for Writing	Pie Corbett
Nessy	Nessy Learning LTD
Rapid Writing	Pearson Global Schools
Talk boost	I can's
Better Reading Partners	Every Child Counts